

Year 3 - Curriculum Map – September 2018



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Romans The Roman Empire and its impact on Britain</p>	<p>Vikings The Viking raid and invasion in Britain</p>	<p>South Africa Locational knowledge Place knowledge</p>	<p>South Africa Differences and similarities with UK Build knowledge of the wider world</p>	<p>Coastal regions Physical and human geography</p>	<p>Coastal regions Types of settlement; rivers; land use</p>
English Power of reading	<p>Thieves of Ostia Story set in a historical setting</p> <p>Newspaper report – features and recounts Narrative Report Recount Diary</p> <p>SPAG To express time, place and cause using conjunctions, adverbs or prepositions. /i/ sound spelt y. /u/ sound spelt ou. Year 3/4 spelling list throughout the year.</p>	<p>Moon man</p> <p>Nest of Stars</p> <p>Coming Home</p> <p>Poetry Report Diary</p> <p>SPAG To express time, place and cause using conjunctions, adverbs or prepositions. /k/sound spelt ch. /sh/ sound spelt ch.</p>	<p>African Tales</p> <p>Narrative text Description Newspaper Report Narrative poem Diary</p> <p>SPAG To express time, place and cause using conjunctions, adverbs or prepositions. To understand prepositions and adverbs and use them independently. Words ending with /g/sound spelt gue. Words ending with /k/ sound spelt que.</p>	<p>Iron Man</p> <p>Historical Fictional text Biography Letter Story</p> <p>SPAG To express time, place and cause using conjunctions, adverbs or prepositions. To introduce paragraphs as a way to group material. To use headings and sub-heading. To use conjunctions independently. /s/ sound spelt sc. /ay/ sound spelt ei, eigh, ey.</p>	<p>The Tin Forest</p> <p>Stone Girl, Bone Girl</p> <p>Modern writing Newspaper report Short story Recount</p> <p>SPAG To introduce paragraphs as a way to group material. To use headings and sub-heading. To use perfect present form of verbs. Possessive apostrophe with plural words.</p>	<p>Into the Forest</p> <p>Descriptions Role play Play scripts Persuasive writing</p> <p>SPAG To introduce paragraphs as a way to group material. To use headings and sub-heading. To use perfect present form of verbs.</p>
Mathematics	<p>Number and Place Value Recognise the place value of each digit in a three-digit number.</p>	<p>Multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8</p>	<p>Addition and subtraction Add and subtract numbers mentally, including:</p>	<p>Fractions Count up and down in tenths. Recognise and use fractions as numbers: unit fractions and non-unit fractions.</p>	<p>Measurement Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of</p>	<p>Fractions Recognise and show, using diagrams, equivalent fractions with small denominators.</p>

Year 3 - Curriculum Map – September 2018



	<p>Read and write numbers up to 1000. Solve number problems and practical problems involving these ideas.</p> <p>Addition and subtraction Add and subtract numbers mentally. Add and subtract numbers with up to three digits. Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Measurement Measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml).</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions</p>	<p>multiplication tables. Solve problems, including missing number problems.</p> <p>Geometry: properties of shapes Draw and describe 2-D shapes, and make 3-D shapes using modelling materials.</p> <p>Geometry: position and direction Recognise that angles are a property of shape.</p> <p>Measurement Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p>	<p><i>A three-digit number and ones.</i> <i>A three-digit number and tens.</i> <i>A three-digit number and hundreds.</i> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measurement Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Statistics Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>	<p>Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions and fractions with the same denominator. Solve problems that involve all of the above.</p> <p>Multiplication and division Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Fractions Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p>	<p>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 durations of events, [for example, to calculate the time taken by particular events or tasks]</p> <p>Addition and Subtraction Use formal written methods of columnar addition and subtraction.</p>	<p>To be able to deepen my knowledge of these mathematical objectives through: problem solving, reasoning and application.</p>
<p>Science</p>	<p>Light Recognise that you need light in order to see. Light can be reflected from surfaces. Light from the sun can be dangerous.</p>	<p>Light Recognise that sounds get fainter with distance. Investigation</p>	<p>Forces and magnets Forces between different surfaces. Magnets attract/repel. Identify magnetic</p>	<p>Animals including mammals Identify that animals and humans need the right type of nutrition and they cannot make their own food.</p>	<p>Rocks Compare and group different types of rocks. Recognise that soils are made from rocks.</p>	<p>Plants Identify different parts and functions of flowering plants. Requirements for plants for growth Explore parts that</p>

