



## Year 3 Curriculum Map 2020-2021



Subject	Autumn	Spring	Summer
<b>Science</b>	<p><b>Working scientifically</b> Observe and group rocks based on their properties</p> <p><b>Rocks</b></p> <p><b>Animals including humans</b></p>	<p><b>Working scientifically:</b> how is water transported in plants? <b>Plants</b></p>	<p><b>Working scientifically:</b> how far can a magnet pull objects on different surfaces? <b>Light</b></p> <p><b>Forces and magnets</b></p>
<b>Geography</b>	<p><b>Human and Physical Geography</b> Volcanoes and earthquakes</p>	<p><b>Human and Physical Geography</b> <b>Locational knowledge</b> <b>Place Knowledge</b> South America and Brazil</p>	<p><b>Locational knowledge</b> <b>Geographical skills and fieldwork</b> Study of our local area</p>
<b>History</b>	<p><b>Know about changes in Britain from the Stone Age to the Iron Age</b> Hunter-gathers/early farming, family life, defence and weaponry, clothing and food</p>	<p><b>Know about changes in Britain from the Stone Age to the Iron Age</b> Bronze Age developments</p>	<p><b>Know about changes in Britain from the Stone Age to the Iron Age</b> Iron Age forts, tribal kingdoms, farming, art and culture</p>
<b>Design and Technology</b>	<p><b>Mechanical systems (levers and linkages)</b> <b>Printing blocks</b> Pop-up book of a cave man story</p>	<p><b>Shell/frame structure</b> Structures and bridges</p>	<p><b>Cooking and Nutrition</b> Sandwich snacks -</p>
<b>Art and Design</b>	<p><b>Painting /Sculpture/Form</b> Art History and Artists – <b>prehistoric artwork</b></p>	<p><b>Drawing/Sculpture/Form</b> Art History and Artists – <b>Antony Gormley/Henry Moore/Barbara Hepworth/Alexander Calder/Dale Chihuly</b></p>	<p><b>Print/Digital media</b> Art History and Artists – <b>William Morris</b></p>
<b>Music</b>	<p><b>Let Your Spirit Fly</b> <b>Glockenspiel Stage 1</b></p>	<p><b>Three Little Birds</b> <b>The Dragon Song</b></p>	<p><b>Bringing Us Together</b> <b>Reflect, Rewind and Replay linked to end of year performance</b></p>
<b>Drama</b>		<p><b>Sharing assembly</b></p>	<p><b>End of year performance</b></p>
<b>Computing</b>	<p><b>Computer Science</b> Espresso Coding Starter Unit Unit 3a – Sequence and animation</p> <p><b>Information Technology</b> Use powerpoint to design and create a presentaiton on the Stone Age</p> <p><b>Digital Literacy and E-Safety</b> Use technology responsibly Beginning to appreciate how search results are selected Selective when using digital content</p>	<p><b>Computer Science</b> Scratch – to develop algorithms in different ways</p> <p><b>Information Technology</b> Research using internet services and combine information to present on Brazil</p> <p><b>Digital Literacy and E-Safety</b> Safer Internet Day Beginning to recognize acceptable / unacceptable behaviour and content Understand the opportunities computer networks offer for communication</p>	<p><b>Computer Science</b> Espresso Coding Unit 3b – Conditional events (selection)</p> <p><b>Information Technology</b> <b>Digital Media (art)</b> - create own moving image films/animations using Ipads</p> <p><b>Digital Literacy and E-Safety</b> Understand how computer networks can provide multiple services, such as the world wide web</p>
<b>PSHRE</b>	<p><b>Living in the Wider World (L)</b> <b>Health and Wellbeing (H) 1-11</b></p>	<p><b>Relationships (R)</b></p>	<p><b>Health and Wellbeing (H) 12-23</b> <b>Living in the Wider World (L)</b></p>
<b>PE</b>	<p><b>Dance 1/Football/Dance 2/OAA</b></p>	<p><b>Gymnastics 1/Badminton/Handball/Gymnastics 2</b></p>	<p><b>Swimming/Netball Unit/Athletics/Rounders</b></p>
<b>MFL</b>	<p>Greeting, numbers 1-10, classroom instructions, colours, nativity</p>	<p>Foods, fruits, days of the week, human body, zoo animals, months of the year</p>	<p>Respond to all vocabulary already introduced, begin to read and write simple learnt words</p>
<b>RE</b>	<p><b>Where, how and why do people worship? (Muslims, Jews and Christians)</b></p> <p><b>Why do some people think life is like a journey? How do people mark the significant events of life? (Christians, Hindus, Muslims and non-religious people)</b></p>	<p><b>What is the 'Trinity' and why is it important for Christians?</b></p> <p><b>What kind of world did Jesus want?</b></p>	<p><b>Why do Christians call the day Jesus died Good Friday?</b></p> <p><b>How do festivals and family life show what matters to Jewish people?</b></p>

<b>Maths</b>	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions	Number: Fractions, Measurement:Time, Geometry:Properties of Shape, Measurement: Mass and Capacity
<b>Spelling</b>	Words with the /ai/sound spelt with ei. Words with the long/ai/sound spelt with ey. Words with the long/ay/sound spelt with ai Words with /a/sound spelt with ear. Homophone and near homophones. Creating adverbs using the suffix ly (no change to root word) Key words from spelling list Creating adverbs using the suffix –ly (root word ends in 'y' with a consonant letter before it). Creating adverbs using the suffix (root word ends in le). Creating adverbs using the suffix ly (root word ends in 'ic' or 'al'). Common words associated with Christmas. Key words from spelling list	Words with short /i/sound spelt with a 'y'. Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (uns Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable double the final consonant). Creative negative meanings using prefix mis. Creating negative meanings using prefix dis. Words a /k/sound spelt with 'ch'. Key words from spelling list Homophones and near homophones. Adding the prefix bi (meaning 'two' or 'twice') and adding the prefix re (meaning 'again' or 'back') Words with a /sh/sound spelt 'ch' Key words from spelling list	Statutory Spelling Challenge Words (Key words) Consolidation of key words covered so far Words ending in –ary Words with a short /u/sound spelt with 'o'. Words with a short /u/sound spelt with 'ou' Word families based on common words showing how words are related in form and meaning. Words ending in the suffix – al Words ending with /zher/sound spelt with 'sure'. Words ending with a /cher/sound spelt with 'ture'. Words ending with a /cher/sound spelt as 'ture' Silent letters revision
<b>VGP</b>	Ready To Write – 4wks Determiners – 3wks Conjunctions – 5wks	Adverbs – 3wks Preposition – 3wks Speech – 3wks Tenses – 2wks	Nouns – 3wks Paragraphs – 4wks Word families – 2wks Prefixes – 4wks
<b>Writing genres</b>	Reading focus week VIPERS Instructions Non-chronological report. Reading focus week VIPERS Retelling a familiar story Retelling a familiar story Diary entry Character profile Setting description Narrative	Poetry - shape Balanced argument Poetry - Haiku Reading and speaking and listening focus week Narrative (myth) Non Chronological Report	Missing poster Setting description Newspaper report Persuasive letter Narrative Character Profile and Writing an Interview Poster