

# YEAR 3 CURRICULUM MAP 2021-2022

		Autumn	Spring		Summer		
Reading	Word reading	Use knowledge to read 'exception' words. Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet					
	Comprehension	<b>Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries</b> Read range of fiction & non-fiction. Use dictionaries to check meaning. Prepare poems & plays to perform. Check own understanding of reading. Draw inferences & make predictions. Retrieve & record information from non-fiction books. Discuss reading with others.					
		<b>F - Stone age boy</b> <b>F - Stig of the dump</b>	<b>Poetry – performance poetry</b> <b>F - Storm</b>	<b>NF - Who killed Tutankhamen?</b>	<b>F - There's a pharaoh in the bath tub</b> <b>Poetry – word play</b>	<b>NF – How to look cool</b> <b>F – Ottoline and the yellow cat</b> <b>F - Spud Murphy</b>	<b>Poetry – Shape poems</b> <b>NF – Let's go to...</b> <b>NF – all about me</b>
Writing	Transcription	<b>Spelling programme-</b> Investigate how spelling changes when suffixes beginning with vowel letters are added to words of more than one syllable. Investigate how the prefixes 'dis-' and 'mis-' can be added to words to change their meaning. Investigate words that have their origin in the French language. Investigate the spelling rules for adding the suffix '-ly' to adjectives to create adverbs. Investigate the meanings and spellings of further homophones and near-homophones.					
	Composition	<b>Writing: narrative and non-narrative:</b> Use prefixes & suffixes in spelling. Use dictionary to confirm spellings. Write simple dictated sentences. Use handwriting joins appropriately. Plan to write based on familiar forms. Rehearse sentences orally for writing. Use varied rich vocabulary. Create simple settings & plot. Assess effectiveness of own and others' writing. <i>Non-chronological reports – opening, paragraphs, closing statement.</i> <i>Narrative with sequential structure – Opening, build-up, problem, resolution, ending.</i> Also a wide range of other writing opportunities.					
	VGP	Use range of conjunctions. Use perfect tense. Use range of nouns & pronouns. Use time connectives. Introduce speech punctuation. Know language of clauses					
Speaking and Listening		Give structured descriptions. Participate actively in conversation. Consider & evaluate different viewpoints					
Maths		<b>Number/Calculation</b> Learn 3, 4 & 8x tables. Secure place value to 100. Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits. Written column addition & subtraction. Solve number problems, including multiplication & simple division and missing number problems. Use commutativity to help calculations <b>Geometry &amp; Measures</b> Measure & calculate with metric measures. Measure simple perimeter. Add/subtract using money in context. Use Roman numerals up to XII; tell time. Calculate using simple time problems. Draw 2-d / Make 3-d shapes. Identify and use right angles. Identify horizontal, vertical, perpendicular and parallel lines. <b>Fractions &amp; decimals</b> Use & count in tenths. Recognise, find & write fractions. Recognise some equivalent fractions. Add/subtract fractions up to <1. Order fractions with common denominator <b>Data</b> Interpret bar charts & pictograms					
Science		<b>What do rocks tell us about the formation of the Earth?</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks</li> <li>describe in simple terms how fossils are formed</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <b>Collect different rock types from the grounds.</b>	<b>Are you attractive enough?</b> <ul style="list-style-type: none"> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>describe magnets as having two poles</li> </ul> <b>Find magnetic materials around the school.</b> <b>How did that blossom become an apple?</b> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth</li> </ul> <b>Use the school garden to sow and grow seeds.</b> Article 29: Your education should help you to use and protect the environment. Article 13: You have the right to find out.	<b>How far can you throw your shadow? -</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>understand how shadows are formed.</li> </ul> <b>How can Usain Bolt move so quickly? -</b> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition.</li> <li>skeletons and muscles</li> </ul> Article 24: You have the right to the best health care possible and information to help you stay well.			
<b>Working Scientifically – on going across the year</b>							

