

Year 3 Curriculum Map

| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
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| Reading Whole Class Readers and Digital Texts | <ul style="list-style-type: none"> • The Witches – Roald Dahl • James and the Giant Peach – Roald Dahl • There’s a Pharoah in Our Bath – J. Strong • The Egyptian Cinderella – S. Climo • Dragons at Crumbling Castle – Terry Pratchett (Short story) • 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 • The Enormous Crocodile – R. Dahl | <ul style="list-style-type: none"> • The Iron Man – Ted Hughes • The Wild Robot – Peter Brown • KS2 Poetry Collection • 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 • Nudie Dudie – M. Lawrence • Dilly the dinosaur – T. Bradman • Man on the Moon – digital text • Poetry – The Lost Words (Acrostic) | <ul style="list-style-type: none"> • The Sheep Pig – D. King-Smith • Operation Gadgetman – M. Blackman • The Lost Thing – S. Tan • 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 • Horrid Henry Zombie Vampires – F. Simon • Astrosaurs – S. Cole • Red’s Dream – digital text, Literacy Shed • Spy Gadget – digital text, Literacy Shed • Wolves in the Walls – Neil Gainman |
| Writing | <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 – Anglo Saxon trip |
| Maths | <p style="text-align: center;">Autumn 1</p> <ul style="list-style-type: none"> • Read and write numbers to at least 1000 in numerals and words • Recognise the place value of each digit in a three - digit number | <p style="text-align: center;">Spring 1</p> <ul style="list-style-type: none"> • Find 1, 10 or 100 more or less than a give number • Count from 0 in multiples of 50 and 100 • Describe and extend number sequences | <p style="text-align: center;">Summer 1</p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100 • Interpret and present data, using bar charts, pictograms and tables |

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| | <ul style="list-style-type: none"> • Partition numbers in different ways • Identify, represent and estimate numbers using different representations • Compare and order numbers up to 1000 • Solve number problems and practical problems • Find 1, 10 and 100 more or less than a given number • Add and subtract numbers mentally and with jottings and written methods • Draw 2D shapes and describe them • Measure, compare add and subtract lengths • Measure the perimeter of simple 2D shapes • Interpret and present data using bar charts and tables • Solve one and two - step problems using information presented in scaled bar charts and tables • Add numbers with up to three -digits, using formal written methods of columnar addition and subtraction • Estimate answers to a calculation and use inverse operations to check • Autumn 2 • Count from 0 in multiples of 4 and 3 • Multiple and divide two - digit numbers by one - digit numbers • Solve missing number problems and interpret remainders • Tell and write the time from an analogue clock, including using Roman numerals and 12 hour and 24 hour clocks • Estimate and read the time to the nearest minute • Record and compare times in seconds, minutes and hours • Know the number of seconds in a minute and the number of days in a month, year and leap year • Make 3D shapes, recognise and describe them in different orientations | <ul style="list-style-type: none"> • Add and subtract mentally: a three - digit number and one, a three- digit number and tens and a three – digit number and hundreds • Use estimation to check answers to calculations • Recognise and use fractions as numbers; unit fractions and non – unit fractions with small denominators • Recognise, find and write fractions of a discrete set of objects • Show practically or pictorially that a fraction is one whole number divided by another • Write and calculate mathematical statements for division using the multiplication tables that they know, mentally and progressing to written methods • Measure, compare add and subtract volumes and capacities • Measure, compare, add and subtract masses • Count from 0 in multiples of 8 and recall and use multiplication and division facts • Write and calculate mathematical statements for multiplication using the multiplication table that they know, including a two – digit numbers times one – digit numbers • Solve problems involving missing number problems, money and measures • Spring 2 • Draw 2D shapes and describe them • Make 3D shapes using modelling materials and recognise them in different orientations and describe them • Recognise that angles are a property of a shape or a description of a turn • Identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines • Add and subtract numbers with up to three – digits using formal written methods • Estimate the answer to a calculation and use inverse operations to check the answers | <ul style="list-style-type: none"> • Add and subtract mentally: a three – digit number and ones, a three – digit number and tens and a three – digit number and hundreds • Add and subtract numbers with up the three digits, using formal written methods • Estimate the answers to calculation and use inverse operations to check the answers • Measure, compare, add and subtract lengths, mass, volume and capacity • Measure the perimeter of simple shapes • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Multiply and divide a two – digit number and a three – digit number, mentally and progressing to formal written methods • Solve problems including missing number problems involving multiplication and division • Draw 2D shapes and describe them • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines • Recognise that angles are a property of a shape and a description of a turn • Identify right angles, recognise that two right angles make a half – turn, three make three quarters of a turn and four a complete turn • Identify whether angles are greater than or less than a right angle • Count up and down in tenths • Identify the value of a digit to one decimal place • Add and subtract amounts of money to give change, using £ and p • Solve problems involving money • Make 3D shapes using modelling materials, recognise them in different orientations and describe them • Summer 2 • Count from 0 in multiples of 4, 8, 50 and 100 • Find 1, 10 and 100 more or less than a give number • Recognise the place value of each digit in a three – digit number |
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| | <ul style="list-style-type: none"> Identify horizontal and vertical lines and pairs of parallel and perpendicular | <ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction Recognise and show equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole Compare and order unit fractions and fractions with the same denominator Solve problems involving fractions Use mathematical vocabulary to describe position, direction and movement Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24 hour clocks Estimate and read time to the nearest minute Record and compare time in terms of seconds, minutes and hours Know the number of seconds in a minute and the number of days in each month, year and leap year Compare duration of events | <ul style="list-style-type: none"> Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers to at least 1000 in numerals and words Add and subtract mentally a three – digit number and ones, tens and hundreds Derive and use addition and subtraction facts for 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Recognise and use fractions as numbers Recognise and show equivalent fractions with small denominators Recognise, find and write fractions of a discrete set of objects Measure, compare add and subtract lengths, volume/capacity and mass Measure the perimeter of 2D shapes Interpret and present data using bar charts, pictograms and tables Solve one – step and two – step questions |
| <p>Science</p> | <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</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 AHI2 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> |

