

Year 3 Curriculum Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Reading</p> <p>A range of texts covered from the list provided</p>	<ul style="list-style-type: none"> • The Witches – Roald Dahl • There's a Pharaoh in Our Bath – J. Strong • The Egyptian Cinderella – S. Climo • Tadeo Jones, the lost explorer – digital text • The Egyptian Pyramids – digital text • Dragonology: The Complete Book of Dragons – D. Steer • Dragons at Crumbling Castle (Other Stories) – T. Pratchett • Dragons – digital text • A Visit from St Nicholas (Classic poetry) – C. Clarke Moore • Extracts from the Wizard of Oz (Silver Shoes and Pointed Toes) L. Frank Baum (Classics) • Wizard of Oz – digital text • KS2 Poetry Collection • Poetry - Dilly the dinosaur – T. Bradman • Non-fiction information texts – Egypt, Ancient Egyptians, pyramids, Light, Forces and Magnets, Religious Festivals of Light 	<ul style="list-style-type: none"> • The Iron Man – Ted Hughes • The Wild Robot – Peter Brown • You Can't Take an Elephant on the Bus – P. Cleveland-Peck • Esio Trot – R. Dahl • Stone Age Boy – S. Kitamura • The Butterfly Lion – M. Morpurgo • My Naughty Little Sister – D. Edwards • Man on the Moon – digital text • Poetry – The Lost Words (Acrostic) • Non-fiction information texts – rocks, humans and nutrition, Stone Age, Christianity - Easter 	<ul style="list-style-type: none"> • Stig of the Dump – C. King (Classic Novel) • The Sheep Pig – D. King-Smith • Operation Gadgetman – M. Blackman • The Tunnel – A. Browne • Little Leaders: Black Women in Black History – V. Harrison • Great Women Who Changed the World – K. Pankhurst • Michael Rosen Very Silly Poems • Astrosaurus – S. Cole • Red's Dream – digital text, Literacy Shed • Spy Gadget – digital text, Literacy Shed • Wolves in the Walls – Neil Gaiman • James and the Giant Peach – R. Dahl • Non-fiction information texts – Stone Age to Iron Age, plants, life cycle of plants, Chembakolli, India
<p>Writing</p> <p>A range of genres covered from the list provided</p>	<ul style="list-style-type: none"> • Recounts – Egyptian story writing using Literacy Shed clip • Instructions: recipe – The Witches • Explanation text: How to Recognise a Witch – The Witches • Non-chronological report – Dragons • Story writing – The Present 	<ul style="list-style-type: none"> • Diary entry from a character's perspective - The Iron Man • Newspaper report – The Iron Giant • Narrative – Iron Man • Narrative – Stone Age Boy • Poetry – The Lost Words 	<ul style="list-style-type: none"> • Narrative – Wolves in the Walls. • Persuasive writing/advert creating a suitable gadget for a spy – Spy Gadget • Explanation text – How a Robot Dog Works. • Biography – A sporting biography • Poetry – narrative list poems. • Letter writing
<p>Maths</p>	<ul style="list-style-type: none"> • Represent numbers to 100 and 1000 • Tens and ones using addition • Hundreds • 100s, 10s and 1s • Number line to 1000 • Find 1, 10 and 100 more or less than a given number 	<ul style="list-style-type: none"> • Consolidate 2, 4 and 8 times table • Compare statements and related calculations • Multiply 2-digits by 1-digit • Divide 2-digits by 1-digit • Scaling • Count money – pounds, pence • Convert pounds and pence 	<ul style="list-style-type: none"> • Making the whole • Tenths, counting in tenths • Tenths as decimals • Fractions on a number line • Fractions of a set of objects • Equivalent fractions • Compare and order fractions