<b>Computing</b> (See ICT overview in planning file for further details)	E- Safety  <b>What makes the Earth angry? -</b> Coding Rapid Router TV report green screen app Photographs Compose a stone age song Garage band app stone age	E- safety posters  <b>Ancient Egyptians -</b> LA Junior Scratch – Egyptian theme Comic Life app – Egyptian comic strip Powerpoint Egyptian life Morfo app Egyptian animations	<b>Do you know where you are?</b> Google earth E books to explore local area Take images and use in books or brochure Probots Purple mash Logo Imovie – promote your local area/TV advert  Article 17: You have the right to get information.  <b>Why do so many people go to the Mediterranean for their holidays?</b> Database of places to visit in the Med – 2 investigate Purple Mash  <b>Can we present a documentary?</b> Presentation - (local study) iMovie/ Movie Maker Common sense media
<b>History</b>	<b>Who first lived in Britain?</b> Stone Age to the Iron Age, including: Hunter gatherers; Early farming; Bronze Age, and Iron Age. <b>Build a Stone Age/Bronze Age shelter.</b>	<b>How can we re-discover the wonder of Ancient Egypt?</b> The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society. <b>Float a papyrus boat in the 'river'.</b>	<b>Do you know where you are?</b> Local History – Bishop Auckland. Local legends, important people and landmarks. Article 17: You have the right to get information. Article 13; You have the right to find out things and share what you think with others.
<b>Geography</b>	<b>What makes the Earth angry? -</b> Volcanoes, earthquakes, tsunamis and hurricanes.	<b>How did the climate impact the lives of the Ancient Egyptians?</b> Investigate the homes, food, work and leisure activities of the Ancient Egyptians.	<b>Why do so many people choose to go to the Mediterranean for their holidays?</b> Understand geographical similarities and differences through the study of human and physical geography of Spain. <b>Measure temperature/light changes and compare.</b> Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture
<b>Geographical skills and fieldwork – on going across the year</b>			
<b>D.T.</b>	<b>Can you make a Stone Age shelter?</b> Use natural materials to construct a stable shelter <b>Outdoor learning</b> <b>Make stone age shelter</b> <b>Weapons and weaving fences.</b>	<b>How can we re-discover the wonder of Ancient Egypt?</b>  <b>Can you make a toy for an Ancient Egyptian child?</b> Moving toy using <i>pneumatics</i> .	<b>How would you create a stable structure?</b> Photo frame for holiday photographs.
<b>Art and Design</b>	<b>Can you draw like a cave person?</b> <i>Drawing</i> – shading techniques. <b>Who first lived in Britain?</b> <b>Can you make a bowl for a stone age person?</b> <i>Moldable materials</i> - roll and form clay. A bowl for a Stone Age celebration. <b>Collect stones/sticks to decorate bowls.</b>	<b>Do you have to draw?</b> <i>Collage</i> – develop cutting and sticking skills. Paul Klee/Victor Vasarely/Henri Matisse	<b>Who painted our region?</b>  Norman Cornish, Tom McGuinness, LS Lowry.
<b>Create sketchbooks to record observations</b>			
<b>Music</b>	Let your spirit fly RnB <b>Article 29 – You have the right to develop your talents and abilities. (throughout year)</b> Glockenspiel Stage 1	3 Little Birds Reggae The dragon song – pop that tells a story	Bringing us together - Disco Reflect, rewind and replay - Classical
<b>MFL</b>	<b>LINGOTOTS</b>		

P.E.	<p>Games – 3 Touch Ball/Skittles</p> <p>Gymnastics – Balancing Act</p> <p>Dance – Round the Clock.</p> <p><b>Article 29: You have the right to develop your talents and abilities.</b></p>	<p>Athletics – Off, Up and Away</p> <p>Games – Mini Tennis</p> <p>Swimming</p> <p><b>Article 29: You have the right to develop your talents and abilities.</b></p>	<p>Dance - Machines</p> <p>Games – Target Baggers</p> <p>OAA – Search and rescue, Where Am I?</p> <p><b>Article 29: You have the right to develop your talents and abilities.</b></p>
R.E.	<p><b>How do Hindus worship?</b> Developing understanding of the fundamental beliefs of Hindus. Article 14: You have the right to choose your own beliefs. Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</p> <p><b>How and why is Advent important to Christians?</b> Developing knowledge of Christian worship, differing practices and symbols. Article 30: you have the right to learn and use the traditions, religion and language of your family.</p>	<p><b>What can we learn about Christian worship and beliefs by visiting a church?</b> Developing understanding of Judaism.</p> <p>Article 14: You have the right to choose your own beliefs. Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</p> <p><b>What do Christians remember on Palm Sunday?</b> Developing knowledge of Christian worship, differing practices and symbols. Article 30: you have the right to learn and use the traditions, religion and language of your family.</p>	<p><b>What do Hindu’s believe?</b> Developing knowledge about Hindu beliefs. Article 20: you must be looked after by people who respect your religion, traditions and language.</p> <p><b>What is pilgrimage?</b> What can we find out about a local Muslim community? How and why do Muslims show care for others? Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</p>
<p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</p>			