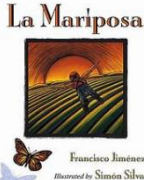


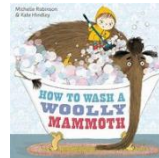
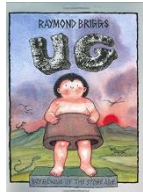

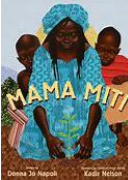
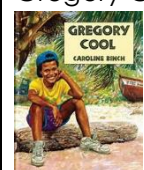
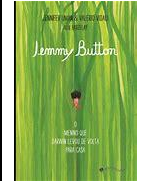
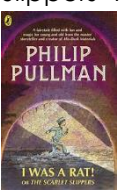




YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>Power of Reading books Resistant text Non – linear text -La Mariposa -Francisco Jimenez  The Lost Happy Endings -Carol Ann Duffy </p> <p>Writing Genres</p> <ul style="list-style-type: none"> • Non-chronological report • Narrative-character description • Recount-Diary <p>Spelling Rules</p> <ul style="list-style-type: none"> • Doubles • syllable division • tch • es • split diagraph • ee spelt y <p>Year 3/4 Statutory Spellings Children will focus on 4 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p>	<p>Power of Reading books Non- linear text Narrative complex text -Stone Age Boy Satoshi Kitamura  -How to Wash a Woolly Mammoth -Michelle Robinson  -Ug Raymond Briggs </p> <p>Writing Genres</p> <ul style="list-style-type: none"> • Narrative-Setting description • Instructions • Recount- Diary <p>Spelling Rules</p> <ul style="list-style-type: none"> • Oi/ oy • -ed • -er/-est • -ing • -j ending • -ll ending • Contractions • <p>Year 3/4 Statutory Spellings</p>	<p>Power of Reading books Narrative complex text -The Firebird -Saviour Pirotta </p> <p>Writing Genres</p> <ul style="list-style-type: none"> • Poetry • Informal letter • Play-script <p>Spelling Rules</p> <ul style="list-style-type: none"> • suffixes after y • -less/-ment/-ful/-ness • -ly • -tion/-sion • prefixes • -sure/-ture <p>Year 3/4 Statutory Spellings Children will focus on 4 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Using adverbs to express time and cause • Determiners-Use the forms a or an • Formation of nouns using prefixes • Use the present perfect form • Using prepositions to express time and cause • Inverted commas to punctuate direct speech • Using fronted adverbials 	<p>Power of Reading books Archaic text Mama Miti -Donna Jo Napoli </p> <p>Writing Genres</p> <ul style="list-style-type: none"> • Persuasion-letter • Balanced argument • Recount- Newspaper report <p>Spelling Rules</p> <ul style="list-style-type: none"> • -ous/-ious • vowel suffixes • -cian/-ssion • -cial/-tial • -able/-ible/-ably/-ibly • -cious/-tious <p>Year 3/4 Statutory Spellings Children will focus on 4 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Using adverbs to express time and cause • Determiners-Use the forms a or an • Formation of nouns using prefixes • Use the present perfect form • Using prepositions to express time and cause 	<p>Power of Reading books Narrative complex text Resistant text Gregory Cool -Caroline Binch  Jemmy Button -Alix Barzelay </p> <p>Writing Genres</p> <ul style="list-style-type: none"> • Biography • Narrative- setting description • Formal report <p>Spelling Rules</p> <ul style="list-style-type: none"> • -ant/-ent/-ancy/-ency • vowel suffixes • -ei or ie • Hyphens • silent letters • <p>Year 3/4 Statutory Spellings Children will focus on 4 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Group writing into paragraphs • Headings and subheadings • Word families • Formation of nouns using arange of prefixes • Conjunctions- subordination and co-ordination. 	<p>Power of reading books Narrative complex text I was a Rat or The Scarlet Slippers -Philip Pullman </p> <p>Writing Genres</p> <ul style="list-style-type: none"> • Recount- Newspaper report • Magazine article • Persuasive speech <p>Spelling Rules Recap of spelling rules previously taught</p> <p>Year 3/4 Statutory Spellings Children will focus on 4 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Group writing into paragraphs • Headings and subheadings • Word families • Formation of nouns using arange of prefixes • Conjunctions- subordination and co-ordination.



