

Year 3 Curriculum Map

2017-18

	Term 1		Term 2		Term 3	
	1 st half	2nd half	1 st half	2nd half	1 st half	2nd half
Science	<p><i>How can Usain Bolt move so quickly?</i> Our body – skeleton, muscles, nutrition.</p>	<p><i>How far can you throw your shadow?</i> Sources, including the Sun and electricity, Shadows, Reflection</p>	<p><i>Are you attractive enough?</i> How magnets attract some materials, Floating and sinking, forces Trip to The Lake District- steam railway, boat, Beatrix Potter Museum</p>		<p><i>What do rocks tell us about the way the Earth was formed?</i> X2 lessons <i>Hulie**</i> How rocks are formed, different kinds of rocks, Fossils</p>	<p><i>How did that blossom become an apple?</i> Function of different parts of plants. Life cycle of a plant</p>
NC Aims	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>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 Recognise that light from the sun can be dangerous Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p>Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p>Identify and describe the functions of different parts of flowering plants: Explore the requirements of plants for life and growth and how they vary from plant to plant Investigate the way in which water is transported Explore the part that flowers play in the life cycle of flowering plants</p>
History	<p><i>How did the Victorian period help to shape the St Helens we have today?</i> Local History A study of Local History taking account of a period of history that shaped the locality Queen Victoria & Industrial Revolution Trip to The Dream (Autumn Term 1)</p>		<p><i>Who first lived in Britain?</i> Stone Age to the Iron Age, including: - Hunter gatherers - Early farming - Stone age to the Iron Age</p>		<p>Did ancient Egyptians have kings and queens? Ancient Egypt - A study of ancient Egyptian life and achievements and their influence on the western world - Modern Egypt – Geog obj</p>	
NC Aims	<p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>		<p>changes in Britain from the Stone Age to the Iron Age Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	
Geography	<p><i>Study of the UK, farming, coal mining sites</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>		<p><i>What is the Lake District?</i> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers</p>		<p><i>What makes the Earth angry?</i> Volcanoes, Earthquakes and Tsunamis -The power of the Earth Countries in Europe-Italy</p>	

<p>NC Aims</p> <p>*Geographical skills and fieldwork *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom</p>			<p>*types of settlement and land use *use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom 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</p>		<p><i>Location on maps, how they link/relate to each other</i> <i>Human and physical characteristics</i> <i>Flags, key significance</i> a region in a European country describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, rivers, mountains and volcanoes and earthquakes 	
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RE	What are the rules?	What do people believe about God?	That's not fair, or is it?	That's not fair, or is it?	What is special about places?	What are the rules?
NC Aims	<ul style="list-style-type: none"> Non statutory National Curriculum aims available 	<ul style="list-style-type: none"> Non statutory National Curriculum aims available 	<ul style="list-style-type: none"> Non statutory National Curriculum aims available 	<ul style="list-style-type: none"> Non statutory National Curriculum aims available 	<ul style="list-style-type: none"> Non statutory National Curriculum aims available 	<ul style="list-style-type: none"> Non statutory National Curriculum aims available
PE	Athletics	Gymnastics	Dance	Invasion Games	Net/Wall activities	Striking/Fielding
NC Aims	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> perform dances using a range of movement patterns 	<ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
Art	What is a landscape? landscapes	Can you create a picture without a pencil? Collage	Could we be Book Illustrators? Illustrators	What's the importance of a thimble? Textiles	Do we all hide behind a mask? masks	How can we keep a flower forever? Printing/Flower pressing
NC Aims	<ul style="list-style-type: none"> understand the historical and cultural development of their art forms 	<ul style="list-style-type: none"> evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences 	<ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques 	<ul style="list-style-type: none"> know about great artists, craft makers and designers, 	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences
DT	How do bridges work?	How to make a Jewellery Container?	How do Pop up Books work?	What's the importance of a thimble? Textiles	Do we follow rules when we cook?	What are Materials?
NC Aims	<p>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p>	<p>critique, evaluate and test their ideas and products and the work of others</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>understand and apply the principles of nutrition and learn how to cook.</p>	<p>select from and use a wider range of materials, including construction materials and textiles, according to their functional properties and aesthetic qualities</p>
Music	Music express – Y3 Environment	Music express – Y5 Exploring Sounds	Music express – Y3 Time	Music express – Y3 In the Past	Music express – Y3 Human Body	Music express – Y3 Ancient Worlds

<p>NC Aims</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>develop an understanding of the history of music.</p>
<p>MFL</p>						
<p>NC Aims</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<p>present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p>	<p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p>Computing</p>	<p>Website basic training</p>	<p>Website communication</p>	<p>History of computers</p>	<p>Animation</p>	<p>Object orientated game creation</p>	<p>Object orientated game creation</p>
	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>

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Main text	The Angel of Nitshill Road	Orion and the Dark	Iron Man	The Butterfly Lion	Firework-Makers Daughter	Plants, Pollen and Pollinators
Sub text	Street Corner Dad	Nearly Four (poem) – Jeremy Lloyd	The flower	The Iron Woman	Shakespeare's Twelfth Night (play)	The Lonely Scarecrow (poem) - James Kirkup
Genres	Diary entry Narrative writing Letter writing Character descriptions	Report writing Narrative writing Character descriptions	Instructions Poetry Explanatory writing	Persuasive writing Diary entry Narrative writing Letter writing	Recount writing Narrative writing Character descriptions	Leaflets Poems Explanatory writing
Grammar	<p>Covered every term</p> <p>Word Formation of nouns using a range of prefixes Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families; based on common words</p>		<p>Sentence Expressing time, place and cause using conjunctions Adverbs Prepositions</p>	<p>Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past</p>	<p>Punctuation Introduction to inverted commas to punctuate direct speech</p>	<p>Terminology for pupils preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
Spelling	<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words</p>	<p>The /ʌ/ sound spelt <i>ou</i> The suffix <i>-ation</i> The suffix <i>-ly</i> Words with endings sounding like /ʊr/ or /ure/</p>	<p>Endings which sound like /zen/ The suffix <i>-ous</i> Endings which sound like /zen/, spelt <i>-tion, -sion, -ssion, -cian</i></p>	<p>Words with the /k/ sound spelt <i>ch</i> (Greek in origin) Words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin)</p>	<p>Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin) Words with the /s/ sound spelt <i>sc</i> (Latin in origin)</p>	<p>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i> Possessive apostrophe with plural words Homophones and near-homophones</p>

