

Year 3 Curriculum Map 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place Value</p> <ul style="list-style-type: none"> --Representing numbers -100, 10s and 1s - Number lines to 100 and 1000 - Comparing numbers - Finding 1/10/100 more and less - Ordering numbers - Counting in 50s. <p>Addition and subtraction</p> <ul style="list-style-type: none"> -Add and subtract multiples of 100 - Adding and subtracting not crossing 10 - Adding and subtracting crossing 10 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> - Adding and subtracting 3-digit numbers. - Mixed addition and subtraction problems - Addition and subtraction with exchanging. - Estimate answers - Check answers <p>Multiplication and division</p> <ul style="list-style-type: none"> Multiplication - equal groups - Multiplication using the symbol - Using arrays - 2- and 5-times table - Making equal groups by sharing grouping - Divide by 2/5/10 	<p>Multiplication and division</p> <ul style="list-style-type: none"> - Multiply and divide by 3 - 3 times table - Multiply / divide by 4 - 4 times table - Multiply /divide by 8 - 8 times table <p>Length and perimeter</p> <ul style="list-style-type: none"> -Measure lengths - Equivalent length - Compare lengths - Add and subtract lengths - Perimeter - Measure and calculate perimeter 	<p>Fractions</p> <ul style="list-style-type: none"> -Working with parts and wholes - Making equal parts - Recognise and find a half then quarters - Recognise and find a third - Unit fractions - Non-unit fractions - Equivalent fractions -Count in fractions <p>Mass and capacity</p> <ul style="list-style-type: none"> Measure and compare mass - Add and subtract mass - Measure capacity - Compare volume - Compare capacity - Add and subtract capacity 	<p>Fractions</p> <ul style="list-style-type: none"> -Making the whole - Tenths as decimals - Fractions on a number line - Fractions of a set of objects - Equivalent fractions - Compare fractions - Order fractions - Add and subtract fractions <p>Money</p> <ul style="list-style-type: none"> Pounds and Pence - Converting pounds and pence - Add money - Subtract money - Give change <p>Time</p> <ul style="list-style-type: none"> -O'clock and half past - Quarter past and quarter too - Months and years - Hours in a day - Telling the time to the minute - Using am and pm 	<p>Time</p> <ul style="list-style-type: none"> -24-hour clock - Finding and comparing durations - Start and end times - Problem solving with time <p>Properties of shape -</p> <ul style="list-style-type: none"> Turns and angles - Right angles in shape - Compare angles Draw accurately - Horizontal and vertical - Parallel and perpendicular - Describe 2D and 3D shapes - Make 3D shape <p>Statistics</p> <ul style="list-style-type: none"> - Tally charts - Pictograms - Bar charts - Tables
Literacy	<p>Poetry – shape poems plants</p> <p>Instructions (how to wash a woolly mammoth)</p>	<p>*Narrative- guided reading text</p> <p>*Non-chron report- Europe</p>	<p>*Persuasive letter linked to animal welfare</p> <p>*Recount from trip/ immersion day</p>	<p>*Narrative- guided reading text</p> <p>Poetry figurative language– animals</p>	<p>*Instructions linked to science experiments</p> <p>*Narrative- write an alternative fairytale (change an element of a fairytale/</p>	<ul style="list-style-type: none"> • Newspaper reports linked to volcanoes topic • Explanations – volcanoes

	*Letters/Diaries – character from guided reading text				different character's perspective	
Guided Reading	The Wild Way Home OR Stig of the Dump	The Wild Way Home OR Stig of the Dump	The Captive Celt (Terry Deary)	The Captive Celt (Terry Deary)	Journey to the centre of the Earth	Journey to the centre of the Earth
History / Geography	<p>Stone Age</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Skills: I can describe some changes in the historical period I am studying.</p> <p>I can place a number of objects from topics I have studied on a timeline.</p> <p>I can describe some changes in the historical period I am studying.</p>	<p>Europe Europe</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 4 figure grid reference, some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the</p>	<p>Celts</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Skills: I can use some dates and historical period terms.</p> <p>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</p> <p>I can suggest which people were historically important.</p> <p>I can identify primary and secondary sources of evidence.</p>	<p>Italy Italy</p> <p>Understand geographical similarities and differences through the study of human and physical geography for a region in a European country.</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Romans</p> <p>the Roman Empire and its impact on Britain</p> <p>Skills: When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.</p> <p>I can place a number of events, themes and people from topics I have studied on a timeline.</p> <p>I can suggest reasons for and results of people's actions and events. I can comment on the usefulness and accuracy of different sources of evidence.</p>	<p>Mountains volcanoes earthquakes Mountains volcanoes earthquakes Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of: Physical geography of mountains, volcanoes and earthquakes looking at plate tectonics and the Ring of Fire</p>