Year 3 Curriculum Map

	<ul style="list-style-type: none"> Capital letters and full-stops Expanded noun phrases for description and specification Using fronted adverbials Direct speech and speech punctuation. Extending the range of sentences used by using conjunctions, adverbs and prepositions to express time place and cause Using the apostrophe to show possession and contractions. Commas to separate items in a list. Coordinating conjunctions Subordinating conjunctions Determiners Extend the range of sentences with more than one clause 	<p>Children will focus on 4 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> Statements, questions, exclamations or commands. Progressive form of verbs in past and present tense. Formation of nouns and adjectives using suffixes. Use inverted commas to punctuate direct speech. Conjunctions-subordination and co-ordination. 	<ul style="list-style-type: none"> Conjunctions-subordination and co-ordination. Progressive form of verbs in past and present tense. Recap previously taught grammar 	<ul style="list-style-type: none"> Inverted commas to punctuate direct speech Using fronted adverbials Conjunctions-subordination and co-ordination. Progressive form of verbs in past and present tense Recap previously taught grammar 	<ul style="list-style-type: none"> Formation of nouns using range of prefixes Conjunctions-subordination and co-ordination. Recap all previously taught grammar 	<ul style="list-style-type: none"> Recap all previously taught grammar
<p>MATHS</p>	<p>Number</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to 100 Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference Derive new facts from a known fact <p>Place Value</p> <ul style="list-style-type: none"> Read, write, represent, partition, order and compare 3-digit numbers Find 10 and 100 more or less Round to the nearest multiple of 10 and 100 <p>Graphs</p> <ul style="list-style-type: none"> Collect, interpret and present data using charts and tables 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Develop and use a range of mental calculation strategies Illustrate and explain formal written methods – column method <p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure, draw and compare lengths Add and subtract lengths Calculate perimeter 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 Multiplicative structures: equal groups/parts, change and comparison, correspondence problems Relationships: commutativity and inverse <p>Deriving Multiplication and Division Facts</p> <ul style="list-style-type: none"> Multiply and divide by 10 and 100 Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations Divide 2-digit by a 1-digit 	<p>Time</p> <ul style="list-style-type: none"> Tell, record, write and order the time analogue and digital 12-hour, a.m., p.m. Measure, calculate and compare durations <p>Fractions</p> <ul style="list-style-type: none"> Part-whole relationships Fractions as part of a whole or a whole set and as a number Add, subtract, compare and order fractions 	<p>Angles and Shape</p> <ul style="list-style-type: none"> Identify angles including right angles and recognise as a quarter of a turn Identify and draw parallel and perpendicular lines Draw/make, classify and compare 2-D and 3-D shapes Measure the perimeter <p>Measures</p> <ul style="list-style-type: none"> Read scales with different intervals when measuring mass and volume Weigh and compare masses and capacities with mixed units Estimate mass and capacity 	<p>Securing Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for 6 and 8 times table <p>Exploring Calculation Strategies and Place Value</p> <ul style="list-style-type: none"> Add and subtract mentally Find 10, 100 and 1000 more or less Order and compare beyond 1000 Round numbers



