

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	<p>Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries</p> <p>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.</p>		
		F - Stone age boy F - Stig of the dump	Poetry – performance poetry F - Storm	NF - Who killed Tutankhamen? F - There's a pharaoh in the bath tub Poetry – word play
		NF – How to look cool F – Ottoline and the yellow cat F - Spud Murphy	Poetry – Shape poems NF – Let's go to... NF – all about me	
Writing	Transcription	<p>Spelling programme- 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.</p>		
	Composition	<p>Writing: narrative and non-narrative: 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.</p> <p><i>Non-chronological reports – opening, paragraphs, closing statement.</i></p> <p><i>Narrative with sequential structure – Opening, build-up, problem, resolution, ending.</i></p> <p>Also a wide range of other writing opportunities.</p>		
	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		<p>Number/Calculation 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</p> <p>Geometry & Measures 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.</p> <p>Fractions & decimals Use & count in tenths. Recognise, find & write fractions. Recognise some equivalent fractions. Add/subtract fractions up to <1. Order fractions with common denominator</p> <p>Data Interpret bar charts & pictograms</p>		
Science		<p>What do rocks tell us about the formation of the Earth?</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks describe in simple terms how fossils are formed recognise that soils are made from rocks and organic matter <p>Collect different rock types from the grounds.</p>	<p>Are you attractive enough?</p> <ul style="list-style-type: none"> observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles <p>Find magnetic materials around the school.</p> <p>How did that blossom become an apple?</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth <p>Use the school garden to sow and grow seeds.</p> <p>Article 29: Your education should help you to use and protect the environment.</p> <p>Article 13: You have the right to find out.</p>	<p>How far can you throw your shadow? -</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces understand how shadows are formed. <p>How can Usain Bolt move so quickly? -</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition. skeletons and muscles <p>Article 24: You have the right to the best health care possible and information to help you stay well.</p>
Working Scientifically – on going across the year				

Computing	E- Safety		E- safety posters		Do you know where you are? 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. Why do so many people go to the Mediterranean for their holidays? Database of places to visit in the Med – 2 investigate Purple Mash Can we present a documentary? Presentation - (local study) iMovie/ Movie Maker Common sense media	
	What makes the Earth angry? - Coding Rapid Router TV report green screen app Photographs Compose a stone age song Garage band app stone age		Ancient Egyptians - LA Junior Scratch – Egyptian theme Comic Life app – Egyptian comic strip Powerpoint Egyptian life Morfo app Egyptian animations			
History	Who first lived in Britain? Stone Age to the Iron Age, including: Hunter gatherers; Early farming; Bronze Age, and Iron Age. Build a Stone Age/Bronze Age shelter.		How can we re-discover the wonder of Ancient Egypt? The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society. Float a papyrus boat in the 'river'.			Do you know where you are? 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..
Geography		What makes the Earth angry? - Volcanoes, earthquakes, tsunamis and hurricanes.			Why do so many people choose to go to the Mediterranean for their holidays? Understand geographical similarities and differences through the study of human and physical geography of Spain. Measure temperature/light changes and compare. 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	
Geographical skills and fieldwork – on going across the year						
Design and Technology	Food -Eating seasonally		Digital World -Electronic charm		Structures -Constructing a castle	
Art and Design	Prehistoric art -Experiment with charcoal, berries, leaves		Formal elements of art -shape and tone -observation		Craft -tie-dye, weave and sew Art and Design skills -Observational drawing -tint and shade	

Create sketchbooks to record observations						
Music	How does music bring us closer together? Developing notation skills		How does music make the world a better place? Composing using your imagination		How does music make a difference to us every day? Learning more about musical styles	
	What stories does music tell us about the past? Enjoying Improvisation		How does music help us get to know our community? Sharing musical experiences			
MFL	All about me		Celebrations		The Four Friends	
	Songs and Games		Portraits		Growing Things	
P.E.	Games – 3 Touch Ball/Skittles		Athletics – Off, Up and Away Games – Mini Tennis		Dance - Machines	
	Gymnastics – Balancing Act		Swimming		Games – Target Baggers	
	Dance – Round the Clock.				OAA – Search and rescue, Where Am I?	
	Article 29: You have the right to develop your talents and abilities.		Article 29: You have the right to develop your talents and abilities.		Article 29: You have the right to develop your talents and abilities.	
PSHE	TP1 – What can affect my health?	TP4 – How does smoking damage my health?	TP7 – What are my rights and responsibilities?	TP10 – What does honesty really mean?	TP13 – What are my relationship rights and responsibilities?	
	TP2 – What’s a balanced lifestyle?	TP 5 – Who can help me be safe?	TP8 – What happens if I break a rule?	TP11 – What do I do when my friend is sad?	TP14 – How do I raise my concerns?	
	TP3 – What is health and safety?	TP6 – What is restorative justice?	TP9 – Why should I tell the truth?	TP12 – Who do my actions affect?	TP15 – What’s a community?	
R.E.	How do Hindus worship? 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		What can we learn about Christian worship and beliefs by visiting a church? Developing understanding of Judaism. 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		What do Hindu’s believe? Developing knowledge about Hindu beliefs. Article 20: you must be looked after by people who respect your religion, traditions and language. What is pilgrimage? What can we find out about a local Muslim community? How and why do Muslims show care for others?	
	How and why is Advent important to Christians? 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.		What do Christians remember on Palm Sunday? 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.		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	
Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools						