



Year 3 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Can I write a setting? Can I write a newspaper report? Can I write and perform a haiku? Can I write an imaginative recount? Can I write a fable? Can I write a recipe?</p> <p>Grammar and Punctuation Noun Phrases, Co-ordinating Conjunctions, Subordinating Conjunctions, Present Perfect Tense, Adverbs, Prepositions, Using A/An, Nouns and Pronouns, Inverted Commas</p> <p>Spelling Adding vowel suffixes Using prefixes</p>		<p>Can I write an adventure story? Can I write instructions? Can I write a diary entry? Can I write an Egyptian Fairytale? Can I perform the work of Jack Prelutsky?</p> <p>Grammar and Punctuation Noun Phrases, Co-ordinating Conjunctions, Subordinating Conjunctions, Present Perfect Tense, Adverbs, Prepositions, Using A/An, Nouns and Pronouns, Inverted Commas</p> <p>Spelling Alternate phonemes 'ou' 'y' 'c' 'eigh'</p>		<p>Can I write a play script? Can I write a Tanka? Can I write a non-chronological report? Can I write and perform a persuasive speech?</p> <p>Grammar and Punctuation Noun Phrases, Co-ordinating Conjunctions, Subordinating Conjunctions, Present Perfect Tense, Adverbs, Prepositions, Using A/An, Nouns and Pronouns, Inverted Commas</p> <p>Spelling Adding vowel suffixes</p>	
Reading	<p>The Lion, The Witch and The Wardrobe</p> <p>Dictionary work, using new vocabulary, summarising a section, guided questions, independent questions</p>		<p>The Firework Maker's Daughter</p> <p>Dictionary work, using new vocabulary, summarising a section, guided questions, independent questions</p>	<p>James and the Giant Peach (Play Script)</p> <p>Dictionary work, using new vocabulary, performing and summarising a section, guided questions, independent questions</p>	<p>The Boy Who Grew Dragons</p> <p>Dictionary work, using new vocabulary, summarising a section, guided questions, independent questions</p>	
Educational visits/ speakers	Victorian School Room		Egyptian Workshop Synagogue		Tropical World Moortown Walk,	
Science	Forces and magnets	Light and Dark	Plants	Rocks and Soils	Butterflies	Animals and Humans



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Computing	<p>How can we make things move?</p> <p>How does the type of surface effect how things move? What materials are magnetic? How do magnets affect each other?</p>	<p>Why can't we see in dark?</p> <p>How do we see things? Why do 'shiny' things reflect light? How can we change shadows?</p>	<p>What are the different parts and functions of flowering plants?</p> <p>How is water transported within plants? What part does the flower play in the life-cycle of a flowering plant?</p>	<p>What rocks and soils are in my local environment?</p> <p>Can I identify different rocks in my local environment? Of what is soil made?</p>	<p>How can scientific enquiry skills help me find out about butterflies?</p> <p>What is the life-cycle of a butterfly? Can I observe changes over time and identify patterns?</p>	<p>How do our skeletons work?</p> <p>What do we need to stay healthy? Why do we have a skeleton How do our muscles help us move?</p>
	<p style="text-align: center;">Debugging</p> <p>Can I write, test and debug a simple algorithm, using sounds Scratch?</p> <p>Can I import sounds into Scratch?</p> <p>What is a digital device?</p> <p>What is input/output/process? What is a network and how does it work?</p>	<p style="text-align: center;">Word Processing</p> <p>How can a word processor help me present my learning?</p> <p>Can I use bullet points? Can I insert and format images into a Word document?</p>	<p style="text-align: center;">Programming Motion</p> <p>How can I use Scratch to make a single platform game?</p>	<p style="text-align: center;">Using Broadcast and Receive Commands</p> <p>How can Scratch help me program an animation?</p>	<p style="text-align: center;">Probots</p> <p>How can a Probot help me to draw angles?</p> <p>Programming a Quiz</p> <p>How can I create a quiz using Scratch?</p>	<p style="text-align: center;">Word Processing</p> <p>How can a word processor help me present my learning?</p> <p>Can I combine words and pictures to make a fact file?</p>



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Online safety	Do I understand why passwords are important?	How can online communities help me?	Can I trust everything I read online? Things for Sale on the Internet	How should I behave online? Kara and the smart adventure Showing Respect Online	How do I write a good email? Writing a good email incl. online abbreviations	
	History	<p>Life for Children in Victorian Times</p> <p>What was life like for a Victorian child?</p> <p>How did the decisions made by people in power affect the lives of Victorian children? Why was Dr Barnardo important? What was Armley Mills? How did it impact on children's lives in Leeds? What happened to the mill and why?</p>		<p>Ancient Civilizations: Egypt</p> <p>What was the significance of the Ancient Egyptian civilization?</p> <p>Why was The Nile important? Who was Howard Carter? How did Ancient Egyptians commemorate life? How was power transferred? Who were the powerful? How did people in power control others? Tutankhamun and Cleopatra.</p>		<p>How has Moortown changed?</p>
Geography			<p>How did the River Nile affect life in Ancient Egypt?</p> <p>Where was Ancient Egypt?</p>	<p>Butterflies</p> <p>Where in the world do butterflies live?</p> <p>How does the climate affect the population of butterflies?</p>	<p>Moortown</p> <p>What are the physical and human features of Moortown?</p> <p>Where is Moortown? How is land used in Moortown?</p>	
Art	<p>Victorian Portraits</p> <p>Which techniques can help me create a portrait?</p>	<p>Printing</p> <p>How does William Morris inspire us?</p>	<p>Ancient Egyptian Art</p> <p>What can I learn about the Ancient Egyptians by examining their art?</p>	<p>L.S. Lowry</p> <p>What would Moortown look like if Lowry painted it?</p>		