		<p>United Kingdom and the wider world.</p> <p>Use locational language to describe the location of points on a map.</p> <p>Plan a tour of a town, which includes a map/ plan and the main geographical features you would see identified, with a key.</p>		<p>Use fieldwork (virtual) to observe, measure and record the human and physical features in the town using a range of methods, including sketch maps, plans and graphs, and digital technologies. Human geography including life in the mountains and near a volcano, trade links in the Roman era, settlements and land use.</p>		<p>and linking to rock types.</p>
Art / DT	<p>Drawing - Gestural drawing with charcoal. Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Aspect: Mechanical systems Focus: levers and linkages Link: RE (Christmas cards) Designing • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. Evaluating • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding •</p>	<p>Surface and colour – Working with shape and colour (painting with scissors, collage and stencil or cloth thread paint by combining different media)</p> <p>Working with shape and colour</p> <p>Print</p> <p>• Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • to explore pattern and shape,</p>	<p>Aspect: Food Focus: Healthy and varied diet Link: Italy</p> <p>Designing • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating • Carry out sensory</p>	<p>Working in three dimensions – telling stories through drawing and making or making animated drawings. Telling stories through drawing and making</p> <p>• Plan, design and make models. explore the qualities of different materials. Create their sculptures showing consideration for form, texture, material, construction, and colour.</p> <p>See also drawing statements aut 1</p>	<p>Aspect: Structures Focus: Shell structures/Shell structures using computer aided design Link: mountains and volcanoes</p> <p>Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Making • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional</p>

	<p>Exploring and developing ideas (ONGOING) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and developing work (ONGOING) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook.</p>	<p>Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.</p>	<p>creating designs for printing.</p> <p>Collage Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Cloth, Thread, Paint Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>Making animated drawings</p> <p>See also drawing statements aut 1 Exploring and developing ideas (ONGOING) aut 1 Evaluating and developing work (ONGOING) aut 1</p>	<p>properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project.</p>
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Science	<div>Stone Age Plants</div> <div>Identify and describe the functions of different parts of a flowering plant.</div> <div>Explore the requirements of plant life and growth.</div> <div>Investigate the way in which water is transported within plants.</div> <div>Explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal.</div> <div>Working scientifically</div> <div>Record findings using scientific diagrams</div>	<div>Europe</div> <div>Light</div> <div>Recognise we need light in order to see things and that dark is the absence of light.</div> <div>Light is reflected from surfaces.</div> <div>Recognise that light from the sun can be dangerous and that there are ways to protect your eyes.</div> <div>Recognise that shadows are formed when light from a light source is blocked by an opaque object.</div> <div>Find patterns in the way that the shadows change.</div> <div>Working scientifically</div> <div>Raise questions when</div>	<div>Celts/ Italy</div> <div>Animals including Humans</div> <div>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</div> <div>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.</div> <div>Working scientifically</div> <div>Locate and label bones in the body</div> <div>Answer questions about the uses of our bones</div> <div>Record using labelled drawings and scientific language</div> <div>Evaluate design and suggest improvements</div> <div>Make careful observations to sort animals into groups</div> <div>Make predictions from questions raised</div> <div>Use scientific language to discuss ideas</div> <div>Record results in a table</div> <div>Record results in a bar chart</div> <div>Evaluate learning using scientific language</div>	<div>Romans</div> <div>Forces & Magnets</div> <div>Compare how things move on different surfaces. I notice that some forces need contact between two objects, but magnetic forces can act at a distance.</div> <div>Observe how magnets attract or repel each other and attract some materials and not others.</div> <div>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.</div>	<div>Mountains volcanoes earthquakes</div> <div>Rocks</div> <div>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</div> <div>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</div> <div>Recognise that soils are made from rock and organic matter.</div> <div>Working scientifically</div> <div>Make careful observations and identify similarities and differences.</div>	

