



Curriculum Map, Year 3 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> Main Text: The Great Kapok tree. Persuasive letters. Non - fiction writing Rainforest animal report Deforestation debates and discussions 	<ul style="list-style-type: none"> Stories from other cultures: Wombat goes Walkabout Poetry - cinquain, acrostic and haiku. Performing Learning poetry by heart for poetry recital 	<ul style="list-style-type: none"> Texts: Stone Age Boy Narrative, own version of Stone Age boy. Class study text: Stig of the Dump.vDiary of Barny. Setting writing. Kenning Poems about Stig Newspaper reports about axe findings. 		<ul style="list-style-type: none"> Rhyming poetry Fact pack about Mount Vesuvius Diary entry about the day Vesuvius erupted. Heracles Myth Persuasive debates and environmental letters Recount from Tudor barns residential. 	
Maths	<ul style="list-style-type: none"> Place value and finding different ways of representing numbers to 1000 (bar and part whole method) Addition and subtraction methods, finishing with the formal column method. We will then apply this knowledge to multiplication and division. Tables 3, 4 and 8 		<ul style="list-style-type: none"> Multiplication and division Money, looking at ways to add money and applying column methods to this. Statistics Interpreting charts and graphs. Measure and comparison of lengths, Adding and subtracting Fractions, making a whole, tenths and adding and subtracting fractions with the same denominator. 		<ul style="list-style-type: none"> Fractions continue with equivalents and comparing. Adding and subtracting fractions with the same denominator. Time-calendars, telling the time to the nearest 5 minutes and adding multiples of five onto a given time. Angles and properties of shape looks at obtuse, acute and right angles, Recognising and describing 2 and 3D shapes and constructing 3D shapes. Capacity measuring and reading scales and adding and subtracting capacities. 	
Computing	<ul style="list-style-type: none"> Logging onto suite PCs and chromebooks, opening and saving work, Internet research, interactive cross curricular games Hour of Code internet games. 		<ul style="list-style-type: none"> Algorithms and work with Scratch. How to use programming and use simple code to control a sprite using a series of activities. Fixing bugs when the coding is not written correctly. 		<ul style="list-style-type: none"> Microsoft accounts - how to share work and communicate with each other. E - Safety will be at the heart of the unit. We will learn how to create a powerpoint presentation, then upload it to One drive to then share. The children will work collaboratively to edit each other's work. 	
Science	<u>Plants</u> <ul style="list-style-type: none"> Identify and 	<u>Forces & Magnets</u> <ul style="list-style-type: none"> Observe how 	<u>Rocks, Fossils and Soils</u> <ul style="list-style-type: none"> Compare and 	<u>Animals including Humans</u>	<u>Light</u> <ul style="list-style-type: none"> Recognising 	<u>Investigation Skills</u> <ul style="list-style-type: none"> Plan and carry

	<p>describe the functions of different parts of flowering plants.</p> <ul style="list-style-type: none"> Measuring plants Compare the requirements of plants for life and growth. Investigate the way in which water is transported within plants. Explore pollination, seed formation, seed dispersal. 	<p>magnets attract or repel each other, attract some materials and not others and compare and group together.</p> <ul style="list-style-type: none"> Identify some magnetic materials. Describe magnets as having 2 poles and predict whether they will attract or repel each other. Compare how things move on different surfaces. Notice some forces need contact between two objects, but magnetic forces can act at a distance. <p>Magnetic game made in ICT</p>	<p>group rocks together on the basis of appearance and simple physical properties.</p> <ul style="list-style-type: none"> Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter. <p>Trip to the Sedgwick museum to see the rocks, fossils and stone age artifacts.</p> <p>Visit from Senior school showing us how different rocks are made.</p>	<ul style="list-style-type: none"> Identify that animals and humans need the right types and amount of nutrition and that they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>light is needed in order to see things and that dark is the absence of light. Light is reflected from surfaces. Light from the sun can be dangerous to eyes.</p> <ul style="list-style-type: none"> How shadows are formed and how the size of shadows change. 	<p>out a variety of investigations.</p> <ul style="list-style-type: none"> Record results and evidence. Process findings to develop conclusions and identify causal relationships. Report on findings using presentations and displays.
Humanities	<p><u>The Rainforest</u> -</p> <p>Trip to the Botanic garden for children to see living rainforests and place their literacy creations in a rainforest environment</p>	<p><u>The UK</u> -</p> <p>The children will learn about countries, cities and flags of the UK. We look at the hills, mountains, rivers and seas of the UK. We also look at the position of counties in Britain, particularly around Cambridgeshire. Finally we look at how London has changed over the years.</p>	<p><u>Stone Age to Iron Age</u></p> <p>Year 3 will journey through a million years and discover the fascinating history of Prehistoric Britain. Starting with the Stone Age and going right through to the end of the Iron Age, Year 3 will discover how humans first came to Britain, how they lived and what developments were made in each era. There will be cross-curricular links with our science topic Rocks, Fossils and Soils. The children will enjoy learning more about the Stone Age to Iron Age through a visit to the University Archaeology and Anthropology department museum. Handling and dating artifacts</p>	<p><u>Romans</u></p> <p>Year 3 will travel back to Roman Britain this term. They will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. Year 3 will discover the rise of the Roman Empire in Britain, opposition from the Boudicca, the Celts and the legacy that was left behind, such as the Roman baths.</p>		
RS	<p><u>Signs & Symbols</u></p> <ul style="list-style-type: none"> Signs and 	<p><u>The Nativity Story</u></p> <ul style="list-style-type: none"> The story of the 	<p><u>Islam</u></p> <ul style="list-style-type: none"> Beliefs of Islam 	<p><u>Comparing World Religions</u></p>	<p><u>Judaism</u></p> <ul style="list-style-type: none"> The religion of 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> An introduction