Year 3 Curriculum Map

<p>HISTORY</p> <p>/</p> <p>GEOGRAPHY</p>	<p>Geography: Settlements Key knowledge:</p> <ul style="list-style-type: none"> The land on Earth can be flat or raised. Raised land is known as hills or mountains. Mountains are much taller than hills. There are hills and mountains in each country of the United Kingdom: England, Scotland, Wales and Northern Ireland. Parts of the United Kingdom are more mountainous than others. An ocean is a large body of water. A smaller ocean is called a sea. There are three seas and one ocean surrounding the United Kingdom. The coast is where the land meets the sea. The United Kingdom is an island surrounded by coast. A beach is a strip of sand or small stones beside the sea. A cliff is an area of high steep rock by the sea. A river is a naturally flowing body of water. There are many rivers flowing through the United Kingdom. A river has three different parts to its course: the upper course, the middle course and the lower course. The longest river in the United Kingdom is the River Severn. A settlement is where people have chosen to live. When choosing where to build a settlement people look for access to certain resources such as water, food and shelter. Settlements can be in the countryside or built up land. Types of settlements are cities, towns, villages and hamlets. 	<p>History: Stone, Bronze and Iron Age</p> <ul style="list-style-type: none"> Prehistory is the time before written records Artefacts and people from prehistory are prehistoric Prehistory is split into the Stone, Bronze and Iron Ages The Stone Age is split into three eras The first people would have reached Britain by foot as Britain was joined to Europe by land The people would have moved around hunting for food and used tools made from a stone called flint Life changed for people during the Stone Age In the Neolithic Period people started to farm They tamed animals and ploughed fields The people started to stay in one place and needed stronger permanent homes People began to make pottery <ul style="list-style-type: none"> Skara Brae is an example of a Neolithic settlement The Bronze Age followed the Stone Age and began over 4000 years ago In the Bronze Age people learnt how to make bronze They could make new objects from bronze and other metals People in Britain learnt metalworking skills from the people of Europe People became wealthy for the first time <p>There was conflict between groups of people</p> <ul style="list-style-type: none"> The Iron Age followed the Bronze Age People started to use iron much more than bronze as the material were easier to find More people could make iron tools, weapons and objects More conflicts meant people needed to protect themselves and land and so the tribes built hillforts They shared a culture with the tribes of Europe <p>The druids were the priests of Iron Age Britain</p>	<p>Geography: Europe</p> <ul style="list-style-type: none"> Europe is a continent Europe is located in the Northern Hemisphere There are over 40 different countries in Europe Europe can be divided into four different regions <p>The different regions are Northern, Southern, Western and Eastern Europe</p> <ul style="list-style-type: none"> Geography can be separated into human and physical Human features are linked to human activity Physical features are linked to the natural world There are many physical features found across Europe The physical features of Europe are varied <p>There are mountains, rivers, lakes, forests and coastlines</p> <ul style="list-style-type: none"> Human features are created by humans Man-made landmarks are an example of human features Landmarks are often built to represent or symbolise a place There are many different man-made landmarks across Europe <p>Examples of man-made landmarks are buildings, monuments, bridges and castles</p> <ul style="list-style-type: none"> Each country in Northern Europe has a capital city We can use a grid reference to locate places on a map Sweden is one of the countries in Northern Europe Typical life in Sweden has similarities and differences to life in the United Kingdom We can use written sources and maps to find out more about a place Each country in Eastern Europe has a capital city We can use a grid reference to locate places on a map Ukraine is one of the countries in Eastern Europe Life in Ukraine has similarities and differences to life in the United Kingdom <p>We can use written sources and maps to find out more about a place</p> <ul style="list-style-type: none"> Each country in Western Europe has a capital city We can use a grid reference to locate places on a map Belgium is one of the countries in Western Europe Life in Belgium has similarities and differences to life in the United Kingdom <p>We can use written sources and maps to find out more about a place</p> <ul style="list-style-type: none"> Each country in Southern Europe has a capital city We can use a grid reference to locate places on a map Spain is one of the countries in Southern Europe Life in Spain has similarities and differences to life in the United Kingdom <p>We can use written sources and maps to find out more about a place</p> <ul style="list-style-type: none"> Italy is a country in Southern Europe Italy is a Mediterranean country Italy is located on a peninsula Italy is bordered by four other countries and by the Mediterranean Sea The weather and climate of Italy is different in the north and south <p>There are many different physical features across Italy</p> <ul style="list-style-type: none"> Italy is a country separated into different regions There are 20 regions in total Each region is different Each region has a capital city The capital city is known as the 'capoluogo' <p>The capital city represents what is significant about that region</p> <ul style="list-style-type: none"> Rome is the capital of Italy The city was founded over 2000 years ago Rome has a Mediterranean climate The Vatican City is inside Rome 	<p>Geography: Climate Zones and Biomes</p> <ul style="list-style-type: none"> Climate zones are areas around the world with a similar climate. The climate is the usual pattern of weather. Places near the Equator are hot and wet. Places along the tropics are dry all year. <p>Places get colder as you move from the tropics to the poles.</p> <ul style="list-style-type: none"> Biomes are located around the world. Biomes are large regions that have similar plants and animals. Biomes are influenced by climate zones. <p>The same biome can be found across different continents.</p> <ul style="list-style-type: none"> The polar desert and tundra biomes are furthest from the Equator. If we continue moving towards the Equator, we encounter the boreal forest, deciduous forest and grassland biomes. Each biome presents different challenges. <p>The flora and fauna of each biome have adapted to survive the conditions.</p> <ul style="list-style-type: none"> The tropical rainforest biome is located along the Equator. The savannah biome is often located either side of the tropical rainforest biome. Moving further north or south you encounter areas of desert and chapparal. Each biome presents different challenges. <p>The flora and fauna of each biome have adapted to survive the conditions.</p> <ul style="list-style-type: none"> Some things are essential for humans. Other things are desirable but non-essential. Each biome is different for the humans living there. Some characteristics are positive. <p>Some characteristics are negative and present a challenge.</p> <ul style="list-style-type: none"> The United Kingdom sits within the deciduous forest biome. The United Kingdom was once covered in deciduous forests. Most of those deciduous forests have now been cleared. 	<p>History: Ancient Greeks</p> <ul style="list-style-type: none"> The Minoans were a Bronze Age civilization that lived on the island of Crete. British archaeologist Sir Arthur Evans excavated ruins and found evidence of the Minoans. The Minoan civilization began to weaken around 1450 BC. <p>The Mycenaeans took over the islands of the Minoans and they lived much like the Minoans.</p> <ul style="list-style-type: none"> The Greeks called their land Hellas, and their people were called Hellenes. Greece was a mountainous country, so it did not have a unified empire. The Greeks lived in smaller cities called a polis or a city-state. <p>Each city-state ruled itself and they had their own government, laws and army.</p> <ul style="list-style-type: none"> The Classical Period is often referred to as 'the Golden Age of Greece'. From 508BC, Athenian democracy was established. Athenian democracy was structured in three separate parts: Ekklesia, Boule and Dikasteria. After defeating the Persians at war, Greece was at peace and Greek culture flourished. Athens and Sparta were the two most important city-states. Athens was built at the base of the Acropolis. Sparta was surrounded by mountains. In the Peloponnesian war, Sparta defeated Athens in 404BC. <p>Thebes defeated Sparta in 371BC restoring democracy in Athens.</p> <ul style="list-style-type: none"> Alexander the Great conquered many empires between 333BC - 323BC. He never lost a single battle, and his military tactics are still studied today.
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Year 3 Curriculum Map

