

## Year 3 Curriculum Map

Curriculum Map 2019-20						
Year 3						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire e Units)	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: Diaries	Play scripts Non- chronologic al reports	Classic poetry Mystery/ Adventure/ Fantasy stories Explanations
Spelling (no nonsense)	<b>Revisit</b> Common exception words from Year 2  <b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'  <b>Rare GPCs</b> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the '/k/ sound spelt '- que' (French in origin)  <b>Homophones</b> <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>  <b>Apostrophe</b> Revise contractions from Year 2		<b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('- ness' and '-ful', with a consonant before)  <b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'  <b>Rare GPCs</b> The /f/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)  <b>Homophones</b> <i>here/hear, knot/not, meat/meet</i>  <b>Apostrophe</b> Revise contractions from Year 2		<b>Revisit</b> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2  <b>Prefixes and suffixes</b> Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes  <b>Rare GPCs</b> The /i/ sound spelt 'y' other than at the end of words ( <i>gym, myth</i> ) The /ʌ/ sound spelt 'ou' ( <i>young, touch</i> )  <b>Homophones</b> <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i>  <b>Apostrophe</b> Revise contractions from Year 2	
Maths (White Rose Maths)	Number and place value, addition and subtraction	Addition and subtraction, Multiplication and division	Money, Statistics	Length and perimeter, Fractions	Fractions, Time	Properties of shape, Mass and capacity
Science (Collins)	Amazing Bodies	Can you see me?	The Power of Forces	How does your garden grow?	How does your garden grow?	Rock Detectives
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	• identify that animals, including humans,	• recognise that they need light in order to see things and	• compare how things move on different surfaces	• identify and describe the functions of different parts of	• identify and describe the functions of different	• compare and group together different kinds of rocks on the basis of their appearance

	<p>need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>that dark is the absence of light</p> <ul style="list-style-type: none"> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<ul style="list-style-type: none"> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>and simple physical properties</p> <ul style="list-style-type: none"> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>
<p>NC Working Scientifically</p>	<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>					

						<ul style="list-style-type: none"> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
Computing (Purple Mash)	Coding	Online Safety Spreadsheets	Touch Typing	Email (including email safety)	Branching databases	Simulations Graphing
History		Local History – Townley		Ancient Britain from the Stone Age to the Iron Age	Roman Britain (Boudica, roads, viaducts)	
NC Coverage		a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		changes in Britain from the Stone Age to the Iron Age Bronze Age religion, technology and travel, for example, Stonehenge	the Roman Empire and its impact on Britain British resistance, for example, Boudica	
Geography	The Region Where I live (UK) ; OS mapwork plus fieldwork in the local area		Environment – Local community project How can we make our community (school and wider) environmentally friendly?			Key aspects of volcanoes and earthquakes
NC Coverage	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and					describe and understand key aspects of: physical geography, including: volcanoes and earthquakes,

	<p>physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>					
<p>NC Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>ALL Year groups</b></li> <li>• use the eight points of a compass, four (<b>year 3, year 4</b>) and six-figure grid references (<b>year 5 and year 6</b>), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>ALL year groups</b></li> </ul>					
<p>Art and Design</p>			<p>Printing Explore patterns on fossils/rocks to use for printing(3D relief blocks)</p>		<p>Drawing and Painting Observational drawings /paintings of mosaics.</p>	
<p>NC Coverage</p>			<p>NC links: Create sketch books to record their observations.</p>		<p>NC links: Improve their mastery of Art and</p>	

			and use them to revisit and review their ideas.		design techniques, including drawing, painting and sculpture with a range of materials.				
Design and Technology	Textiles Weavings using a variety of materials- link to local History.	Food Create a dish around the eat well plate using simple cooking techniques- boiling baking.		Mechanical Systems Use levers/pops or pneumatics to create a model/storybook to Iron Man.		Structures Investigate materials and their properties to create mini greenhouses.			
NC Coverage	NC links: Use research and develop own design criteria to design innovative appealing products fit for purpose. Understand how key events and individuals in design technology have influenced the shape of the world.	NC links: Select from a wider range of products/ingredients according to their functional and aesthetic qualities.		NC links: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.		NC links: Use research and develop own design criteria to design innovative appealing products fit for purpose.  Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. Evaluate their ideas and products against their own criteria and consider the views of others to improve their work.			
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing		Relationships		Living in the Wider World				
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money

PE (Lancashire)	Gymnastics Swimming	Gymnastics Swimming	Dance Invasion Games	Dance Invasion Games	OAA Net/wall games	Athletics Striking and fielding games
RE (Lancashire)	Christianity	Islam	Christianity	Christianity	Sikhism	Hindu dharma
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
French (Twinkl Scheme of Work) Supported by Espresso resources	Getting to know you • Greetings • What's your name? • Numbers to 10 • How old are you?	All about me • Classroom instructions • My body • Actions • Colours Clothes	Food glorious food • The greedy dog • Please may I have • Preferences • Colours • What did he eat • I'm hungry	Family and friends • Meet my family • Pets • Alphabet • What's his name • How do you spell • My home	Our school • What's in the classroom • What's in your pencil case • School subjects • PE lesson • Around school • What do you like to do	Time • Counting 11 - 31 • Days of the week • Months • Birthdays • What's the date • Yesterday-tomorrow- today