	Plan a comparative test Interpret findings using scientific knowledge Explain in detail what pollination is Look carefully at seeds	exploring materials and light Make predictions based on scientific questions Set up practical comparative tests using my own ideas Record results in a table Interpret results and report on patterns found Evaluate tests and suggest improvements Observe what happens when an object is moved closer to a light source			Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Working scientifically Observe different forces Evaluate choices and suggest further improvements Predict whether materials and magnetic or not Plan a fair test Record findings using scientific drawings Use models to explain findings	Record classifications in a table, Venn or Carroll diagram. Record results in a table Interpret the process of fossilisation using models and pictures. Ask questions to deepen learning about rock formation. Set up tests to answer questions.
Computing	Unit 3.1 Coding (6 lessons) <ul style="list-style-type: none"> Why is it useful to use a flowchart to design a computer program? What does repeat mean in computer programming? What is the difference between 'timer after' and 'timer every'? 	Unit 3.2 Online safety (3 lessons) <ul style="list-style-type: none"> What is a password and why should we keep them safe? Is everything I read on the Internet true? How do I know if I am old enough to play a computer game? Unit 3.3	Unit 3.4 Touch Typing (4 lessons) <ul style="list-style-type: none"> Why should I have a good posture at the computer? Why should I type certain keys with certain fingers? 	Unit 3.5 Email - including email safety (6 lessons) <ul style="list-style-type: none"> What is email? What should I do if I receive an email that makes me upset or scared? What information can I send in an email? 	Unit 3.6 Branching Databases (4 lessons) <ul style="list-style-type: none"> What is meant by data? What is a database? What is a branching database? Unit 3.7 Simulations (3 lessons)	Unit 3.8 Graphing (2 lessons) <ul style="list-style-type: none"> What is a graph? What are the frame lines on the graph called? What different kinds of graphs are there? Unit 3.9 Presenting with Microsoft PowerPoint or Google Slides (5 /6 lessons)

		Spreadsheets (3 lessons) <ul style="list-style-type: none">Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer?Explain how you would locate a cell in the advanced mode?					<ul style="list-style-type: none">What is a computer simulation?What kind of simulations are there?Are there any problems with simulations?	<ul style="list-style-type: none">What is a presentation program used for?What features can you use to make a presentation more engaging?How do you add a transition to a presentation?	
PSHE	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
RE	Sikhi: What do Sikhs value?	Christianity: How did Jesus change lives- and how is it 'good news'?		Judaism: What are important times for the Jewish people?	Christianity: What's the Bible's 'big story'- and why is it like a treasure for Christians?		Christianity: How can artists help us to understand what Christians believe and do?		Thematic: Why do people use creative ways to express their beliefs?
PE		Dance		Fitness OAA		Gymnastics Basketball			

	Fundamental skills of balancing, running, jumping, hopping and skipping. Dodgeball	Handball			Hockey Athletics	Tennis Yoga
Music	Hear It, Play It! Exploring Rhythmic Patterns <ul style="list-style-type: none"> Explore rhythmic patterns Identify and play rhythms using body percussion, instruments or other sound makers Perform call and response songs and compose their own call-and-response (question and answer phrases) Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem Sing songs influenced by different musical styles and listen out for simple stylistic features in music <p>Compose simple rhythmic patterns and represent them using graphic notation</p>		Painting Pictures With Sound <ul style="list-style-type: none"> Learn to identify and describe the ingredients (dimensions) that make up music Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere Compose music inspired by stories or settings <p>Create and organise music with layers of musical sound (texture) and represent them using graphic notations</p>		Sing, Play, Notate! <ul style="list-style-type: none"> Learn to identify and describe the direction of pitch in simple melodies Use voices creatively, creating simple soundscapes singing independently and as part of a group Learn to represent melodies from songs using dot notation and other graphic representations Explore pentatonic scales, singing songs and composing or improvising simple melodies Listen and compare versions of music, understanding the elements that shape a performance <p>Prepare music for a performance</p>	
French	<p>Je me presente</p> <ul style="list-style-type: none"> Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when 	<p>La famille</p> <ul style="list-style-type: none"> Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives 	<p>Chez moi</p> <ul style="list-style-type: none"> Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunc 	<p>As tu un animal?</p> <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple 	<p>Les Romains</p> <ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in French. Say and spell the days of the week in French. Name some/all of the most famous Roman inventions in French. Write a diary of life as a rich and/or 	<p>La date</p> <ul style="list-style-type: none"> Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. Ask and answer what the date is in French. Ask and answer the question 'when is

	saying our nationality.	better in French ('my' form only).	tion et to link two sentences together.	connectives et (and) and mais (but) to make more complex and interesting sentences.	poor child in Roman times including the use of the negative form in French	your birthday?' in French.
<i>Trips/Visitors</i>	Science – Kew/ Wisley	Geography – visitors to talk about different European countries -		Science - Marwell zoo or Chessington zoo?	History - Portals to the past - Romans	Geography - Natural History Museum
<i>Opportunities for outdoor learning and maximising locality</i>	Stone age hunter gatherer, shelters, cloth dyeing	Shadow work/drawing	Outdoor art- Andy Goldsworthy/fence making/wattle and daub	Animal hunt	Gladiator day	Make volcanoes
<i>How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?</i>	Pupil leadership election and class helpers	Diversity and equality of different cultures (Europe)	Resilience	Charity to raise money for (Money PSHE)	Mentorship with buddies (linked to making friends PSHE)	Mindful- respect yourself and others