	<ul style="list-style-type: none"> • Cities are the largest settlements and hamlets are the smallest. • A county is different to a country. • A county is a part of a country that has its own council. • The council is responsible for making decisions and maintaining different services for the people. • Counties are found in each country of the UK: England, Scotland, Wales and Northern Ireland. • There are many different counties in England. • Each county contains different cities, towns, villages and hamlets. • The land in the United Kingdom is used in four main ways: farming, conservation, building and leisure. • Countryside includes farmland and protected land. • Built up land is land used for settlements and other buildings. • 84% of the population live in a town or city in the UK. 	<ul style="list-style-type: none"> • Stonehenge is a monument built from many different stones • Monuments are built to celebrate or remember something or someone • Monuments have been built all around the world • We have an idea about when and how it was built • We do not know why it was built and how it was used <p>There are different theories about why it was built and how it was used</p> <ul style="list-style-type: none"> • The word civilization describes a group of people who live with certain characteristics • Some of the earliest civilizations were located in parts of the continents of Asia and Africa • We can compare the earliest civilizations to prehistoric Britain • This shows us that life was not the same in other parts of the world <p>This shows us that other parts of the world were more advanced than prehistoric Britain</p>	<ul style="list-style-type: none"> • There are many interesting landmarks across Rome • There are similarities and differences between life in Rome and life in your locality 	<ul style="list-style-type: none"> • There are reasons for and against the deforestation. • We can carry out fieldwork to investigate the forests. <p>Fieldwork is used to answer questions.</p>	<ul style="list-style-type: none"> • Alexander was successful because he made alliances with his enemies. <p>In 323BC, Alexander the Great died at 32 years old and no one knows how he died.</p> <ul style="list-style-type: none"> • The philosophers Socrates, Plato and Aristotle moved the quest for knowledge away from myths and superstitions to inquiry based on research and carefully detailed observations. • In 776BC, the first Olympic Games were held every 4 years for 1000 years. They began again in 1896 and continue today. • Hippocrates was a famous Greek doctor. He taught that diseases had natural causes and that they could sometimes be cured by natural means. <p>The ancient Greeks developed the way we record history by focusing on research and detail.</p>
<p>SCIENCE</p>	<p><u>Biology</u></p> <p>Skeletons and Muscles</p> <p>Children will learn</p> <ul style="list-style-type: none"> • what a human skeleton looks like • what the function of the human skeleton is in terms of movement, support and protection • how bones and muscles work together • the different types of muscle found within our bodies • how skeletons vary between different animals – endoskeletons, 	<p><u>Physics</u></p> <p>Light and Shadows</p> <p>Children will learn</p> <p>There are different sources of light and those sources can be natural or man-made</p> <ul style="list-style-type: none"> • who Thomas Edison was and why he is considered significant • darkness is the absence of light and light allows us to see things • light is reflected from surfaces • some objects are opaque, some are transparent, and some are translucent • shadows are formed when light is blocked by an opaque object • position, shape and size of a shadow can be varied • light is dangerous and we can take steps to protecting our ourselves from the Sun • the different uses of mirrors 	<p><u>Biology</u></p> <p>Rocks and Fossils</p> <p>Children will learn</p> <ul style="list-style-type: none"> • what rocks are and how they can be classified as either sedimentary, igneous or metamorphic • the properties of different types of rocks – in particular, durability and permeability • how different rocks can be used and how those uses are based upon their properties • what fossils are and what they can tell us about the past • who Mary Anning was 	<p><u>Biology</u></p> <p>Plants - Needs for survival</p> <p>How Does our Garden Grow –</p> <p>Children will learn</p> <ul style="list-style-type: none"> • what a plant needs to grow • the impact of fertiliser on a growing plant • plants have roots to absorb water and nutrients but also to anchor the plant in the ground • plants have a stem as it is needed to support the plant and transport water from the roots • plants have leaves because they play an important part in how 	<p>Physics</p> <p><u>Forces and Magnets</u></p> <p>Children will learn</p> <ul style="list-style-type: none"> • what forces are in terms of pushes and pulls • that gravity and friction are forces • how objects move on different surfaces • what a magnet is and what different magnets look like • that a magnet has two poles • how magnets react to each other • that materials can be magnetic or non-magnetic



