

YEAR 3 CURRICULUM MAP 22-23

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH					
<p>Text for reading: Ada Twist Scientist</p> <p>Text for writing: Meerkat Mail</p> <p>Grammar concept: Express time, place and cause using co-ordinating and subordinating conjunctions, adverbs or prepositions building from Y2</p> <p>Extended writing: A book of postcards <i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>	<p>Poetry text: Stars with Flaming Tails</p> <p>Text for writing The Tin Forest</p> <p>Grammar concept: Express time, place and cause using co-ordinating and subordinating conjunctions, adverbs or prepositions</p> <p>Extended writing: Diary entry <i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>	<p>Text for reading: Oliver and The Seawigs</p> <p>Text for writing: Castles</p> <p>Grammar concept: Use headings and sub-headings; use paragraphs to group related ideas;</p> <p>Extended writing: Persuasive leaflet about Hertford Castle <i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>	<p>Text for reading: Oliver & The Seawigs</p> <p>Text for writing: I'll take you to Mrs Cole</p> <p>Grammar concept: Use headings and sub-headings; use paragraphs to group related ideas; use 'a' and 'an' correctly</p> <p>Extended writing: Research report in preparation for debate/ balanced argument <i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>	<p>Text for reading: The Firework-Maker's daughter</p> <p>Text for writing: Stone Age Boy</p> <p>Grammar concept: Begin to use inverted commas to punctuate direct speech; use 'a' and 'an' correctly</p> <p>Extended writing: Narrative with dialogue <i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>	<p>Text for reading: The Firework-Maker's Daughter</p> <p>Text for writing: King of the Sky</p> <p>Grammar concept: Use the present perfect form of verbs</p> <p>Extended writing: Description of place including techniques modelled in text <i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>
MATHS					
(White Rose scheme of learning; all topics include recap from previous years)					
<p>Number & place value Addition & subtraction</p>	<p>Addition & subtraction Multiplication & division</p>	<p>Multiplication & division Measurement: money Statistics</p>	<p>Measurement: Length & perimeter Fractions</p>	<p>Fractions Measurement: Time</p>	<p>Geometry: Properties of shape Measurement: Capacity & mass</p>

SCIENCE

<p>Working Scientifically Identifying and exploring the steps in the scientific method – generating enquiry question, creating a hypothesis, conducting a comparative fair test and drawing conclusions</p>	<p>Physics – Forces Different forces- pushes/pulls Forces in every day life Magnets- poles, repelling/attracting Building on magnetic materials in KS1 Workshop visit Scientific enquiry</p>	<p>Biology - Animals (including humans) Skeleton and muscles building from parts of the body in Y1 Exercise, health & nutrition building from healthy living & basic needs in Y2 Scientific enquiry</p>	<p>Physics – Light The sun Sources of light Reflections Shadows building from seasons in Y1 Scientific enquiry</p>	<p>Chemistry - Rocks Fossil formation Compare and group rocks building from grouping materials in KS1 Soil Scientific enquiry</p>	<p>Biology - Plants Plant life Basic structure and functions building from plant structure in Y1 Water transportation building from plant growth in Y2 Scientific enquiry</p>
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GEOGRAPHY

<p>Human and physical knowledge Settlement & land use; mountains, volcanoes and earthquakes and Mount Everest <i>Equator, N. & S. hemispheres, Tropics Cancer & Capricorn</i></p>	<p>Place knowledge Explore the local area using Digimaps for school – maps and overlays; local area mapping including fieldwork building from local study in KS1 <i>8 compass points</i> <i>4 fig grid refs</i> Visit – shops (human) Visit – fields (physical)</p>
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HISTORY

<p>Local study An aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Hertford Castle</p>	<p>Chronology Changes in Britain from the Stone Age to the Iron Age: <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know what is meant by 'hunter-gatherers' • Know the main differences between the stone, bronze and iron ages Link to English text Stone Age Boy</p>
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RE

<p>Beliefs and practices; Symbols and actions in Islamic and Christian faiths Marking festivals, traditions and key events in life Symbolic expression in prayer and worship Advent and Christmas traditions around the world</p>	<p>Identity and belonging; Prayer, worship and reflection; Ultimate questions in Islamic and Christian faiths (Beliefs and practices - Easter) Belonging to a family, a community, challenges and religious leadership Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer Exploring Lent, Holy Week and Salvation</p>	<p>Sources of wisdom; Human responsibility and values; Justice and fairness in Islamic and Christian faiths Sacred texts and stories, their guidance and impact Taking responsibility for living together, values and respect Right and wrong, just and fair</p>
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ART