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DT Cooking and nutrition	Can I compare Victorian portraits, looking at colours, techniques and styles? Can I use the grid method to draw a portrait?	Can I print my own wallpaper in the style of William Morris?	Can I create my own Egyptian tile using ModRoc and clay?	Who was L.S. Lowry?		
	<p>Victoria Sponge Cake</p> <p>Can I make a creamed baking batter to make a cake?</p> <p>Victorian Christmas Decorations</p> <p>Can I use thread and felt to sew using running and back stitches?</p>		<p>Egyptian Sarcophagus</p> <p>Can I make my sarcophagus open using pneumatics?</p>	<p>Butterfly sewing</p> <p>Can I sew using cross stitch?</p> <p>Ratatouille</p> <p>Can I use a hob to sweat vegetables? Can I use bridge knife technique to cut hard foods?</p>		
RE	Creation Stories	Birth Ceremonies	Judaism	Caring for the environment		
	What are the differences and similarities between some creation stories?	How is new life welcomed and celebrated across different religions?	What do the Jewish community believe and how can they celebrate? What is inside a synagogue?	Who cares for our planet and how do their beliefs align with our own?		
PSHE	<p><u>Mental health and emotional wellbeing - Mindmate</u></p> <p>Feeling good and being me, friends and family, life changes, strong emotions, being the same and being different, solving problems.</p>	<p><u>Keeping safe and managing risk</u></p> <p>What is bullying and how can it make people feel? What do we do if we witness bullying? Bullying – see it say it stop it</p> <p><u>What is bullying and how can we prevent it?</u></p>	<p><u>Identity, Society and Equality</u></p> <p>What is the same and what is different between ourselves and others? What is a community? Why are communities important for inclusion?</p> <p><u>Why should we celebrate difference?</u></p>	<p><u>Drug, Alcohol and Tobacco Education</u></p> <p>What is tobacco? What are the effects of tobacco and second-hand smoke? What is asthma?</p> <p><u>Do I understand how to use legal drugs safely? Do I</u></p>	<p><u>Careers, Financial Capability and Economic Wellbeing</u></p> <p>What influences people’s choices about spending and saving money? How can people keep track of their money?</p>	<p><u>Physical Health and Wellbeing</u></p> <p>What helps me make decisions about how to stay healthy? What helps me choose? How can</p>



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PE				<u>understand the dangers of smoking?</u>	<u>How could I 'stick to' a budget?</u>	<p>branding affect what foods people choose to buy?</p> <p><u>What influences my choices on what I buy?</u></p>
	<p><u>PHYSICAL SKILLS</u> <u>STRETCHING, CURLING AND ARCHING</u></p> <p>Can you stand still on one foot on an uneven surface without losing balance?</p> <p><u>REAL PE UNIT 1 PERSONAL SKILLS</u></p> <p>Can you cope well and react positively when things become difficult?</p> <p><u>REAL PE UNIT 2 SOCIAL SKILLS</u></p> <p>Developing the confidence to share ideas.</p> <p><u>NET, COURT AND WALL GAMES</u></p> <p>Can you strike a ball with reasonable control and accuracy at a target or over a net?</p> <p>ATHLETICS</p> <p>I can understand about pacing and maintain quality of my actions- summative assessment of number of laps completed- running track.</p> <p>Improving on a personal best.</p>	<p><u>REAL PE UNIT 3</u> <u>PHYSICAL SKILLS</u></p> <p>Can you perform a marching action forward and backwards, staying on a line?</p> <p><u>COGNITIVE SKILLS</u></p> <p>Can you explain what you are doing well?</p> <p><u>GYMNASTICS</u></p> <p>Symmetry and Asymmetry</p> <p>Can you plan, perform and evaluate symmetrical and asymmetrical sequences side-by-side with a partner?</p> <p>Can you identify and explain what the terms symmetry and asymmetry mean?</p> <p><u>DANCE</u></p> <p>Egyptian Dance- Pyramid Dance</p> <p>Perform Joseph</p> <p>ATHLETICS</p> <p>I can understand about pacing and maintain quality of my actions- summative assessment of number of laps completed- running track.</p> <p>Improve on a personal best.</p>	<p><u>REAL PE UNIT 5</u> <u>PHYSICAL SKILLS</u></p> <p>Can you turn and catch a ball from a partner, reacting to the sound of the bounce?</p> <p>Perform and repeat.</p> <p><u>ATHLETICS</u></p> <p>Can you perform running, jumping and throwing activities in the build-up to Sports' Day with increasing speed and distance?</p> <p>Can you react quickly to a pass and catch the ball between your knees or with the instep of your foot?</p> <p><u>REAL PE UNIT 6</u> <u>HEALTH and FITNESS</u></p> <p>Describing changes in the body during and after exercise.</p> <p>Outdoor and Adventurous activities- Fit week- Highfield Scavenger Hunt</p> <p>ATHLETICS</p> <p>I can understand about pacing and maintain quality of my actions-</p>			



