**Year 3 Curriculum Map 2017-2018**

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| YEAR 3 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Literacy  Ongoing – spellings, grammar, structure of writing, reading for information, enjoyment and meaning. | Linked to our science topic, we will be using a variety of woodland based stories to write our own stories, write a book review, create a non-chronological report and explore poetry. | The first part of this half term will be linked to our history topic. We will write diary entries, a comic strip and write instructions. The second part of the half term will be linked to science. We will write descriptions, focussing on all the senses, create an informative brochure and create a shadow puppet show. | | Recount the story of Romulus and Remus.  Story writing inspired by Pompeii  Diary and letter writing inspired by Pompeii. | Gladiators – non–chronological report.  Create a persuasive advert (Roman house).  Poetry | | The Railway Children - narrative, explanation text and newspaper report | Funnybones (linked to Science) - poetry and figurative language  Biography writing (Brunel) |
| Numeracy  Ongoing - times tables, developing mental strategies, problem solving and reasoning. Understanding and use of mathematical vocabulary. | Place value (to 1,000), addition and subtraction, multiplication and division | | | Multiplication and division, money, statistics | Length and perimeter, fractions | | Fractions and time | Properties of shapes, mass and capacity |
| Science | Plants – Explore functions of parts of the plant. Investigate the conditions that affect plant growth. | Light – recognise how light is created and travels. Explore shadows and how they change. | | 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. | | Animal – (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. | |
| History | Britain from Stone Age to Iron Age:  Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae,  Bronze Age religion, technology and travel, for example, Stonehenge.  Iron Age hill forts: tribal kingdoms, farming, art and culture | | | Swords and Sandals:  The Roman Empire and its impact on Britain – Origins of the Empire, Invasion of Britain, Boudica, Roman Life, Pompeii, buildings and infrastructure. | | | A turning point in British History: The First Railways. | |
| Geography  Ongoing map skills and using atlas/ICT for research. | Map/atlas work.  Reading and understanding maps/atlases and the symbols used. Identifying the counties and cities of the UK. Locating European countries. Identify the equator and the Northern and Southern Hemispheres. | | | Using ICT to research  Identify the location of world significant physical features – e.g. largest desert, longest river etc. Begin to understand difference between natural and man-made features.  Physical geography  Identify significant mountains, describe volcanoes, earthquakes and the water cycle. | | | Fieldwork  Observe, measure and record human and physical features in the local environment using sketch maps, plans and graphs. | |
| Art/D.T | Basic skills    Collage  Sewing | Cave and wall paintings.    Art work with natural materials. Artist focus: Goldsworthy. | | Mosaics  Roman shields  Clay pot  Roman bread | | | Artist study and railway art | |
| Understand the need to plan, organise and review work to improve the product. | | | | | | | |
| Music | Music Express  Unit: Singing French  Musical focus: pitch | | | Music Express unit on composition | | | Music Express  Unit: Human Body  Musical focus: structure | |
| I.C.T  Ongoing use of ICT across curriculum for writing, presentation and research. | Understanding how to find programmes. Typing/Word processors skills and basic research.  E – safety. | | | Locating, saving, moving files and information. Developing speed typing. Introduction to simple algorithms through if/then puzzles and activities. | | | Introduction to presentation software. Manipulate texts by changing fonts, moving or realigning texts, importing images/shapes from different sources etc. | |
| 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’? | L2.1 What do different people believe about ‘God’? | L2.2 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 - jumps, rolls and balances (with and without apparatus) | Net-wall games: tennis  Dance: Shadow Dance | | Team Games:  netball  Gym | Invasion game: hockey  Dance | | Athletics  Gym | Striking and fielding games: rounders  Dance |