Year 3 - Curriculum Map – September 2018



	Opaque objects. Shadows		objects.	Identify that humans and some animals have skeletons.		flowers play in a life cycle. Investigation
History	<p>Romans The Roman Empire and its impact on Britain - Why did the Romans invade Britain? -How easy did the Romans find it to take over Britain? -For whom was life most pleasant in Roman Britain? -If you could travel back in time, would you like Roman Britain? -What did the Romans leave for us?</p>	<p>Vikings Would the Vikings do anything for money? -Raid -Why did many Vikings leave home? -Why did so many Vikings settle in Britain? -Did King Alfred bring peace to England? -How do we know about the Vikings?</p>	<p>Africa Differences and similarities with UK Build knowledge of the wider world Locational knowledge Physical features</p>		<p>Is it better to be a child now than in the past? -What do I already know about being a child in the past? - How were children expected to work in the past? - How much time did children have in the past to enjoy themselves? -Who believed in education for children? -Who do you think did most to improve the lives of children?</p>	
Geography	<p>Where on Earth are we? -What is the world like? - How can we describe where places are on the Earth's surface? -What do the lines on maps and globes mean? -Why do we have day and night? -What time is it where you are?</p>		<p>Can the Earth shake, rattle and roll? -What is happening when the earth shakes? - What is happening when the earth rattles and rolls? -Does the earth shake, rattle and roll all over? How and why do people live in these areas? -How disastrous have recent earthquakes and or volcanic eruptions been?</p>		<p>Do you like to be beside the seaside? - Have you been to the seaside? -What is the coast of South West England like? -What natural features can I see beside the seaside? -What other features and activities can be seen around the coast of the UK? -Do we like to be beside the seaside?</p>	
Special Events	Roman school event, Canterbury or Dover Museum.	Viking day	International day		Summer fayre trip	Beach trip

Year 3 - Curriculum Map – September 2018



Forest School					Rock detectives – identify a variety of rocks around the school.	Pond dipping – identify a variety of pond creatures.
PE	<p>Dance Basic movement Use different directions, levels, dynamics Stage directions Formations Routines</p> <p>Hockey Basic rules Control Passing techniques Different passes Striking</p>	<p>Tri – Golf Power and accuracy Putting Chipping Shot selection</p> <p>Table Tennis</p>	<p>Netball Footwork Short passing Shoulder passes Basic attacking skills Defending skills</p> <p>Basketball Basic rules Dribbling techniques Passing Set shot Attacking/ defending skills</p>	<p>Tennis Forehand shot Backhand return shot Serve/underarm serve Volley shot</p> <p>Football Basic rules Dribbling skills Short distance pass</p>	<p>Badminton Forehand shot Backhand Serve Rally</p> <p>Cricket Fielding Catching Batting skills Overarm bowl Batting rules</p> <p>Footgolf</p>	<p>Orienteering</p> <p>Athletics Running a short distance Jumping technique Push pass Pacing-Long distance Throwing</p>
Art/DT	<p>ART Buildings -To explore and examine buildings in a range of architectural styles. -To explore the architecture of Sir Christopher Wren. -To explore colour and pattern in the design of St Basil’s Cathedral. -To explore the design features of the Taj Mahal. -To examine the architecture of the Sydney Opera House. -To be able to design a building for a particular purpose.</p>	<p>DT At the Pantomime -To explore design features of a pantomime. -To design a set. -To create a model set. -To design costumes. -To design costume accessories. -To advertise a pantomime.</p>	<p>ART Journeys -To investigate the use of symbols in Aboriginal art. -To be able to create a piece of artwork in the style of an Aboriginal journey. -To identify different ways of representing objects and features relating to maps and journeys. -To investigate the work of Paul Klee. To be able to use gathered ideas to create a piece of ‘journey’ artwork.</p>	<p>DT Sandwich Snacks -Food groups -Flavours and textures of bread. -To design a sandwich for a purpose. -To create a sandwich. -To evaluate a sandwich.</p>	<p>DT Moving Monsters -What are pneumatics? -A monster plan -Making monsters -Evaluating a piece of work</p>	<p>ART Pointillism -To find out who Georges Seurat was and explore his style of art. -To explore how to create art in the style of pointillism. -To explore how Seurat used colours in his artwork. -To explore Seurat’s paintings and how he created effects and shading. -To explore the work of other Pointillist artists. -To be able to create a piece of pointillism</p>

