



## Year 3 Curriculum Map

	Autumn		Spring		Summer	
English	<b>Stone Age Boy by Satoshi Kitamura.</b>	<b>The Boy Who Grew Dragons</b>	<b>The 13 Storey Treehouse</b>	<b>The 13 Story Treehouse</b>		
	Diary entries Instructions	Non-chronological report fact files  Viewpoint fantasy narrative	Postcard  Newspaper report	Linear quest narrative  Setting description		
<b>Whole Class Reading Texts:</b> Stone Age Boy, Respect, Christmas Truce <b>Story Time Texts:</b> Charlie and the Chocolate Factory, The Boy at the Back of the Class, Alice's Adventures in Wonderland, Fortunately the Milk						
Maths	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>
	Place Value  Addition and subtraction	Addition and subtraction  Multiplication and division A	Multiplication and division B  Length and Perimeter	Fractions A  Mass and Capacity	Fractions B  Money  Time	Time  Shape  Statistics
Varied fluency, reasoning and problem solving will be continuously taught throughout the year. Mastery tasks will also be given when children have achieved key objectives so children can acquire and demonstrate a deeper understanding. <b>Continuous provision:</b> Times tables- 2, 5, 10, 4, 8, 6						
Science	<b>Movement and Nutrition</b>	<b>Forces and Magnets</b>	<b>Rocks and Soil</b>	<b>Light and Shadow</b>	<b>Plant Reproduction</b>	<b>Does hand span affect grip strength?</b>
	Working scientifically will be taught throughout the year and will be part of each topic. <b>Continuous provision:</b> What is the weather like today?; plant diaries; measuring shadows; nutrition- talk about what we eat for breakfast, lunch, healthy choice etc; curiosity cube					
History	<b>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b>		<b>British History 2: Why did the Romans invade and settle in Britain?</b>		<b>What did Ancient Egyptians believe?</b>	
	<b>Continuous provision:</b> use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term; timelines of people/periods studied; Newsround; big reveal; musical moments; mark anniversaries of events and talk about them, e.g. Remembrance Day, Bonfire Night; handling a range of artefacts; research					
Geography	<b>Why do people live near volcanoes?</b>		<b>Who lives in Antarctica?</b>		<b>Are all settlements the same?</b>	



	<b>Continuous provision:</b> Continents of the world; what is the weather like in Antarctica today?; use North, North-West, West, South-West, South, South-East, East, North-East; use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments					
DT	<b>Textiles:</b> Cushions or Egyptian Collars	<b>Electrical Systems:</b> Electric Poster	<b>Mechanical Systems:</b> Pneumatic Toys	<b>Digital World:</b> Wearable Technology	<b>Cooking and Nutrition:</b> Eating Seasonally	<b>Structures:</b> Constructing a Castle
	<b>Continuous provision:</b> healthy eating; discussions about food; British Food Fortnight; Farm to Fork; revisit previous skills; using construction kits					
Computing	<b>Computing Systems and Networks 1:</b> Networks	<b>Programming:</b> Programming Scratch	<b>Computing Systems and Networks 1:</b> Microsoft Office 365  <b>Online Safety</b> (5 lessons)	<b>Computing Systems and Networks 3:</b> Journey inside a computer	<b>Creating Media:</b> Using iPads	<b>Data Handling:</b> Comparison Cards Databases
	<b>Continuous provision:</b> Newsround, Safer Internet Day activities/assemblies, Ongoing E-Safety work, Using a range of ICT in other areas of the curriculum, e.g. taking pictures, voice recordings, General keyboard skills, e.g. familiarity of keys, particularly finding numbers quickly and punctuation, Logging onto TTrackstars and Accelerated Reader					
Art	<b>Drawing:</b> Growing Artists	<b>Painting and Mixed Media:</b> Prehistoric Paintings	<b>Sculpture and 3D: Abstract Shape and Space</b>		<b>Craft and Design: Ancient Egyptian Scrolls</b>	
	<b>Continuous provision:</b> big reveal					
Music	<b>Environment (weeks 1-3)</b> <b>Building Beat (weeks 4-6)</b> <b>Sounds (weeks 7-9)</b> <b>Poetry (weeks 10-12)</b>		<b>China (weeks 1-3)</b> <b>Time (weeks 4-6)</b> <b>In the Past (weeks 7-9)</b> <b>Communication (weeks 10-12)</b>		<b>Human Body (weeks 1-3)</b> <b>Singing French (weeks 4-6)</b> <b>Ancient Worlds (weeks 7-9)</b> <b>Food and Drink (weeks 10-12)</b>	
	<b>Continuous provision:</b> musical moments; Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not?; musical themes explored in Celebration Assembly, e.g. classical, country, disco; sing songs from other cultures; Eurovision					
PE	<b>Gymnastics</b>	<b>Dance</b>	<b>Invasion Games-</b> Basketball	<b>Net and Wall Games-</b> Tennis	<b>Striking and Fielding-</b> Softball	<b>Athletics</b>
MFL	<b>J'apprends le français</b> <b>I Am Learning French</b> (KS2: Early Language)		<b>Je peux</b> <b>I Am Able</b> (KS2: Early Language)		<b>Les animaux</b> <b>Animals</b> (KS2: Early Language)	
	<b>Continuous provision:</b> Newsround, marking significant days in the French calendar, e.g. Bastille Day, singing French songs and playing French games, Musical Moments.					
RE	<b>How do Hindus worship?</b>	<b>How and why is advent important to Christians?</b>	<b>What can we learn about Christian worship and beliefs by</b>	<b>What do Christians remember on Palm Sunday?</b>	<b>What do Hindus believe?</b>	



**visiting churches?**

**Continuous provision:** Newsround, marking significant religious festivals within Christianity and Hinduism, KS2 and whole school assemblies

<b>PSHCE/ RSE</b>						
	<p><b>Being Me in My World:</b> Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p><b>Celebrating Difference:</b> Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p><b>Dreams and Goals:</b> Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p><b>Healthy Me:</b> Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p><b>Relationships:</b> Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p><b>Changing Me:</b> How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>