Year 3 Curriculum Map

	<p>exoskeletons and hydrostatic skeletons</p> <ul style="list-style-type: none"> • what nutrition is and how it is obtained through eating different food groups • how different animals get the nutrition they need 			<ul style="list-style-type: none"> • the process of fossilisation and the different types of fossil <p>what soil is, what soil is made from and whether all soils are the same</p>	<p>a plant produces its own food</p> <ul style="list-style-type: none"> • that flowering plants produce flowers as an important part of their lifecycle • the stages in the lifecycle of a flowering plant 	<ul style="list-style-type: none"> • how to investigate whether a material is magnetic • how magnets are used in real-life scenarios to make some tasks much easier
ART/ DT	<p>Art – Gestural Drawing with charcoal</p> <p><u>Disciplines:</u> Drawing, Sketchbooks <u>Key Concepts:</u></p> <p>That when we draw we can use gestural marks to make work.</p> <p>That when we draw we can use the expressive marks we make to create a sense of drama.</p> <p>That when we draw we can move around.</p> <p>That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p> <p>Children are: Discovering how to make drawings that capture a sense of drama or performance using charcoal.</p> <p>using the qualities of the medium to work in dynamic ways.</p> <p>Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>  	<p>Design Technology Cooking and Nutrition</p> <p>Pupils will learn to:</p> <p>Design</p> <p>Designing appealing products for specific user</p> <p>Generating ideas and communicating through discussions and drawings (labelling plan).</p> <p>Make</p> <p>Selecting a range of ingredient that could work well together.</p> <p>Using simple utensils and equipment.</p>	<p>Art – working with shape and colour</p> <p><u>Disciplines:</u> Printmaking (Stencil/Screen Print), Collage</p> <p><u>Key Concepts:</u></p> <p>That we can be inspired by key artworks and make our own work in creative response.</p> <p>That we can use shape and colour as a way to simplify elements of the world.</p> <p>That shapes have both a positive and negative element.</p> <p>That we can arrange shapes to create exciting compositions.</p> <p>That we can build up imagery through layering shapes.</p> <p>That we can use collage to inspire prints.</p> <p>Children are: looking and using the “Show Me What You See” technique to explore artwork from a particular artist, movement or era. exploring how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse.</p> <p>Using first collage, then simple printmaking methods, to create meaningful compositions in response to the original artworks they looked at.</p>  	<p>Design Technology Mechanical Systems</p> <p>Design</p> <ul style="list-style-type: none"> • Generate realistic ideas and use annotated sketches and prototypes to develop model. • Design purposeful and functional product • <u>Explore existing products with levers and linkages</u> <p>Make</p> <ul style="list-style-type: none"> • Select and use tools with some accuracy to cut, shape and join paper and card <p>Evaluate</p> <ul style="list-style-type: none"> • Test and evaluate products 	<p><u>Art – cloth, thread, paint</u></p> <p><u>Disciplines:</u> Painting, Sewing, Drawing, Sketchbooks</p> <p><u>Key Concepts:</u></p> <p>That artists can combine art and craft using painting and sewing together to make art.</p> <p>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</p> <p>That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p> <p><u>Children are</u> introduced to artists that combine paint and sewing, art and craft, to make work.</p> <p>exploring how these artists use fabric, paint and thread to make work in response to landscapes</p> <p>creating an underpainting on cloth, using paint in a fluid and intuitive way.</p> 	<p>Shell Structures</p> <p>Design</p> <ul style="list-style-type: none"> • Use research to inform the design of innovative, functional products fit for purpose. • <u>Explore how structures can be made stronger, stiffer and more stable.</u> • Explain design using talk and drawings. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, according to their characteristics • <u>Construct strong, stiff shell structures that meet eco criteria.</u> <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas against design criteria. Consider the views of others to improve their design ideas.
RE	<p>Religion: Hinduism Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu?</p>	<p>Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Children will learn to:</p>	<p>Religion: Christianity Theme: Jesus' Miracles (incarnation) Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Children will learn to:</p>	<p>Religion: Christianity Theme: Easter- Forgiveness (salvation) Key Question: What is 'good' about Good Friday? Children will learn to:</p>	<p>Religion: Hinduism Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Children will learn to:</p>	<p>Religion: Hinduism Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non- Hindi?</p>



