







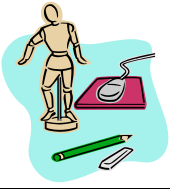

# Year 3 Curriculum Map – New National Curriculum

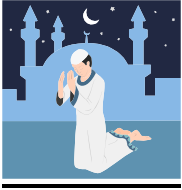


Teacher: Miss Amy Jones

<u>Year 3</u>	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Literacy</u></b></p> 	<p>Familiar Settings.</p> <p><b>Reports</b></p> <p>Students will use examples from their reading to help them plan their writing. They will increase their vocabulary through talk as well as reading, and will use new words in their writing.</p>	<p>Description</p> <p><b>Authors and letters</b></p> <p>Students will also increase the range of different sentence structures, and use a wider range of conjunctions, adverbs and prepositions</p>	<p>Narrative/description</p> <p><b>Adventure and Mystery</b></p> <p>Students will begin to think about how their grammatical choices can help them to express their meaning accurately – making sure their choice of pronouns is appropriate and clear, and using tenses accurately.</p>	<p><b>Letter(formal)</b>instructions</p> <p>Information texts- report on Fairtrade</p>	<p>Narrative: Fables</p> <p>Author study: Roald Dahl</p> <p>Students will learn to punctuate direct speech accurately, and to use apostrophes to indicate possession</p>	<p>Poetry</p> <p>Script writing</p> <p>Students will develop their use of grammar and punctuation</p>
<p><b><u>Numeracy</u></b></p> 	<p>Number and place value</p> <p>Number-Addition and subtraction</p> <p>Number-multiplication and division</p> <p>Fractions</p> <p>Measurement</p> <p>Geometry-properties of shape</p> <p>statistics</p>	<p>Number and place value</p> <p>Number-Addition and subtraction</p> <p>Number-multiplication and division</p> <p>Fractions</p> <p>Measurement</p> <p>Geometry-properties of shape</p> <p>statistics</p>	<p>Number and place value</p> <p>Number-Addition and subtraction</p> <p>Number-multiplication and division</p> <p>Fractions</p> <p>Measurement</p> <p>Geometry-properties of shape</p> <p>statistics</p>	<p>Number and place value</p> <p>Number-Addition and subtraction</p> <p>Number-multiplication and division</p> <p>Fractions</p> <p>Measurement</p> <p>Geometry-properties of shape</p> <p>statistics</p>	<p>Number and place value</p> <p>Number-Addition and subtraction</p> <p>Number-multiplication and division</p> <p>Fractions</p> <p>Measurement</p> <p>Geometry-properties of shape</p> <p>statistics</p>	<p>Number and place value</p> <p>Number-Addition and subtraction</p> <p>Number-multiplication and division</p> <p>Fractions</p> <p>Measurement</p> <p>Geometry-properties of shape</p> <p>statistics</p>
<p><b><u>Science</u></b></p>	<p><b>Animals including humans -<u>Skeleton</u></b></p> <ul style="list-style-type: none"> <li>To identify that humans and some other</li> </ul>	<p><b>Rocks &amp; fossilization</b></p> <ul style="list-style-type: none"> <li>To compare and group together</li> </ul>	<p><b>Light and shadows</b></p> <ul style="list-style-type: none"> <li>To recognise that they need light in order to see things and that dark is the</li> </ul>	<p><b>Animals including humans – <u>Nutrition</u></b></p> <ul style="list-style-type: none"> <li>To identify that animals, including humans, need the</li> </ul>	<p><b>Plants and plant lifecycles</b></p> <ul style="list-style-type: none"> <li>To identify and describe the functions of</li> </ul>	<p><b>Forces including magnetism</b></p> <ul style="list-style-type: none"> <li>To notice that some forces need contact between two objects</li> </ul>

	<p>animal have skeletons and muscles for support, protection and movement.</p>	<p>different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>To recognize that soils are made from ricks and organic matter</li> </ul>	<p>absence of light.</p> <ul style="list-style-type: none"> <li>To notice that light is reflected from surfaces</li> <li>To recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>To find patterns in the way that the size of shadows change</li> <li>To notice that light is reflected from surfaces</li> <li>To recognize that light from the Sun can be dangerous and that there are way to protect their eyes</li> </ul>	<p>right type and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> <li>To observe how magnets attract or repel each other and attract some materials and not others</li> <li>To 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</li> </ul>
<p><u><b>Geography</b></u></p> 	<p><u>Maps and locations</u></p> <ul style="list-style-type: none"> <li>To be able to find locations in an atlas</li> <li>To locate the counties of England</li> <li>To use the compass points to describe locations</li> <li>To know the regions of the UK</li> <li>To locate the major cities of the UK</li> <li>To be able to use an atlas to</li> </ul>			<p><u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> <li>To understand the structure of the Earth</li> <li>To understand the idea of plate tectonics</li> <li>To understand how and why earthquakes happen</li> <li>To understand the structure of a volcano</li> <li>To know how the strength of Earthquakes is measured</li> <li>To sort descriptions from least to most serious</li> <li>To use an atlas to find some of Earth's</li> </ul>	<p><u>Climate around the world</u></p> <ul style="list-style-type: none"> <li>To understand the world's climate zones</li> <li>Understand how life in the <b>desert</b> is different for people than in the UK</li> <li>Understand how life in the <b>rainforest</b> is different for people than in the UK</li> <li>Understand how life in the <b>Arctic</b> is different for</li> </ul>	