- Compare objects to 1000, compare numbers to 1000
- Order numbers
- Count in 50s
- Add and subtract multiples of 100
- Add and subtract 1s
- Add and subtract 3-digit and 1-digit numbers – not crossing 10 and crossing 10
- Add a 2-digit number and 1-digit number – crossing 10
- Subtract a 1-digit number from 2-digits number – crossing 10
- Subtract a 1-digit number from a 3-digit number – crossing 10
- Add and subtract 3-digit and 2-digit numbers – not crossing 100 and crossing 100
- Add and subtract 100s
- Spot the patterns
- Add 2-digit numbers crossing 10 – add ones and add tens
- Subtract a 2-digit number from a 2-digit number – crossing 10
- Add and subtract 2-digit and 3-digit numbers – not crossing 10 and 100 and crossing 10 and 100
- Add two 3-digit numbers – not crossing and crossing 10 or 100
- Subtract a 3-digit number from a 3-digit number – with and without exchange
- Estimate answers to calculations
- Multiplication – equal groups, using arrays, using the symbol x
- 2 times table, 5 times table
- Make equal groups – sharing and grouping
- Divide by 2, 5 and 10
- Multiply and divide by 3, 4 and 8

- Add and subtract money
- Give change
- Make tally charts, draw and interpret pictograms (2, 5 and 10)
- Pictograms, bar charts and tables
- Measure length – m
- Equivalent lengths – m and cm, mm and cm
- Compare lengths, add lengths, subtract lengths
- Measure and calculate perimeter
- Make equal parts
- Recognise $\frac{1}{2}$, find a half
- Recognise $\frac{1}{4}$, find a quarter
- Recognise $\frac{1}{3}$, find a third
- Unit fractions and non-fractions
- Equivalence $\frac{1}{2}$ and $\frac{1}{4}$
- Count in fractions

- Add and subtract fractions
- O'clock and half past
- Quarter past and quarter to
- Months and years
- Hours in a day
- Telling the time to 5 minutes
- Telling the time to the minute
- Using a.m. and p.m.
- 24 hour clock
- Finding and comparing the duration
- Start and end times
- Measuring time in seconds
- Properties of shape – turns and angles
- Right angles in shapes
- Compare angles
- Draw lines accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2-D and 3-D shapes
- Make 3-D shapes
- Compare and measure mass
- Add and subtract mass
- Compare and measure volume and capacity
- Add and subtract capacity
- Temperature

Science	<p>Light</p> <p>L1 recognise that they need light in order to see things and that dark is the absence of light L2 notice that light is reflected from surfaces L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes L4 recognise that shadows are formed when the light from a light source is blocked by an opaque object L5 find patterns in the way that they change</p> <p>Forces and magnets</p> <p>FM1 compare how things move on different surfaces FM2 notice that some forces need contact between 2 objects, but magnetic forces can act at a distance FM3 observe how magnets attract or repel each other and attract some materials and not others FM4 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials FM5 describe magnets as having 2 poles FM6 predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>Rocks</p> <p>R1 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock R3 recognise that soils are made from rocks and organic matter</p> <p>Animals, including humans</p> <p>AIH1 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat AH12 identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Plants</p> <p>P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers P2 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant P3 investigate the way in which water is transported within plants P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
	<p><u>Working Scientifically</u></p> <p>WS1 asking relevant questions and using different types of scientific enquiries to answer them WS2 setting up simple practical enquiries, comparative and fair tests WS3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions WS5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables WS6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions WS7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS8 identifying differences, similarities or changes related to simple scientific ideas and processes WS9 using straightforward scientific evidence to answer questions or to support their findings</p>		

