

St. Margaret's C.E. Primary School

YEAR 3 CURRICULUM MAP

		Autumn – Stone Age to Iron Age	Spring – Ancient Egypt	Summer – Ancient Greece	
Reading	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)			
Writing	Transcription	Spelling programme (NC Appendix 1)			
	Composition	Writing: narrative and non-narrative (NC p. 39)			
	VGP	NC Appendix 2			
Speaking and Listening		12 Statutory statements (NC p. 17)			
Maths		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			
Science		Rocks Group different rocks, how they are formed, fossils (Chemistry)	Animals including humans- Teeth (from Y4) and nutrition (Biology) Forces and magnets Compare different forces. Magnets (Physics)	Plants - how water is transported Life cycle of plants (Biology) Light - need for light to see. How shadows are formed- size (Physics)	
		Working Scientifically – on going across the year			
Computing		Computer Systems and Networks – Connecting Computers Understanding inputs, processes and outputs. Creating Media- Desktop Publishing Using templates, changing orientation and combining text and images.	Programming – Sequence in Music Exploring the concept of sequencing through Scratch. Creating Media (data) – Branching Databases Develop an understanding of what a branching database is and how to create one.	Programming – Events and Actions Consolidate understanding of sequencing and explore the use of pen blocks. Creating Media - Animation 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			
History		Who were Britain's first builders? Changes in Britain Stone Age to Iron Age	Why did the Ancient Egyptians build pyramids? Achievements of earliest civilizations	How have the Greeks shaped my world? Ancient Greece: achievements and influence	
Geography		Locational knowledge - exploring the UK – is the UK the same everywhere? Focus: physical geography-hills, coasts, rivers, farms, industry, population	Why do we have cities? UK towns, cities and countries, land use, settlement, contrasting cities	We've got it all! Why is the Northeast special? Regional Focus: Fieldwork, water cycle, rivers- their formation and impact	
		Geographical skills and fieldwork – on going across the year			
D.T.		Control - produce a card with moving parts (Projects on a page – Levers and Linkages)	Cooking and nutrition- making home-made bread. (Projects on a page – Healthy and Varied Diet)	Textiles- Design, make and evaluate a pencil case using a variety of stitches and applique.	
Art and Design		Stone Age Cave drawings and paintings Iron Age Labyrinth patterns and collages Artists: Catherine Anderson	Architectural Sculpture – famous local landmarks; The Sage, The Gherkin. Sculpture and drawing. Artists: Norman Foster		Ancient Greek patterns – Greek meander designs
Music		Whole Class Ukulele	Whole Class Ukulele	Sing Up I've been to Harlem	Sing Up Chilled out clap-rap
				Sing Up Just 3 Notes and Samba with Sergio	Sing Up Fly with the stars

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