Year 3 Curriculum Map

	<p>Children will learn to:</p> <ul style="list-style-type: none"> Describe some of the ways Hindu's celebrate Diwali. Explain how Hindu children might feel at Diwali. Explain how Diwali brings a sense of belonging to Hindus. Describe the ways they may demonstrate a belonging to a special group. 	<ul style="list-style-type: none"> Explain what Christmas means to them. Retell the Nativity story Explain that Christians believe Jesus was God in human form. Make connections between Christian beliefs and how Christians celebrate Christmas. Recognise that Christmas means different things to different people. 	<ul style="list-style-type: none"> Talk about some of the things that people see as miracles. Explain the Christian viewpoint about Jesus' healing miracles. Explore whether they believe Jesus healed people or not. Explain how Christians describe and explain Jesus' miracles. 	<ul style="list-style-type: none"> Suggest how a person may rescue/ help others who are in difficult situations. Start to explain why Christians believe Jesus' death is important. Reflect on whether they agree with Christian beliefs about why Jesus died and give my own thoughts and opinions. 	<ul style="list-style-type: none"> Explain how they may be special in different ways to different people. Discuss different Hindu Gods and explain their significance. Begin to understand that Brahm is in everything. Make links between their beliefs regarding Brahm and how they live their lives. Reflect on Hindu beliefs and express thoughts on these. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Explain why water is important. Describe a Hindu ritual that happens at/ in the river Ganges. Explain the significance of Hindus taking part in rituals. Begin to express their understanding of visiting the river Ganges for Hindus and reflect how it might feel for non-Hindus.
Music	<p>Model Music Curriculum</p> <p>Musical Spotlight: Developing Notation Skills Social Theme: How does music bring us closer together?</p> <p><u>Listening and Appraising Songs</u> Step 1: Home Is Where The Heart Is by Joanna Mangona Step 2: Hallelujah Chorus From Messiah by George Frideric Handel Step 3: Let's Work It Out Together by Joanna Mangona and Pete Readman Step 4: The Loco-Motion by Gerry Goffin and Carole King, with Little Eva Step 5: Please Be Kind by Joanna Mangona</p> <p><u>Understanding Music/ Improve Together</u> Tempo: Andante — At a walking pace (100 bpm) Time Signature: 2/4 Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: C major Key Signature: G major — there is one sharp in the key signature (#) Notes: C, D, E, G, A Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Enjoying Improvisation Social Theme: What Stories Does Music Tell Us About the Past? - plus NMH event + Christmas Performance singing</p> <p><u>Listening and Appraising Songs</u> Step 1: Love What We Do by Joanna Mangona and Pete Readman Step 2: Let's Groove by Earth, Wind and Fire Step 3: When The Saints Go Marchin' In by Unknown Step 4: Jaws: Main Theme by John Williams Step 5: My Bonnie Lies Over The Ocean by Unknown</p> <p><u>Understanding Music/ Improve Together</u> Tempo: Andante — At a walking pace (104 bpm) Time Signature: 2/4 Time Signature: 2/4 — there are two crotchet beats in a bar Key Signature: C major Key Signature: C major — there are no sharps or flats in the key signature Notes: C, D, E, G, A Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Composing Using Your Imagination Social Theme: How Does Music Make the World a Better Place?</p> <p><u>Composition/ Listening and Appraising Songs</u> Step 1: Your Imagination by Joanna Mangona and Pete Readman Step 2: Disco Fever by Joanna Mangona and Chris Taylor Step 3: You're A Shining Star by Joanna Mangona and Pete Readman Step 4: Amazing Grace by John Newton Step 5: Music Makes The World Go Round by Rick Coates</p> <p><u>Understanding Music/ Improve Together</u> Tempo: Moderato — At a moderate speed (112 bpm) Time Signature: 4/4 Time Signature: 3/4 — there are three crotchet beats in a bar Key Signature: G major Key Signature: F major — there is one flat in the key signature (b) Notes: G, A, B, C, D Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Sharing Musical Experiences Social Theme: How Does Music Help Us Get to Know Our Community?</p> <p><u>Listen and Appraise songs</u> Step 1: Friendship Song by Joanna Mangona and Pete Readman Step 2: A Night On The Bare Mountain by Modest Mussorgsky Step 3: Family by Joanna Mangona and Pete Readman Step 4: Double Beat Song by Jen and Jermaine White Bull Step 5: Come On Over by Joanna Mangona</p> <p><u>Understanding Music/ Improve Together</u> Tempo: Andante — At a walking pace (92 bpm) Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: G major Key Signature: A minor — there are no sharps or flats in the key signature Notes: G, A, B, C, D Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Learning More about Musical Styles Social Theme: How Does Music Make a Difference to Us Every Day? + Virtual Big Sing 2023 Practise</p> <p><u>Listening and Appraise/ Composition</u> Step 1: He's Got The Whole World In His Hands by Unknown Step 2: Porgy and Bess: Act 1, Summertime by George Gershwin Step 3: Why Does Music Make A Difference? by Joanna Mangona and Chris Taylor Step 4: The Young Person's Guide To The Orchestra by Benjamin Britten Step 5: Panda Extravaganza by Rick Coates</p> <p><u>Understanding Music/ Improve Together</u> Tempo: Andante — At a walking pace (104 bpm) Time Signature: 2/4 Time Signature: 3/4 — there are three crotchet beats in a bar Key Signature: F major Key Signature: C major — there are no sharps or flats in the key signature Notes: F, G, A, C, D Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Recognising Different Sounds Social Theme: How Does Music Connect Us with Our Planet?</p> <p><u>Listening, Appraise and Composition</u> Step 1: Michael Row The Boat Ashore by Unknown Step 2: The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky Step 3: The Dragon Song by Joanna Mangona and Pete Readman Step 4: The Firebird Suite: Finale by Igor Stravinsky Step 5: Follow Me by Joanna Mangona</p> <p><u>Understanding Music/ Improve Together</u> Tempo: Andante — At a walking pace (92 bpm) Time Signature: 2/4 Time Signature: 2/4 — there are two crotchet beats in a bar Key Signature: F major Key Signature: F major — there is one flat in the key signature (b) Notes: F, G, A, C, D Rhythmic patterns using: Minims, crotchets and quavers</p>
FRENCH	<p>I'm Learning French J'apprends le Français Pupils will learn to:</p> <ul style="list-style-type: none"> Find France on a map and learn some key facts about 	<p>Salutations Les Salutations Pupils will learn to:</p> <ul style="list-style-type: none"> Say 'hello' in French Say 'my name is...' in French 	<p>Animals Les Animaux Pupils will learn to:</p>	<p>Colours and Numbers Les couleurs et les nombres Pupils will learn to:</p> <ul style="list-style-type: none"> Name and recognise all ten colours presented in this unit 	<p>Fruits Les Fruits Pupils will learn to:</p> <ul style="list-style-type: none"> Say at least 5 fruits (including the correct article) in French 	<p>Vegetables Les Legumes Pupils will learn to:</p> <ul style="list-style-type: none"> Say at least 5 vegetables in French



