

Year 3 Curriculum Map 2023 / 2024

<u>Year Group 3</u>	<u>Autumn 1</u> <u>7 weeks +2</u> =10 wider curric afternoons + food fortnight + PSHE Sept unit	<u>Autumn 2</u> <u>6 weeks +4</u> =20 wider curric afternoons	<u>Spring 1</u> <u>6 weeks</u> =18 wider curric afternoons	<u>Spring 2</u> <u>5 weeks +4</u> =18 wider curric afternoons	<u>Summer 1</u> <u>5 weeks +3</u> =17 wider curric afternoons	<u>Summer 2</u> <u>6 weeks +3</u> =18 wider curric afternoons
<u>Geography - Twinkl</u>	The UK Oddizzi			Europe Twinkl		
<u>History - Key Stage History</u>			The Egyptians KS History (6)		Stone Age to Iron Age Key Stage History	
<u>Science - Hamilton / Twinkl</u>	Animals including Humans 6 afternoons (inc eatwell plate - links to food).	Plants 6 afternoons (inc extended write)		Rocks & soils 5 afternoons	Light 6 afternoons Could have an extended write (1 session)	Forces and magnets - 6 afternoons Inc 1 hour session with parents visiting
<u>WOW moments and visits.</u>					White scar caves	Woodland visit?
<u>English Fiction</u>	Narrative based on a model text A Bear called Paddington	Folk Tales The Green Children	Novel as a theme The Iron Man Incorporate Poems on a theme		Narrative Egypt Story as a theme	Classic Narrative Poetry The Spider and the Fly
<u>English Non Fiction</u>	Information Texts on London linked to Geography unit.	Persuasion letters Instructions	Recount: diaries (Hogarth)	Egypt Non-fiction Tri-Fold Leaflets		
<u>English Poetry</u>			See above			See above
<u>GPS</u>	Select, generate and effectively use	Select, generate and effectively use	Select, generate and effectively use	Explore and identify main and subordinate	Explore and identify main and subordinate	Explore and identify main and subordinate

	<p>adjectives / verbs.</p> <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.</p> <p>Use different sentence structures e.g. adverbs within sentences.</p> <p>-----</p> <p>Use present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, so, although.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p>	<p>adjectives / verbs.</p> <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.</p> <p>Use different sentence structures e.g. adverbs within sentences.</p> <p>-----</p> <p>Identify clauses in sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, although.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p>	<p>adverbs e.g. silently, soon, next</p> <p>Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Use inverted commas to punctuate direct speech (speech marks)</p> <p>-----</p> <p>Select, generate and effectively use adverbs e.g. silently, soon, next</p> <p>Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p>	<p>clauses in complex sentences.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.</p> <p>-----</p> <p>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</p>	<p>clauses in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, after, although, as.</p> <p>-----</p> <p>Identify clauses in sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, although.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p>	<p>clauses in complex sentences.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Improvise, create and write dialogue.</p> <p>-----</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</p>
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<u>Spoken Language Opportunities</u>	<u>A Bear Called Paddington</u>	<u>The Green Children</u>	<u>The Iron Man</u>	<u>Non-Fiction - Egypt</u>	<u>Narrative Egypt</u>	<u>The Spider and the Fly</u>
	<p>Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select.</p> <p>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.</p> <p><u>Information Texts</u></p> <p>Use non-verbal gestures whilst presenting and performing to gain the audience's interest.</p> <p>Identify, discuss, collect and explain new vocabulary, orally,</p>	<p>Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. props, images, actions and story maps.</p> <p>Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</p> <p><u>Persuasion Letters</u></p> <p>Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the</p>	<p>Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge.</p> <p>Use speaking frames to support, e.g. - Before long, ... - Soon after, ... - As the sun was setting over the hills, ... - Across the rooftops, ...</p> <p>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p><u>Recount: Diaries</u></p>	<p>Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.</p> <p>Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.</p> <p>Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. - When the Romans arrived in Britain, they... - Since 43AD, ... - If the character...</p> <p>Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. props, images,</p>	<p>Use a range of sentence starter prompts in narrative and nonfiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas.</p> <p>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p>	<p>Listen and identify how intonation and expression affects meaning, e.g. when listening to others perform a playscript, persuasive advert or poem.</p> <p>Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. different groups, another class, whole school.</p> <p>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p>

	in stories, non-fiction, poetry, and across the curriculum.	<p>curriculum.</p> <p>Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. - When the Romans arrived in Britain, they... - Since 43AD, ... - If the character...</p> <p>Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select</p>	<p>Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select</p> <p>Use a range of sentence starter prompts in narrative and nonfiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas.</p>	actions and text maps.		
<u>Extended Writing Opportunities.</u>						
<u>Art - Kapow</u>		Drawing Unit			Painting Unit Prehistoric Art Unit	Collage Unit
<u>DT - DT Association</u>		ICT Junior Jam				Levers and linkages
<u>RE - Questful</u> <i>1 hour per week</i>	3.6 Harvest	3.2 Christmas - God with Us	Unit 3.3 - How did Jesus change lives?	3.4—Is the cross a symbol of sadness or joy?	3.5—Which rules should we follow?	

<u>PE - Striver</u> <i>1 hour per week</i>	Football	Netball	Dance - Cheerleading	Gymnastics	Athletics	Cricket
<u>PSHE</u>	September sessions Online Safety Class Rules Growth Mindset	Healthy Lifestyles Ourselves, growing and changing Relationships (R) Respecting self and others	Healthy Lifestyles Physical Wellbeing See science Healthy Lifestyles Mental Wellbeing	Living in the Wider World (L) Economic Wellbeing: Aspirations, work and career	Healthy Lifestyles Keeping Safe	Relationships Families and Close Positive Relationships Managing Hurtful Behaviour and Bullying.
<u>Computing - Junior Jam</u>	iMedia - iJam - L1	iMedia - iProgram - L1	iMedia - iOffice - L1	iMedia - iCreate - L1	iMedia - iCommunicate - L1	iMedia - iTech - L1 Computing - programme, monitoring and controlling
<u>Music - Kapow</u>		Instrumental - South Africa	Pentatonic Melodies and Composition - Chinese New Year	Instrumental - Caribbean		Developing Singing Technique - The Vikings
<u>MFL - Twinkl</u>		Getting to know you 1.5 afternoons	All about Me 1.5 afternoons		Food Glorious Food 1.5 afternoons	
<u>Maths Unit - Red Rose</u>	Number and place value PV and mental calculation 2D shape length and calculation Stats and mental calcs Written addition Written subtraction	Counting, sequences, multiplication Written and mental multiplication Written and multiplication division Time 3D shape Assessment week	PV, mental + and - Fractions Fractions and division Volume, capacity, mass Counting, sequences, multiplication Multiplication (Stats / measures)	2D and 3D shapes / angles + and - (stats) Fractions Position and Direction Time Assess and Review	Multiplication facts (Stats) Add and sub (measures) Multip and division (measures) 2D shapes (angles) Add and sub (money) 3D shape sorting	PV (measures) Mental calcs Fractions Measurers Stats Assess and Review