

# St. Margaret's C.E. Primary School

## YEAR 3 CURRICULUM MAP

		Autumn	Spring	Summer
<b>Reading</b>	Word reading	NC Appendix 1 (NC p. 35)		
	Comprehension	Texts include wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / textbooks and dictionaries (NC p. 35/36)		
<b>Writing</b>	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p. 39)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p. 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		<b>Rocks</b> Group different rocks, how they are formed, fossils <b>(Chemistry)</b>	<b>Animals including humans- Teeth</b> (from Y4) and nutrition <b>(Biology)</b>  <b>Forces and magnets</b> Compare different forces. Magnets <b>(Physics)</b>	<b>Plants</b> - how water is transported Life cycle of plants <b>(Biology)</b>  <b>Light</b> - need for light to see. How shadows are formed- size <b>(Physics)</b>
		Working Scientifically – on going across the year		
<b>Computing</b>		<b>Computer Systems and Networks – Connecting Computers</b> Understanding inputs, processes and outputs. <b>Creating Media- Desktop Publishing</b> Using templates, changing orientation and combining text and images.	<b>Programming – Sequence in Music</b> Exploring the concept of sequencing through Scratch. <b>Creating Media (data) – Branching Databases</b> Develop an understanding of what a branching database is and how to create one.	<b>Programming – Events and Actions</b> Consolidate understanding of sequencing and explore the use of pen blocks. <b>Creating Media - Animation</b> Creating a stop frame animation using a tablet and adding additional media.
		E-safety: privacy and security, self- image and identity, on-line relationships, on-line bullying, health, well-being and lifestyle, managing on-line information – Education for a Connected World		
<b>History</b>		<b>Who were Britain's first builders?</b> Changes in Britain Stone Age to Iron Age	<b>Why did the Ancient Egyptians build pyramids?</b> Achievements of earliest civilizations	<b>How have the Greeks shaped my world?</b> Ancient Greece: achievements and influence
<b>Geography</b>		<b>Locational knowledge - exploring the UK – is the UK the same everywhere?</b> <b>Focus:</b> physical geography-hills, coasts, rivers, farms, industry, population	<b>Why do we have cities?</b> UK towns, cities and countries, land use, settlement, contrasting cities	<b>We've got it all! Why is the Northeast special?</b> Regional Focus: Fieldwork, water cycle, rivers- their formation and impact
		Geographical skills and fieldwork – on going across the year		
<b>D.T</b>		<b>Control</b> - produce a card with moving parts (Projects on a page – Levers and Linkages)	<b>Cooking and nutrition-</b> making home-made bread. (Projects on a page – Healthy and Varied Diet)	<b>Textiles-</b> Design, make and evaluate a pencil case using a variety of stitches and applique.
<b>Art and Design</b>		<b>Stone Age Cave drawings and paintings</b> <b>Iron Age Labyrinth patterns and collages</b>  <b>Artists:</b> Catherine Anderson	<b>Architectural Sculpture</b> – famous local landmarks; The Sage, The Gherkin. Sculpture and drawing.  <b>Artists:</b> Norman Foster	<b>Ancient Greek patterns</b> – Greek meander designs

<b>Music</b>	<b>Whole Class Ukulele</b>	<b>Whole Class Ukulele</b>	<b>Sing Up</b> I've been to Harlem	<b>Sing Up</b> Chilled out clap-rap	<b>Sing Up</b> Just 3 Notes and Samba with Sergio	<b>Sing Up</b> Fly with the stars
<b>MFL</b>	<b>Language Angels Phonetics Level 1</b> Learning key phonemes to facilitate accurate pronunciation <b>Introduction to learning French</b> Introducing ourselves, saying how we feel and learning about French-speaking countries. <b>Animals</b> Learning animal names and building simple sentences.		<b>Language Angels Instruments</b> Naming instruments and how to say 'I play' <b>I am able</b> Learning to say what we can and can't do		<b>Language Angels Ice cream</b> Flavours of ice-cream and the transactional language required to purchase an ice-cream <b>Ancient Britain</b> Speaking and writing about the Stone, Bronze and Iron Ages using the verbs 'to be', 'to have' and 'to live'.	
<b>P.E.</b>	<b>Gymnastics</b> <b>Invasion games</b>		<b>Dance</b> <b>Net and wall games</b>		<b>Athletics</b> <b>Striking and Fielding</b>	
<b>PSHE</b>	<b>Health and well-being-</b> keeping physically and emotionally safe and healthy <b>Link to Computing:</b> protecting information		<b>Relationships:</b> recognise and respond appropriately to a wider range of feelings in others.		<b>Living in the Wider World -</b> Thinking about the lives of other people living in different places. Ways to resolve conflicts by looking for alternatives Our responsibilities	
<b>R.E</b>	<b>How do Hindus worship?</b>  <b>How and why is advent important to Christians?</b>		<b>What can we learn about Christian worship and beliefs by visiting Churches?</b> <b>What do Christians remember on Palm Sunday?</b>		<b>What do Hindus believe?</b>	