	<p>symbols and how they are related to various religions.</p> <ul style="list-style-type: none"> Religious symbolism and What God means to different people. 	<p>nativity from - who Mary and Joseph were, to the birth of Jesus.</p>	<ul style="list-style-type: none"> Religious The five pillars. 	<ul style="list-style-type: none"> Compare 5 different world religions. 	<p>Judaism. We study where they pray, the holy book and special festivals.</p>	<p>into the Sikh religion. We will cover the holy book and place of worship.</p>
PSHCEE	Beginning and Belonging	Family and Friends Anti-bullying	Diversity and Communities	Personal Safety	SRE Drug education	Managing change
ART/DT	<p>This term we focus on sketching. The children learn to lightly draw lines on the page. We then look at how to draw animals and then move on to using water colours to draw a rainforest scene. We will look at the style and techniques rainforest artists: Gustavo Araya and Oenone Hammersley</p>		<p>Clay, cave paintings, DT - constructing Stone Age tools Our Spring Term Art uses our history topic for inspiration. We make sunrise/sunset Stonehenge paintings. We make clay pots looking carefully at pattern and design. We make Stone Age axes which links to Literacy newspaper writing. We also take on a DT challenge in which we look at packaging and design and make our own cereal boxes.</p>		<p>Our art this term will link closely with our Romans topic The children will create their own Mosaic and cover the following skills along the way:</p> <ul style="list-style-type: none"> To understand the concept of a mosaic. To question and make thoughtful observations about different mosaics and select ideas to use in their own work. To understand how mosaics featured in Roman life. 	
Music	<p>Rainforest project</p> <ul style="list-style-type: none"> Exploring sound and composition Solo keyboard composition task Music notation 	<p>Rainforest project continued</p> <ul style="list-style-type: none"> Group percussion composition task Music notation Preparation for end of term Christmas service 	<p>Musical rehearsal and performance</p> <ul style="list-style-type: none"> Students in Year 3 and 4 collaborate and prepare a music incorporating singing dance and drama 	<p>Musical rehearsal and performance</p> <ul style="list-style-type: none"> Students in Year 3 and 4 collaborate and prepare a musical incorporating singing, dance and drama <p>Performance to whole school and parents at the end of term</p>	<p>Musical safari project</p> <ul style="list-style-type: none"> Carnival of the animals <p>Singing Listening Appraising Recorder</p>	<p>Musical safari project</p> <ul style="list-style-type: none"> Carnival of the animals <p>Singing Listening Appraising Recorder</p>
Drama	<p>Poetry and performance Individual and group performances reading and presentation to an audience Diction Projection Expression</p>	<p>A Christmas Carol Working with a script Learning stage directions and informal auditions and preparations for next term's musical.</p>	<p>Musical rehearsal and performance Students in Year 3 and 4 collaborate and prepare a music incorporating singing dance and drama</p>	<p>Musical rehearsal and performance Students in Year 3 and 4 collaborate and prepare a musical incorporating singing, dance and drama Performance to whole school and parents at the end of term</p>	<p>Adventure and mystery Literacy Group and individual rehearsal and performances</p>	<p>Not now Bernard Storytelling Puppetry Group and individual performances</p>
Spanish	<ul style="list-style-type: none"> Languages Week Revision of the 	<ul style="list-style-type: none"> The days of the week and their 	<ul style="list-style-type: none"> Members of the family. 	<ul style="list-style-type: none"> Rooms in the house. 	<ul style="list-style-type: none"> Food vocabulary. 	<ul style="list-style-type: none"> Classroom items and possessive

