

## Curriculum Map – Year 3

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>We are ourselves.</b>	<b>We are world travellers.</b>	<b>We are performers.</b>	<b>We are Scientists.</b>	<b>We are Artists.</b>	<b>We are Historians.</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write instructions.</li> </ul>	<b>Global religions</b> <b>Hinduism=Ganesh</b> <b>Judaism=Hanukah</b> <b>Christianity=Nativity</b> <b>Look at the different countries: Bethlehem, India, Israel etc.</b> Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Write stories that contain mythical legendary or historical characters or events. Write recounts.	<b>Hamlet= narrative Letters</b> <b>Fictional biographies Arguments</b> Write poems that convey an image (simile, word play, rhyme and metaphor). Write arguments. Write stories of mystery and suspense. Write letters.	<b>Non-chronological = plants/animals</b> <b>Explanations=rocks</b> <b>Fossil hunt</b> <b>Make fossils out of clay</b> <b>Shadow puppets: playscript</b> Write plays. Write persuasively.	<b>Biographies</b> <b>William Blake “Tyger Tyger”</b> <b>Henri Rousseau “ Tiger in the Tropical Storm” (Surprised) 1891</b> Write non-chronological reports. Write biographies.	<b>Fictional biographies</b> <b>Letters as time travellers to Stone Age/Iron age</b> <b>Build a roundhouse (central museum) “Stig of the Dump” “The Secrets of Stonehenge”</b> Write letters. Write stories that contain mythical legendary or historical characters or events.
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Take part in conversations about books.</li> <li>• Use the school and community libraries.</li> <li>• Read and listen to whole books.</li> </ul>	Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Listen to and discuss a wide range of texts. Take part in conversations about books. Look at books with a different alphabet to English Read and listen to whole books.	Learn poetry by heart. Listen to and discuss a wide range of texts. Take part in conversations about books. Read and listen to whole books. Use the school and community libraries.	Read and listen to whole books. Listen to and discuss a wide range of texts. Use the school and community libraries.	Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Listen to and discuss a wide range of texts. Take part in conversations about books. Read and listen to whole books. Use the school and community libraries.	Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Listen to and discuss a wide range of texts. Take part in conversations about books. Read and listen to whole books. Use the school and community libraries.
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Engage in meaningful discussions in all areas of the curriculum.</li> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> <li>• Listen to and tell stories</li> </ul>	Engage in meaningful discussions in all areas of the curriculum. <ul style="list-style-type: none"> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> <li>• Listen to and tell stories often</li> </ul>	Engage in meaningful discussions in all areas of the curriculum. <ul style="list-style-type: none"> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> </ul>	Engage in meaningful discussions in all areas of the curriculum. <ul style="list-style-type: none"> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> </ul>	Engage in meaningful discussions in all areas of the curriculum. <ul style="list-style-type: none"> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> <li>• Listen to and tell stories often</li> </ul>	Engage in meaningful discussions in all areas of the curriculum. <ul style="list-style-type: none"> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> <li>• Listen to and tell stories</li> </ul>

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<b>Maths</b>	<b>Year 3</b>	<i>Number, place value and addition and subtraction</i>	<i>Number</i> Multiplication and division	Fractions Measurement (Involving all operations)	Geometry	Statistics
<b>Science</b>				<b>PLANTS AND ANIMALS</b> Plants, incl. parts, lifecycle and requirements for life Animals: skeletons & nutrition	<b>ROCKS AND SOILS</b> Classification of rock types Simple understanding of fossilisation	<b>SHADOWS</b> Sources of light; shadows & reflections Simple forces, including magnetism
<b>History</b>	<b>NORTHAMPTON</b>  A local history study, e.g. - A depth study linked to a studied period - A study over a period of time - A post-1066 study of relevant local history		<b>Anglo-Saxons &amp; Vikings</b> <i>-taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>			<b>STONE AGE TO IRON AGE</b> Stone Age to Iron Age Britain, including: - <i>hunter-gatherers and early farmers</i> - <i>Bronze age religion, technology &amp; travel</i> - <i>Iron age hill forts</i>
<b>Geog</b>		<b>COMPARE LOCATIONS</b> Locate world's countries. Focussing on Europe & Americas focus on key physical & human features.		<b>INVESTIGATE</b> Use fieldwork to observe, measure & record		<b>ARCHEOLOGISTS</b> Study a region of the UK (not local area) Use 8 points of compass, symbols & keys Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.
<b>Religious Education</b>		<b>HINDUISM, CHRISTIANITY AND JUDAISM</b> • Study the beliefs, festivals and celebrations of Christianity. • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. • Study other religions of interest to pupils				

PSHE	Protective Behaviours	Getting on and falling out and SRE	Say no to bullying	Going for goals	Relationships	CHANGES
Physical Learning	Please see the scheme of work for Real PE and Real Gym.	Please see the scheme of work for Real PE and Real Gym.	Please see the scheme of work for Real PE and Real Gym.	Please see the scheme of work for Real PE and Real Gym.	Please see the scheme of work for Real PE and Real Gym.	Please see the scheme of work for Real PE and Real Gym.
Art (Link subject)		<b>PATTERNS</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> </ul>			<b>ANIMALS IN ART</b> Learn about great artists, architects & designers	
Design Tech				<b>PUPPET THEATRE</b> <ul style="list-style-type: none"> <li>Design purposeful, functional &amp; appealing products.</li> <li>Generate, model &amp; communicate ideas</li> <li>Evaluate existing products &amp; own ideas Build and improve structure &amp; mechanisms</li> <li>Use range of tools &amp; materials to complete practical tasks</li> </ul>		<b>HISTORICAL BUILDINGS</b> <ul style="list-style-type: none"> <li>Design purposeful, functional &amp; appealing products.</li> <li>Generate, model &amp; communicate ideas</li> <li>Evaluate existing products &amp; own ideas Build and improve structure &amp; mechanisms</li> <li>Use range of tools &amp; materials to complete practical tasks</li> </ul>
Music (Link subject)			<b>MUSIC / POETRY AND SONGWRITING</b> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control</li> <li>and expression Improvise &amp; compose music Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Begin to develop understanding of history</li> </ul>	<b>MUSIC / POETRY AND SONGWRITING</b> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control</li> <li>and expression Improvise &amp; compose music Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Begin to develop understanding of history</li> </ul>		
Technology (Link subject)	<b>ENHANCED</b> Unit 3.1 – We are programmers	<b>NEW</b> Unit 3.2 – We are bug fixers	<b>ENHANCED</b> Unit 3.3 – We are presenters	<b>NEW</b> Unit 3.4 – We are network engineers	<b>ENHANCED</b> Unit 3.5 – We are communicators	<b>ENHANCED</b> Unit 3.6 – We are d pollsters