Computing	Unit 3.1 Coding Program: 2Code	Unit 3.2 Online Safety Programs: 2Connect (Mind Map), 2Blog (Blogging)	Unit 3.3 Spreadsheets Program: 2Calculate	Unit 3.4 Touch-Typing Program: 2Type	Unit 3.5 Email Programs: 2Email, 2Connect, 2DIY	Unit 3.6 Branching Databases Program: 2Question	Unit 3.7 Simulations Program: 2Simulate, 2Publish	Unit 3.8 Graphing Programs; 2Graph, Writing Templates, 2Blog (Blogging)	
History	<p><u>Ancient Egypt and The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</u></p> <p>Understanding timelines, describing events using dates when things happened, everyday life in ancient civilizations, describe similarities and differences between people, events and artefacts studied.</p> <p>Describe events and periods using the words: ‘ancient’ and ‘century’. Use a timeline within a period in history to place historical events in chronological order</p> <p>Describe dates of and order significant events from the period studied. Find out about everyday life and use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Suggest why certain people acted as they did.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p>			<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Hunter gatherers and early farmers</p> <p>Iron Hill Forts: tribal kingdoms, farming, art and culture</p> <p>Place periods of history on a timeline showing periods of time, find out about everyday life in the periods of history studied, appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past, suggest why certain events happened as they did.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Research and use photographs and illustrations to present their findings, appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Use a full range of dates and historical terms when referring to specific events.</p> <p>Use a time line to place events, periods and cultural movements.</p>					
Geography	<p><u>Africa: Egypt</u> Locational knowledge Using maps, atlases and globes to locate Africa, Egypt and the River Nile and the Nile Valley.</p> <p>Human and Physical geography Describing aspects of the human and physical geography of the Nile Valley.</p>		<p><u>Geographical enquiry and fieldwork</u> A study of maps of Tatton Park and fieldwork to record and present human and physical features.</p> <p>Contrasting Locality - Locational knowledge and Place knowledge Study of Tatton Park to compare the human and physical geography of the region and compare to our local area.</p>			<p><u>Contrasting Locality – Chembakolli</u></p> <p>Human and physical geography and place knowledge Study and comparison of a contrasting locality – Chembakolli, in India. Describing aspects of the human and physical geography of contrasting city life and rural homes. Compare and contrast with local area: homes, education, industry and leisure.</p>			
Art	<p><u>Ancient Egyptians</u> <i>Egyptian artefacts</i> - Observational drawing – small scale artefacts, developing line, tone, texture through pencil and ink drawings</p>		<p><u>Stone Age</u> <i>Cave Painting</i> - Colour mixing - pastels, chalk, charcoal, prehistoric colour palette, natural pigments, tone, shade, small scale/ large scale</p>			<p><u>Flora and Fauna</u> Observational drawing – plants, leaves, flowers small scale / large scale, developing line, tone, texture, detail through pencil, different media and choice of surfaces and backgrounds, focus on mark making and</p>			

	<p>Egyptian portraits – large scale observational drawings: human portraits, Egyptian portraits, tombs paintings, people and faces, scale Colour – research Egyptian colour palette, colour mixing, soft pastels, paints, colour wash Decorative borders - decoration, hieroglyphic: pattern, design, ink and poster/ acrylic paint Digital media</p> <p>Artists – Egyptian tomb paintings from different historical era and culture</p>	<p>pastel and charcoal work, individual and collaborative art, colour blending, Life depicted through cave paintings Painting, mark making using natural objects, experiment, develop techniques</p> <p>Artists – Cave paintings from different historical era and culture</p>	<p>textures using pencil, pen, charcoal and graphite and develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Painting and colour mixing - pastels, watercolours, use watercolour to produce a wash, mix and use tertiary colours. Use brushes in different ways. Begin to explore different shades in a limited colour palette e.g. leaf green</p> <p>Artist study: form, shape, colour <i>Georgia O’Keeffe – White Iris (1930)</i> <i>Vincent Van Gogh – Irises (1889)</i></p>
<p>Design Technology</p>	<p>Textiles Design, make and evaluate an Egyptian collar Describe the purpose of our products, with support and talk about design features that will appeal to intended users, using word banks to help us. Show the order of working in plans using models, pictures and words. Investigate that materials have both functional properties and aesthetic qualities. Practise a range of stitching techniques, sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and apply a range of finishing techniques, including those from art and design, with some accuracy.</p> <p>Find out about inventors, designers, engineers, chefs and manufacturers who have helped shape the world. Designers: Necklaces date back to Stone Age/Bracelets – Ancient Egyptians, earrings date back to the Bronze Age, Charles Lewis Tiffany – Tiffany’s jewellery, Daniel Swarovski – Swarovski jewellery.</p>	<p>Cooking and nutrition Design, make and evaluate Bronze Age/Iron Age bread comparing it with bread today.</p> <p>Begin to research how food is grown. Taste testing of different types of bread: textures, colours, flavours. Practise food preparation and cooking techniques by making a food product using an existing recipe. Learn how to use a range of techniques such as slicing, mixing, kneading and baking. Explain that food and drink are needed to provide energy for the body. Understand and explain the principles of a healthy and varied diet. Compare bread recipes from Bronze Age and Iron Age to present day recipes, explaining similarities and differences.</p>	<p>Construction Design, make and evaluate a moving toy comparing it to toys from the Stone Age and Iron Age.</p> <p>Measure, mark out and cut out materials, such as card, with accuracy, using a ruler and scissors. Measure, mark out and cut materials using centimetres. Select materials to join plastic, fabric, wood and card securely, from a given list. Alter and adapt materials to make them stronger. Investigate and analyse a range of products to consider how well they have been designed and made. Recognise that designs must meet a range of needs. Make the finished product neat and tidy.</p> <p>Find out about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products functional products. The invention of Lego</p>
<p>RE</p>	<p>Autumn 1 What makes some books sacred?</p>	<p>Spring 1 What do people believe God is like?</p>	<p>Summer 1 What is worship?</p>

