

Year 3 – Curriculum Map 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Egyptians	Egyptians	Our wonderful world plants	Our wonderful world animals	The stone age	The stone age
English	<p>Writing revolution:</p> <p>Introduction to sentence writing, punctuation and grammar.</p> <p>Capital letters, full stops handwriting, letter formation.</p> <p>Guided reading – using pictures to infer meaning.</p>	<p>Tales and fables: Write a re-telling of a traditional story.</p> <p>Recount – write simple first person recounts based on personal experience using adverbs of time to aid sequencing.</p>	<p>Contemporary fiction – stories reflecting children’s own experiences. Write a series of sentences based on personal experience.</p>	<p>Report writing – simple chronological reports with a series of sentences to describe aspects of the subject. Distinguish between a description of a single member of a group and the group in general.</p> <p>Instructions – Following a practical experience write a set of simple instructions.</p>	<p>Stories with predictable phrasing – write simple sentences using patterned language, words and phrases taken from similar stories.</p> <p>Poetry structure – rhyming couplets.</p>	<p>Explanations: Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.</p> <p>Poetry – personal responses to poetry.</p>
Maths	<p>Investigating Number Systems</p> <p>Pattern sniffing</p> <p>Solving calculation problems</p>	<p>Generalising arithmetic</p> <p>Exploring shape</p> <p>Reasoning with measures.</p>	<p>Discovering Equivalence</p> <p>Reasoning with Fractions</p>	<p>Solving Number Problems</p> <p>Investigating Statistics</p>	<p>Visualising shape</p> <p>Exploring change</p> <p>Proportional reasoning</p>	<p>Describing positioning</p> <p>Positional work.</p>
Science	<p>Forces and magnets – SEPARATE FROM Topic – compare how things move on different surfaces, attract and repel, magnetic and not, two pole.</p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Light - 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 and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>	<p>Plants – 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 (air light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.</p>	<p>Animals – Identify that animals, including humans, need the right types of and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support protection and movement.</p>	<p>Rocks – 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 with rock. Recognise that soils are made from rocks and organic matter.</p> <p>Working scientifically –</p>	

	<p>Use results to draw simple conclusions and suggest improvements</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having 2 poles.</p>		<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		
History	<p>Non-European society</p> <p>Ancient Egypt – achievements when and where they appeared, connections and contrasts to modern times, historical questions, gather information from sources. Use evidence to ask questions and find answer about the past.</p> <p>Suggest suitable sources of evidence.</p> <p>Use more than one source.</p> <p>Compare the times studied with those of other areas of interest around the world.</p> <p>Describe the characteristic features of the past beliefs.</p> <p>Achievement of an early civilisation</p>		<p>Vikings and Anglo Saxons – how they used the land.</p> <p>Viking/saxon struggle</p> <p>Local history study.</p>		<p>Changes in Britain from the stone age to the iron age.</p> <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>The first civilisations appeared.</p> <p>British settlements by Anglo Saxons</p>
Geography	<p>Physical geography –</p> <p>Location of Egypt on a map, including the Nile.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and water.</p>	<p>Human – types of settlement and land use, economic activity inc. trade links and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Geographical skills and field work.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich time zones.</p>	<p>Locational knowledge – world countries, identify position. Locate the world's countries, using maps to focus on Europe and North and South America focussing on key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns and understand how some of these aspects have changed over time.</p>	<p>Place knowledge –</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</p>

Design Technology	Design, make evaluate Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose aimed at particular individuals or groups (pyramids)		Cooking – plants flowers etc Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (gears leavers etc) Understand and use electrical systems in their products (circuits, switches, bulbs) Apply their understanding of computing to program, monitor and control their products	
Art	To create sketch books to record their observations and use them to review and revisit ideas.		About great artists, architects and designers in history.		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	
Computing	Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact	Understand computer networks including the internet, how the can provide multiple services, such as the www, and the opportunities the offer for communication and collaboration. Use search engines effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs, work with variables and various forms of input and output. Select, use and combine a variety of software (incl. internet) 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.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
Music	Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.		Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.		Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	
RE	Islam – The Qur’an (5 weeks)	Creation – Christianity (6 weeks) Incarnation (2 weeks)	Hinduism – Hindu Gods and Goddesses (6 weeks)	Salvation (6 weeks)	TBA – continue with other non-faith (3 weeks) Pentecost (2 weeks)	Christianity and other non-faith world views (7 weeks)
PE	Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.		Use running, jumping, throwing and catching in isolation and in combination. Play competitive games modified where appropriate (badminton, cricket, football, hockey, netball, rounders) and apply basic principles suitable for attacking and defending.		Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	

PSHE	Health & Wellbeing: healthy lifestyles, growing and changing, keeping safe		Relationships: feelings and emotions, healthy relationships, valuing differences,		Living in the Wider World: rights and responsibilities, taking care of the environment	
Proposed Visits / Visitors					Fossil hunting Walton on the Naze.	