<p>Colour/Painting Recall primary colours and how to mix secondary from KS1. Introduce tertiary colours. Understand and identify complementary colours, colour as tone, warm and cold colours. Know that such colours can express mood Artists (focus on colour) - Keith Haring - Lubaina Himid</p>	<p>Computer Art Know that art can be created digitally. Use technology to recreate an artistic style. Create repeated patterns on the computer considering shape, colour and design. Artist - William Morris (use of repeated patterns)</p>	<p>Collage Create collage using overlapping and layering using different materials Artists - Hockney (photomontage) and Romare Bearden Building on from Year 2 skills (crumpling, folding), tearing</p>	<p>Printing Create printing on polystyrene tiles using impressed techniques. Use one colour. Artists - Hokusai (wood block prints) and Cyril Edward Power (Lino artist)</p>	<p>Shading Explore shading Know how to use different grades of pencil (HB, 2B and 6B) Artists - Leonardo De Vinci and Vincent Van Gogh Building on from Year 2</p>	<p>Sewing Add detail to work by using different types of stitch, including cross-stitch Artists - Billie Zangewa and Kazuhito Takadoi Building on from Year 2 over stitch Link to DT</p>
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D&T

<p>Structure Photo frames Create a free standing photo frames (design, make an evaluate) Block teaching Build on from Year 2</p>	<p>Food Healthy lunch (designing, making and evaluating sandwiches/wraps/pitt a) Link to science – food groups Building on from Year 2 Block teaching</p>	<p>Mechanisms Levers and linkages – creating a simple story using three main levers Consider use of materials Link to English and science Build on from Year 2 – axels</p>	<p>Textiles / Sewing / Art Know different joining techniques and using in making a product building on Y2 overstitch Taught in art units for collage and sewing</p>
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				Block teaching	
PE					
GetSet4PE scheme of learning					
Fundamentals Gymnastics	Ball skills Dance	OAA Yoga	Hockey Fitness	Athletics Tennis	Rounders Cricket
COMPUTING to update					
Networks Understand computers link together in a network E-safety	Email Unit Understand what computer networks do and how they provide multiple service Link to English text – the Tin Forest Understanding the basics of electronic messages E-safety	Computational thinking and programming Scratch Write programs that accomplish specific goals E-safety	E-safety Internet research PowerPoint presentation Collect and present information Link to English – castles topic Navigate the web to complete simple searches	Sound Creating music Record and edit sounds using digital software Use a range of software for similar purposes E-safety	
MFL					
Salutations Spanish phonetics (Core vocab)		I can... Animals (Early)		The café (Intermediate)	
Los Colores (Colours), Los Números (Numbers), Fonética (Spanish Phonetics), Los Saludos (Salutations), Los Días (Days Of The Week), Los Meses (Months Of The Year)					

MUSIC

Music Express

<p>Environment Musical focus: Composition</p> <p>The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p>	<p>Time Musical focus: Beat</p> <p>The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance</p>	<p>Human Body Musical focus: Structure</p> <p>Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p>	<p>Food and drink Musical focus: Performance</p> <p>A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p>	<p>Perform - Recorders</p> <ul style="list-style-type: none"> • Know how to play the recorder. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. • Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration). <p>Understand the difference between crotchets and paired quavers</p>
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PSHE

<p>Being me in my world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Celebrating differences Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Dreams and goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Healthy me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives</p>	<p>Changing me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
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				Expressing appreciation for family and friends	
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FOREST SCHOOL

<p><u>PSHE</u> Being me in my world Learning to sit as a group and maintain responsible discussion about responsible choices, rewards and consequences, different perspectives.</p> <p><u>Geography</u> Build a mountain range including a peak/summit using natural resources foraged from FS</p>	<p><u>English</u> Senses walk to help descriptive writing – link to Tin Forest.</p> <p>For published write when planning own story</p>	<p><u>English</u> Inspiration for planning descriptive writing about forest castle</p> <p><u>Science</u> Making animal skeletons with twigs</p> <p><u>Art</u> Collage using found materials in forest</p>	<p><u>Maths</u> Measuring perimeter and length</p> <p><u>D and T</u> Eat made sandwiches in the woods</p> <p><u>Science</u> Observing light sources and shadows</p>	<p><u>History</u> Discuss life in the stone age around fire.</p> <p><u>PSHE</u> Discussion in Enchanted garden</p>	<p><u>English</u> Whole class reading in woods or Enchanted Garden</p> <p>Stone Age boy – acting out scenes from the story</p> <p><u>Spanish</u> Finding up to 12 different items and counting in Spanish</p>
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