	Autumn 2 What are the deeper meanings of festivals of light?		Spring 2 What matters to Christians about Easter?		Summer 2 What qualities do leaders of religions demonstrate?	
PSHCE	Being Me in My World Understanding my place in the class, school and global community. Devising Learning Charters.	Celebrating Difference Anti-bullying and diversity work (includes cyber and homophobic bullying)	Dreams and Goals Goal-setting, aspirations, working together to design and organise fundraising events.	Healthy Me Healthy lifestyle choices, drugs and alcohol education, self-esteem and confidence.	Relationships Understanding friendship, family and other relationships, conflict resolution and communication skills.	Changing Me Looking at change, including sex and relationship education.
PE	Dance Unit 2 – The Explorers The Hornpipe	Gymnastics Stretching, Curling and Arching	Dance Unit 3 - The Eagle and The Fish	Gymnastics Symmetry and Asymmetry	Athletics (pacing themselves over a longer distance)	Sports Day practise
	Netball (footwork, shooting/range of passes: chest, bounce, overhead)	Football (movement off the ball/passing into space/striking a moving ball)	OAA (cooperation/ problem-solving)	Rugby (holding/receiving and passing a rugby ball)	Tennis (controlling the ball with the racket/ keeping up the ball on their own/ hitting a thrown ball)	Rounders (hitting a moving ball/ scoring using the bases/ throwing and catching)
Music	Let Your Spirit Fly Musical learning focus: RnB. Singing in two parts. Cross Curricular link History - Ancient Egypt topic - 10 Egyptian songs to be learnt across the term	Glockenspiel Stage 1 Musical learning focus: Playing the glockenspiel. The language of music	Three Little Birds Musical learning focus: Reggae and Bob Marley - improvisation	The Dragon Song Musical learning focus: Singing in two parts	Bringing Us Together Musical learning focus: Disco music	Reflect, Rewind and Replay Musical learning focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
French	France and its Culture Introduction to France (including Paris), the French flag, French traditions, food, sports, landscapes in different parts of France, French islands, the President and the money used. Greetings and Name Introducing yourself in French, how to greet people according to gender but also according to the right time of the day. The children will learn to ask and say how they are feeling and how to ask someone's name and say their name. Numbers 0-20 and Age		Colours Learning what different colours are and being able to say what your favourite colour is in French. Children will also say which colours they like/dislike. Numbers 20-50 Counting up to 50, completing some calculations and say a price in French. The Date and Birthday Focus on the date and to say when your birthday is in French.		The Very Hungry Caterpillar Focus on the story of 'The Very Hungry Caterpillar' by Eric Carl. Children will learn the vocabulary of some food items in the story, say if they like/dislike the food. The children will also use their prior knowledge of days of the week and numbers learnt so far (0-50). My Family Focus on family members. Children will be able to say if they have siblings or not in French. At the Farm Children will learn 11 farm animals in French and be able to describe what they can see at the farm.	

	<p>How to count up to 20 in French and to say how old you are.</p> <p><u>The French Alphabet</u> The alphabet, including how to spell words/names.</p>		<p>They will also learn the noises that some of the animals make in French.</p>
<p>Curriculum Enrichment</p>	<ul style="list-style-type: none"> • Anti-Bullying Week • Carol Service • Ancient Egyptian workshop • Liverpool World Museum 	<ul style="list-style-type: none"> • Arts Week – Music and Art visitors and workshops • Trip to Tatton Park exploring life and jobs 	<ul style="list-style-type: none"> • Eco-day • Healthy lifestyles week • School garden and school grounds