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	<p>France/French speaking countries</p> <ul style="list-style-type: none"> • Say hello and goodbye in French • Say 'my name is/I am called,' in French • Ask somebody their name in French • Ask somebody how they are feeling in French • Say how I am feeling in French • Read, write, say and recognise numbers 1-10 in French • Read, write, say and recognise ten key colours in French 	<ul style="list-style-type: none"> • Ask somebody how they are feeling in French and give a reply • Say 'goodbye' and 'see you soon' in French 	<ul style="list-style-type: none"> • Understand that all nouns in French are either masculine or feminine • Read, write and say the French masculine word for 'a' • Read, write and say the French feminine word for 'a' • Say up to 10 animals in French with the correct word for 'a' • Read up to 10 animals in French with the correct word for 'a' • Write up to 10 animals in French as accurately as I can, with the correct word for 'a' • Say, read and write 'I am' in French • Put together a short sentence using a verb and a noun in French 	<ul style="list-style-type: none"> • Name and recognise the numbers 1-10 in French • Spell most or some of the colours and most or some of the numbers from 1-10 	<ul style="list-style-type: none"> • Say I like at least one fruit in French • Say I do not like at least one fruit in French • Ask somebody what fruit they like in French 	<ul style="list-style-type: none"> • Say I would like at least 1 vegetable in French • Say I would like a kilo of at least 1 vegetable in French • Say 'please' in French
COMPUTING	<p>Digital Literacy E-safety</p> <p>Revisited throughout the academic year.</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To talk about the various uses of technology • To talk about what makes a secure password and why they are important • To talk about ways they can protect their personal information online • To report concerns to an adult • To be positive and kind online 	<p>Information Technology PowerPoint</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To identify key words to use when searching on the internet • To create a hyperlink to a resource on the internet • To use a keyboard confidently and make use of a spellchecker to write and review work • To create, modify and present documents for a particular purpose • To confidently save and open files 	<p>Information Technology Excel</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To talk about the different ways data can be organised • To collect data to help answer a question • To make and save a chart or graph using the data collected • To search a readymade data table to answer questions 	<p>Digital Literacy Emails</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To discuss ways to communicate with others online and begin to identify their benefits • To compose and send an email to a friend • To check their inbox for emails • To open an email and reply appropriately • To attach an image to an email 	<p>Computer Science Coding and algorithms</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To put programming commands into a sequence to achieve a specific outcome • To use repeat commands • To recognise when to debug a program • To describe the algorithm I will need for a simple task • To detect a problem in an algorithm which could result in unsuccessful programming 	
PSHE	<p>Resilience and Reflection</p> <p>Children will focus on identifying their own emotions. They will understand the process of learning including developing resilience and overcoming barriers.</p> <ul style="list-style-type: none"> • What has been your experience of lockdown and how are you feeling 	<p>Safety Online</p> <p>Children will learn how to stay safe on the internet including interacting with people safely and respectfully and appropriate information to share online. They will also discuss levels of time spent gaming and the effects of this.</p> <ul style="list-style-type: none"> • What is good and bad about the internet? 	<p>Exercise</p> <p>Children will understand the positive and negative impact of exercise on our minds and body.</p> <ul style="list-style-type: none"> • Can exercise be fun, quick and free? • Why is being active good for our minds and our bodies? • What happens to my body if I don't exercise? 	<p>What I Like</p> <p>Children will be able to express their interests and understand what is important to me. They will also understand how to express a difference in opinion.</p> <ul style="list-style-type: none"> • What are my likes and dislikes? • What is important to me? • What do I do if I don't agree? 	<p>Stereotypes</p> <p>Children will understand assumptions and stereotypes and how to challenge traditional stereotypes.</p> <ul style="list-style-type: none"> • Boys Vs Girls Men Vs Women • What is it like when people make assumptions about you? 	<p>YAS Being Part of a Community</p> <p>Children will understand different communities including: class, family and local area.</p> <ul style="list-style-type: none"> • What is my class community? • How do I belong to my community? • What is my family community?