	<p>find out information</p> <ul style="list-style-type: none"> <li>• To understand that maps use symbols</li> <li>• To know some of the symbols used on ordnance survey maps</li> <li>• To design a town, using symbols for features</li> <li>• To consider the needs of different groups of people</li> <li>• To understand how to use a London underground map</li> <li>• To use a key to see what symbols mean</li> <li>• To use grid references</li> </ul>			<p>volcanoes and major Earthquake sites</p> <ul style="list-style-type: none"> <li>• To research some of the major earthquakes and volcanic eruptions</li> </ul>	<p>people than in the UK</p> <ul style="list-style-type: none"> <li>• To be able to use an atlas to identify the climate of a country or region</li> <li>• To be able to identify the continent and the country that a location belongs to Understand that animals have adaptations to help them to live in their climates</li> </ul>	
<p><b><u>History</u></b></p> 		<p><b><u>Stone age</u></b> To find out when to stone age was and how the people lived. To compare the people of the stone age with those of today.</p>	<p><b><u>Victorians</u></b> To find out when the Victorians were and to put them on a timeline. To look at features of Victorian lives such as the railways and buildings.</p>			<p><b><u>WW1</u></b> To find out when WW1 occurred and why. To find out what it was like to be a part of WW1</p>

<p><b><u>Computing</u></b></p> 	<p>Design &amp; write programs to achieve specific goals, including solving problems.</p>		<p>Use Logical reasoning</p>	<p>Understand computer networks</p>	<p>Use the internet safely and appropriately</p>	<p>Collect and present data appropriately</p>
<p><b><u>DT</u></b></p> 	<p><u>Moving monsters</u> Design and make- design and make a model of a monster that has moving parts controlled by pneumatics Evaluate- as a team the product and purpose of improvements Technical knowledge- develop children's understanding of control through investigating simple pneumatic systems</p>				<p><u>Sandwich snacks</u> Design and make- learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose. Evaluate- Evaluate their product and each other's against the original design criteria. Technical knowledge- Children develop an awareness of health and safety and learn that the quality of the product depends on how well it is made and presented.</p>	<p><u>Photographs frames</u> Design and make- have designed and made a complete personalised free-standing photograph frame, appropriate for a particular person Evaluate- their frame according to the shared criteria and their original design criteria. Technical knowledge- children learn about stiffening materials and making stable structures through the context of free-standing photograph frames</p>
<p><b><u>Art</u></b></p> 		<p><u>Can we change places?</u> Children explore sculpture in public buildings and spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a</p>	<p><u>Portraying relationships</u> Children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. They use composition skills to make a double portrait that conveys ideas about themselves and</p>	<p><u>Investigating patterns</u> Children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising</p>		

		<p>sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors. Skills: craft, design, colour, texture, sculpture, shape, space, form</p>	<p>their relationship with another person in their lives. Skills: line, painting, tone, colour, shape</p>	<p>shapes, colours and patterns to make a decorative textile piece. Skills: craft, design, colour, textiles, pattern, digital media, shape, print-making, space</p>		
<p><b><u>RE</u></b></p> 	<p><u>Signs and Symbols</u></p>		<p><u>Faith in the community</u></p>		<p><u>Faith in the community</u></p>	
<p><b><u>PSHE</u></b></p> 	<p><u>Good to be me</u></p>		<p><u>Choices</u></p>			<p><u>Going for goals</u></p>
<p><b><u>Music</u></b></p> 	<p><u>Play it again</u> <u>exploring rhythmic</u> <u>pattern</u></p>		<p><u>Learning songs and Nasheeds</u></p>		<p><u>Performing Nasheeds for end of year production</u></p>	

P.E



Invasion games

Invasion games

Gymnastics

Net/wall games

Athletics

Striking and fielding games