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				summative assessment of number of laps completed- running track. Improve on a personal best.		
French	Phonics I am Learning French	<u>Phonics</u> <u>I am Learning French</u> <u>Can I make simple statements in French?</u> Animals <u>Can I talk about animals in French?</u> Nativity <u>How can I retell the nativity using vocabulary I have already learned?</u>	<u>Instruments</u> <u>Can I recognise and talk about instruments in French?</u>	<u>I am able to...</u> <u>I know how to...</u> <u>Can I recognise and recall action verbs in French?</u>	<u>Fruits</u> <u>How do I name fruits and say what like and dislike about them in French?</u>	<u>Ice-Creams</u> <u>Can I name and recognise different flavours of ice-cream and ask for one in French?</u>
	Music	<u>Ukulele</u> How do I hold and strum a ukulele?	<u>Ukulele</u> <i>Can I play songs using 'c', 'f', 'g7' and 'am' chords?</i>	<u>Ukulele</u>		



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<p><i>Can I name the parts of the ukulele? Can I play a range of strumming patterns? Can I play the C / F / Am / G7 chords?</i></p> <p style="text-align: center;"><u>Victorian songs</u></p> <p style="text-align: center;"><i>Can I recognise songs from the Victorian era?</i></p> <p style="text-align: center;"><u>Composition – Victorian machines</u></p> <p style="text-align: center;"><i>Can I compose a piece of music that represents the sound of a mill?</i></p> <p style="text-align: center;"><u>Rhythm</u></p> <p style="text-align: center;"><i>Can I play rhythmic patterns using clapping and on an instrument?</i></p> <p style="text-align: center;"><u>Can I follow a composition using percussion instruments?</u></p>	<p style="text-align: center;"><u>How do I change chords in order to play a song?</u></p> <p style="text-align: center;"><u>Can I compose, with my class, an Egyptian God chant?</u></p> <p style="text-align: center;">Spring performance - Joseph</p>	<p><i>Can I play songs using ‘c’, ‘f’, ‘g7’, ‘g’, ‘d’ and ‘am’ chords (Viva La Vida, Hallelujah)?</i></p> <p style="text-align: center;"><u>Can I perform the ukulele to an audience?</u></p> <p style="text-align: center;"><u>Can I compose, with a group, some butterfly music?</u></p>
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Mathematics

- Count in multiples of 4, 8, 50 and 100
- Find 10 or 100 more/less than a given number
- Recognise place value to three-digits
- Read, write, order and compare numbers up to 1000
- Identify, represent and estimate numbers
- Solve number and practical problems**
- Add and subtract mentally a three-digit numbers and ones, tens and hundreds
- Add and subtract with up to three digits, using formal written methods (column)
- Estimate an answer and use inverse operations to check answers
- Solve problems involving missing numbers, using number facts and place value
- Recall multiplication and division facts for 3, 4 and 8 times tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know
- Solve problems including missing numbers, multiplication and division, positive integer scaling and correspondence problems (n objects related to m objects)
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts or dividing one-digit numbers by 10
- Recognise, find and write fractions of a discrete set of objects with small denominators
- Recognise and show using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with small denominators within one whole
- Compare and order unit fractions with the same denominators
- Solve fraction problems**
- Measure, compare, add and subtract lengths, mass, volume and capacity
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using £ and p



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- Tell and write the time from an analogue clock, including using Roman numerals I-XII, 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
- Use vocabulary such as o'clock, a.m/p.m, morning, afternoon, noon and midnight
- Know the number of seconds in a minute/number of days in each month, year and leap year
- Compare durations of events
- Draw 2-D shapes and make 3-D shapes using modelling materials
- Recognise, describe and draw 3-D shapes in different orientations
- Recognise angles as a property of shape/description of a turn
- Identify right-angles; recognise two right-angles make a half-turn, three make three-quarters of a turn and four a complete turn
- Identify if angles are greater than/less than a right-angle
- Identify horizontal, vertical, perpendicular and parallel lines
- Position and Direction
- Interpret and present data using bar charts, pictograms and tables
- Solve one and two-step problems in scaled bar charts, pictograms and tables