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| | <p>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</p> <p>FM5 describe magnets as having 2 poles</p> <p>FM6 predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> | | | | | | | |
| | <p>Working Scientifically</p> <p>WS1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>WS2 setting up simple practical enquiries, comparative and fair tests</p> <p>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</p> <p>WS4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>WS5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>WS6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>WS7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>WS8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>WS9 using straightforward scientific evidence to answer questions or to support their findings</p> | | | | | | | |
| Computing | <p>Unit 3.1 Coding</p> <p>Program: 2Code</p> | <p>Unit 3.2 Online Safety</p> <p>Programs: 2Connect (Mind Map), 2Blog (Blogging)</p> | <p>Unit 3.3 Spreadsheets</p> <p>Program: 2Calculate</p> | <p>Unit 3.4 Touch-Typing</p> <p>Program: 2Type</p> | <p>Unit 3.5 Email</p> <p>Programs: 2Email, 2Connect, 2DIY</p> | <p>Unit 3.6 Branching Databases</p> <p>Program: 2Question</p> | <p>Unit 3.7 Simulations</p> <p>Program: 2Simulate, 2Publish</p> | <p>Unit 3.8 Graphing</p> <p>Programs; 2Graph, Writing Templates, 2Blog (Blogging)</p> |
| 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><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> | | | |

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| | Recognise the part that archaeologists have had in helping us understand more about what happened in the past. | 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. Use a full range of dates and historical terms when referring to specific events. Use a time line to place events, periods and cultural movements. | |
| Geography | <p>Africa: Egypt 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>Geographical enquiry and fieldwork 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>Contrasting Locality – Chembakolli</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>Ancient Egyptians Egyptian artefacts - Observational drawing – small scale artefacts, developing line, tone, texture through pencil and ink drawings 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>Stone Age Cave Painting - Colour mixing - pastels, chalk, charcoal, prehistoric colour palette, natural pigments, tone, shade, small scale/ large scale 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>Flora and Fauna 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 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> |
| Design Technology | <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</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.</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.</p> |

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| | <p>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>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>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> | | | |
| RE | <p>Autumn 1 What makes some books sacred?</p> <p>Autumn 2 What are the deeper meanings of festivals of light?</p> | <p>Spring 1 What do people believe God is like?</p> <p>Spring 2 What matters to Christians about Easter?</p> | <p>Summer 1 What is worship?</p> <p>Summer 2 What qualities do leaders of religions demonstrate?</p> | | | |
| PSHCE | <p>Being Me in My World Understanding my place in the class, school and global community. Devising Learning Charters.</p> | <p>Celebrating Difference Anti-bullying and diversity work (includes cyber and homophobic bullying)</p> | <p>Dreams and Goals Goal-setting, aspirations, working together to design and organise fundraising events.</p> | <p>Healthy Me Healthy lifestyle choices, drugs and alcohol education, self-esteem and confidence.</p> | <p>Relationships Understanding friendship, family and other relationships, conflict resolution and communication skills.</p> | <p>Changing Me Looking at change, including sex and relationship education.</p> |
| PE | <p>Dance Unit 2 – The Explorers The Hornpipe</p> | <p>Gymnastics Stretching, Curling and Arching</p> | <p>Dance Unit 3 - The Eagle and The Fish</p> | <p>Gymnastics Symmetry and Asymmetry</p> | <p>Athletics (pacing themselves over a longer distance)</p> | <p>Sports Day practise</p> |
| | <p>Netball (footwork, shooting/range of passes: chest, bounce, overhead)</p> | <p>Football (movement off the ball/passing into space/striking a moving ball)</p> | <p>OAA (cooperation/ problem-solving)</p> | <p>Rugby (holding/receiving and passing a rugby ball)</p> | <p>Tennis (controlling the ball with the racket/ keeping up the ball on their own/ hitting a thrown ball)</p> | <p>Rounders (hitting a moving ball/ scoring using the bases/ throwing and catching)</p> |

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| 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 of 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 How to count up to 20 in French and to say how old you are. The French Alphabet The alphabet, including how to spell words/names. | | 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. They will also learn the noises that some of the animals make in French. | |
| Curriculum Enrichment | <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 | |