Year 3 - Curriculum Map – September 2018



						artwork.
Music	<p>Music Express Environment-Children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p>Building- The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. Children play games, sing and compose music to build into a performance.</p> <p>Harvest Festival Singing</p> <p>African Drumming</p>	<p>Music Express Sounds- How are sounds produced and classified? Children explore timbre and structure through musical conversations in music from around the world.</p> <p>Poetry- Three contrasting poems are explored and developed. Children use voices, body percussion, instruments and movement to create their own expressive performances.</p> <p>Singing for Christmas – sacred carols and secular Christmas songs.</p>	<p>Music Express China- Children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p> <p>Time- 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>Music Express In The Past- The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare for a performance.</p> <p>Communication- Children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p> <p>Medway Music Festival Performance.</p>	<p>Music Express Human Body- Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p>Singing French- Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p>Music Express Ancient Worlds- Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. Children perform and song cycle and a round, and compose their own ostinato.</p> <p>Food and Drink- 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>
ICT	<p>Use search technologies effectively. Design and create a range of programmes.</p> <p>Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour.</p>	<p>Understand computer networks including the internet and how they can provide multiple services.</p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable</p>	<p>Use sequence, selection and repetition in programmes.</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable /unacceptable</p>	<p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour</p>		

Year 3 - Curriculum Map – September 2018



		/unacceptable behaviour	behaviour			
RE	Christianity Jesus the person -What was Jesus like? -Face of Jesus -type of person -Jesus's enemies - Symbolic language of Jesus	Christianity Disciples -What is a friend? -Who were the disciples? -Who was Jesus a friend to? -Who was Zacchaeus? Christmas Story	Judaism Teachings in the Torah. The laws given to Moses. God in the Bible. The Tenakh (Keturim) The Prophets Hebrew	Origins of Christianity: Key Christian figures. Martin Luther King Lord Shaftesbury Mother Teresa Florence Nightingale Easter Story	Judaism. Worship and ceremonies. -Passover -Purim -Hanukah -Shavuot -Rosh Hashanah and Yom Kippur -Weddings -Death	Judaism Worship and Home: Synagogue Rabbi Lifestyle The Shema Shabbat Food Laws
PSHE	Values- 2 year cycle Happiness Tolerance Respect Friendship We are all Stars! -Class charter -Gifts and talents -Exploring feelings -Working in a group -Happy play -Ideas and opinions Health and wellbeing Reflect and develop understanding of good and not so good feelings. Deepen understanding of	Values- 2 year cycle Love Generosity Friendship Peace Hope Be friendly, be wise -Importance of friends. -Solutions -Stay calm when angry -Preventing bullying -Emergencies -Internet safety Health and wellbeing Reflect on and celebrate	Values- 2 year cycle Patience Trust Humility Responsibility Joining in and joining up -Jobs -Council -School community -Volunteering -Raising money Relationships Respond to wider range of feelings that other people present. Be aware of different	Values- 2 year cycle Caring Understanding Independence Positivity Living long, living strong -Male and female body -Considering touch -Families for help and support -What makes me feel happy? -Keeping healthy -Overcoming barriers Relationships Concept of 'keeping something confidential or secret' when we should or should not	Values- 2 year cycle Honesty Fairness Courage Perseverance Daring to be different -Similarities and differences -Feeling good about yourself -Surprises -Disappointment -Feelings -Standing up for myself Living in the wider world Research and debate on topical issues.	Values- 2 year cycle Simplicity Compassion Dear Diary -Where to go for help -Taking responsibility -Making wise choices -Appreciate loss -Worries Living in the wider world What being part of a community means. To appreciate the range of national, regional, religious and ethnic identities in the UK

Year 3 - Curriculum Map – September 2018



	<p>'risk', 'danger' and 'hazard'</p> <p>British Values Safety -Green cross code. -Safety and emergency services. -Police, Science, Ambulance, 999.</p> <p>Famous British children's writers (<i>Throughout the year at story time</i>) Children to become familiar with British writers.</p>	<p>achievements. Routines to stop viruses spreading.</p> <p>British Values British music Children to become familiar with British songs.</p>	<p>types of relationships.</p> <p>British Values Famous British women in history. Know the stories of famous women, e.g. -Florence Nightingale -Queen Victoria -Margaret Thatcher -Boudicca</p>	<p>agree to this. Work collaboratively towards shared goals.</p> <p>British Values History of the Iron Bridge -Why was it made of iron? -Importance of the bridge. -Who was Abraham Darby? -How was iron able to be made on an industrial scale?</p>	<p>To resolve differences looking at other people's point of view. The role that money plays in our lives.</p> <p>British Values Countries, cities and national features. -Rivers -Mountains -Seas -Maps</p>	<p>British Values Tourism -An area of a city -Recognise tourist features.</p> <p>Holding a debate -How to improve our environment/town.</p> <p>British Sports</p>
<p>Prevent Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding. School values taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance</p> <p>P4C Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p> <p>Mental Health Twelve sessions throughout the year focusing on being different, loving ourselves, looking after our brains, thinking games and who to turn to, to manage our feelings. Green and Pleasant Land- GAF</p>						

GST Theme "Green and Pleasant Land" highlighted throughout curriculum