	<p>alphabet and the spellings of the numbers through pair and team games.</p> <ul style="list-style-type: none"> Asking name and age, spelling of name, and responding. The colours and their spellings. Listening to and reading stories in Spanish. Halloween activities. 	<p>spellings.</p> <ul style="list-style-type: none"> The months of the year and their spellings. Asking and answering ‘When is your birthday?’, ‘What is today’s date?’ Christmas in Spain. 	<ul style="list-style-type: none"> Describing people’s appearance using the third person singular form of the present tense. Introduction of adjectival agreement. 	<ul style="list-style-type: none"> Items of furniture Asking where something is. Prepositional language. 	<p>Ordering food in a café.</p> <ul style="list-style-type: none"> Using the third person singular and plural forms of the present tense to express likes and dislikes. 	<ul style="list-style-type: none"> adjectives Revision and consolidation of the vocabulary and grammar introduced this year
PE	<p>Football</p> <p>To be able to maintain possession of the ball through dribbling To be able to maintain possession of the ball through passing To be able to contest possession through tackling To be able to state the teaching points to punting the football into goal To be able to identify tactics to maintain possession of the ball To be able to perform in a competition with outstanding sportsmanship</p> <p>Gymnastics</p> <p>Travelling, types of movements, sequences, positions. Rolls, teddy bear, forward, pencil, backward rolls. Balance, points and</p>	<p>Football</p> <p>To be able to maintain possession of the ball through dribbling To be able to maintain possession of the ball through passing To be able to contest possession through tackling To be able to state the teaching points to punting the football into goal To be able to identify tactics to maintain possession of the ball To be able to perform in a competition with outstanding sportsmanship</p> <p>Health related fitness</p> <p>Knowing how to warm up and cool down Taking heart rate and breathing rate Different types of exercises for different muscles</p>	<p>Tag Rugby</p> <p>To be able to communicate, pass the ball and move into space to receive the ball</p> <p>To be able to make a safe tackle To be able to maintain possession momentum by support running To be able to maintain possession by recycling the ball To be able to restart the game To be able to perform in a competition with outstanding sportsmanship</p> <p>Dodgeball</p> <p>To be able to perform a wall block to gain ball possession To be able to block using the ball To be able to catch the ball at different heights</p>	<p>Netball</p> <p>To be able to communicate, pass the ball and move into space to receive the ball. To be able to dribble the ball. To be able to state the teaching points of the set shot. To be able to state the teaching points of the lay-up shot. To be able to defend in a 1v1 To be able to perform in a competition with outstanding sportsmanship.</p> <p>Tag Rugby</p> <p>To be able to communicate, pass the ball and move into space to receive the ball To be able to make a safe tackle</p>	<p>Rounders</p> <p>To be able to under arm throw and low cradle catch a ball accurately To be able to over arm throw and high cradle catch a ball accurately To be able to perform an around the side throw and cradle catch a ball accurately To be able to bat the ball in a variety of ways To be able to create fielding and batting tactics To be able to perform in a competition with outstanding sportsmanship</p> <p>To be able to create fielding and batting tactics To be able to perform in a competition with outstanding sportsmanship</p>	<p>Athletics</p> <p>To be able to identify correct sprinting technique To be able to identify correct pacing strategies for a variety of distances To be able to identify correct long jumping technique To be able to identify correct throwing technique To be able to identify correct technique for relay baton change overs To be able to identify correct technique for the high jump</p>

	patches, mirror and match Developing Individual and group routines	Designing own exercise routine	To be able to attack as a team To be able to officiate the game To be able to perform in a competition with outstanding sportsmanship	To be able to maintain possession momentum by support running To be able to maintain possession by recycling the ball To be able to restart the game To be able to perform in a competition with outstanding sportsmanship		
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