**Year 3 Curriculum Map 2018-2019**

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| YEAR 3 | Autumn 1  ‘It’s a Celebration’ | Autumn 2  ‘Through the Ages’ | | Spring 1  ‘Around the World in a School Lunch’ | Spring 2  ‘Wild Things’ | | Summer 1  ‘Walk Like an Egyptian’ | Summer 2  ‘Natural World’ |
| Literacy  Ongoing – spellings, grammar, structure of writing, reading for information, enjoyment and meaning. | With a focus on Roald Dahl’s fantastic stories we will develop understanding of organising texts, use descriptive language, inverted commas, time and cause words (adverbs, prepositions and conjunctions) and explore rhyme by writing our own stories, plays and poems, biography and instructions. | We will use ‘Stone Age Boy’ to make predictions, inspire our own stories, write in the first person, develop inference skills, and begin to use paragraphs.  We will also use this text to inspire non-fiction writing. We will write instructions and an information text. | | During this half term we will focus on non-fiction writing based around the theme of ‘bees’. | Our key text will be ‘Where the Wild Things Are’. We will write a diary entry, and write a story inspired by the key text. | | ‘The Egyptian Cinderella’ will be used to develop narrative writing skills. We will also use visual aids to develop describing settings.  We will re-tell Egyptian myths using Marcia Williams’ text to inspire us. | We will write a non-fiction text inspired by Van Gogh.  ‘Katie and the Starry Night’ will be used as a stimulus to write our own stories based on another of Van Gogh’s famous paintings. |
| Numeracy  Ongoing - times tables, developing mental strategies, problem solving and reasoning. Understanding and use of mathematical vocabulary. | Place value, read and write numbers (to 1,000), count in 50s, addition and subtraction (including formal written methods) for 3 and 2 digit numbers, multiplication and division (using practical and pictorial methods).  Times tables focus: 3s and 4s | | | Multiplication and division continued, money (including giving change) and statistics (pictograms, bar charts and tables).  Times tables focus: 8s | Length and perimeter: measure length accurately, calculate equivalent lengths in m and cm, compare lengths, add/subtract lengths. Measure and calculate perimeter.  Fractions: recognise and use fractions as numbers, count in tenths (including decimals), find fractions of amounts.  Times tables focus: 3s | | Fractions: find equivalent fractions, compare and order, add and subtract.  Time: tell and write the time to 5 mins/nearest minute from an analogue clock (including Roman numerals) and digital clocks, record and compare time, compare durations of events and learn the number of seconds in a minute, days in a month/year/leap year.  Times tables focus: 4s | Properties of shapes:  Turns, angles, right angles, compare angles. Lines (horizontal, vertical, parallel and perpendicular), 2D and 3D shape properties.  Mass and capacity: measure, compare, add and subtract  Times tables focus: 8s |
| Science | Rocks and Fossils – Identify and classify rocks based on physical properties. Investigate hardness. | Forces and Magnets. Test how objects can be made to move or change direction. Investigate resistance, friction and magnetism. | |  | Animals – (inc Humans). Investigate health, diet and nutritional needs of humans and animals. Understand the food chain and explore the physical make up of a human looking at the function of skeleton and main organs. | | Light – recognise how light is created and travels. Explore shadows and how they change. | Plants – Explore functions of parts of the plant. Investigate the conditions that affect plant growth. |
| History | We will begin the chronological narrative of Britain’s history, exploring different cultures which have been established during the Stone, Bronze and Iron Ages (Celts). | | |  | | | This term, Year 3 will be introduced to international history as we explore when and where the earliest civilisations took place followed by an in-depth study of Ancient Egypt. | |
| Geography |  | | | We will explore human and physical geography, locational knowledge, geographical skills and fieldwork skills in the following units:   * Local area * Where does our lunch come from? * What on Earth? (satellite imagery) * What’s a region (comparative unit) * What’s special about…? | | | We will explore human and physical geography, locational knowledge, geographical skills and fieldwork in a unit called ‘Where and why does the world rumble?’ | |
| Art | We will be exploring, designing and making Celtic crafts including a cross, torc (bracelet), a ceramic pot and weaving. | | | Collage work based on our local environment, digital art based on butterflies, sketching, adding colour (blocking in) and fabric art (stitching) inspired by African animals. Drawing, painting and sculpture based on *Where the Wild Things Are.* | | | A unit inspired by Van Gough’s *Starry Night* provides us with opportunity for mixed media composition and introducing the technique of batik. | |
| Design and Technology | We will be designing, making and evaluating the following:   * A soup, smoothie and bread * Party hats * Photo frame | | |  | | | We will be designing, making and evaluating:   * A cushion * A pop-up book | |
| Music | Listen to, review and evaluate music; learn to sing and use their voices; begin to use musical notations; explore duration and pitch; use digital technology to create a piece; compose music to accompany a story. | | | Compose increasingly complex ostinatos, hold a steady part against a contrasting rhythm, listen to music and create a picture representative of the piece, sing expressively with articulation and diction, sing a call-and-response song. | | | Create rhythmic and/or melodic ostinatos and use technology to record and edit these; identify different features of a piece of music, perform a rhythmic accompaniment while singing | |
| I.C.T | Explore computer networks (including the internet); how they provide opportunities for communication and collaboration. Use technology safely, respectfully and responsibly. | | | Search for relevant information, create a presentation using PowerPoint, use Scratch to: create and debug algorithms, sequence and repeat, record and create sounds. | | | Collect and present data and information, analyse data for errors, recognise acceptable/unacceptable online behaviour, learn how to use social media safely, respectfully and responsibly and identify ways to report concerns. | |
| French  Developing reading, writing, speaking and listening skills. | Greetings, say how you are feeling, ask simple questions (name, age), numbers 1-10, alphabet, family members. | | | Numbers 11-20, simple instructions, days of the week, months of the year, birthdays. | | | Colours, parts of the body, descriptions of people. | |
| R.E | Why do people pray? | | What is it like to follow God? | What is the Trinity?  **Including a Cathedral Visit** | | Why do Christians call the day Jesus died ‘Good Friday’? | What do different people believe about ‘God’? | Why is the bible so important for Christians today? **Including a local church Visit** |
| PSHE&C  (Cambridgeshire Scheme) | Myself and My Relationships (3B) – self awareness | Myself and My Relationships (3D) – valuing difference | | Citizenship – (3F) Understanding and practising Democracy. | Citizenship – (3G) Me in my Community | | Healthy and Safer Lifestyles (3L) | Healthy and Safer Lifestyles – (3K) Changing emotions and Responsibilities |
| P.E | Invasion game: Tag rugby  Gym – stretching, curling and arching | Net-wall game TBC  Dance | | Team Game or invasion game TBC  Gym | Team game or invasion game TBC  Dance | | Athletics  Gym | Striking and fielding  Dance |