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	<p>about returning to school?</p> <ul style="list-style-type: none"> • What qualities do Resilient Riley and Creative Curtis have that make them more effective learners? • How does Independent Isha become an effective learner? • How can I deal with difficult situations in my life? • How can Petr Participate and Collaborative Twins help themselves and others learn? 	<ul style="list-style-type: none"> • How are online friends different from friends in the real world? • ThinkUKnow: Jessie and Friends • What is my personal information? • What advice about being safe online do pupils in Year 3 need to know? • Is too much gaming bad for you? 	<ul style="list-style-type: none"> • Why is it good for us to spend time outdoors? • What are the signs I might be getting ill and who can I go to if I am worried? 	<ul style="list-style-type: none"> • What can I do and where can I go for help if I'm worried or uncomfortable? 	<ul style="list-style-type: none"> • How can I know what to say when people say things based on stereotypes? • Can we change traditional stereotypes? 	<ul style="list-style-type: none"> • How can I help the people in my community? • How can we design a community centre that is suitable for everyone?
PE	<p>PE - Health and Fitness</p> <ul style="list-style-type: none"> • I can follow some complex aerobic steps in time to a beat. • I can demonstrate a push up with accuracy • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. • I can explain why it is important to warm-up and cool-down. • I can explain which muscles are working during a push up. 	<p>PE - gymnastics</p> <ul style="list-style-type: none"> • I can perform a sequence with strength, balance and control. • I can roll forwards safely. • I can climb on the apparatus safely • I can begin to use the equipment in my gymnastics routine. • I can use the skills I have learned in one task and apply them in another. • I can compare gymnastic sequences, commenting on similarities and differences. • I can explain the success criteria needed to be a professional gymnast. 	<p>PE - Dance</p> <ul style="list-style-type: none"> • I can perform sequences of movement in the Jazz style. • I can improvise freely, translating ideas from a stimulus into movement. • I can share and create phrases with a partner and in small groups. • I can refine my movements. • I can repeat, remember and perform these phrases in a dance. • I can use more complex dance vocabulary to describe how to • Improve and refine performances. • I can describe the style of Bob Fosse in detail. • I can confidently explain what a stimulus is. 	<p>PE - Tag Rugby</p> <ul style="list-style-type: none"> • I can execute a successful pass of a rugby ball while on the move • I can move with the ball into space whilst avoiding being tagged • I can throw accurately at a target • Stay in my zone during a game • Use learnt skills to play a game of tag rugby • I can explain how teamwork can achieve a try in tag rugby • I can explain how to defend and attack against the opposite team 	<p>PE - Tennis</p> <ul style="list-style-type: none"> • I can explain how to perform a forehand pass • I can use footwork to travel across the court • I can start a match developing my volley technique • I can explain the different shot used in gymnastics • I can be specific in explaining each position in football and what their role is. • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting. 	<p>PE - Athletics</p> <ul style="list-style-type: none"> • I can run at various speeds whilst changing direction. • I can apply my skills to create a short sequence of various jumps using height and distance. • I can throw forwards accurately with one hand • I can describe the definition of agility and identify scenarios when it is used.
	<p>Games - Hockey</p> <ul style="list-style-type: none"> • I can keep contact with the ball and stick whilst moving 	<p>Games - Badminton</p> <ul style="list-style-type: none"> • I can use badminton racket to control an object 	<p>Games - Basketball</p> <ul style="list-style-type: none"> • I can bounce and dribble the ball from one end on the pitch to the other 	<p>Games - Football</p> <ul style="list-style-type: none"> • I can dribble the ball into an appropriate space 	<p>Games - Netball</p> <ul style="list-style-type: none"> • I can defend my opponent. 	<p>Games – Cricket</p> <ul style="list-style-type: none"> • I can use an overarm throw to hit a target with accuracy



Year 3 Curriculum Map

	<ul style="list-style-type: none"> • Pass or shoot the ball accurately • Gain possession of the ball • Keep control when receiving a pass • I can explain the different positions in a hockey • I can explain how to block tackle • I can explain where to stand during a game to benefit my team 	<ul style="list-style-type: none"> • I can travel using different footwork • I can have a short rally with partner • I can explain how to score a point in a badminton game • I can explain the ready position and why it is important in a badminton game • I can explain how to use footwork to your advantage 	<ul style="list-style-type: none"> • I can throw a ball into a target using two hands • I can pass ball to team player at speed to • I can stand in the appropriate space during a game • I can communicate with teammates and decided which position to play • Name all positions in basketball game 	<ul style="list-style-type: none"> • I can kick a ball accurately, adjusting power for distance. • I can hit the ball accurately in a straight line. • I can shoot on target. • I can be specific in explaining each position in football and what their role is. • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting. 	<ul style="list-style-type: none"> • I can follow rules and work as part of a team • I can use a variation of passes and use them effectively. • I can stay in a 'zone' during a game. • I can explain the difference between a chest pass, shoulder pass and bounce pass. 	<ul style="list-style-type: none"> • I can use the long barrier technique to stop a rolling ball • I can stand in a appropriate space during a game • I can explain the difference between attacking and defending • I can work as part of a team to stop the opposing team from scoring a point
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