

# Ursuline Catholic Primary School

## Year 3 Curriculum Map 2018-19

	Term 1		Term 2		Term 3	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>Science</b>	<b>Rocks and Fossils. How do we know about dinosaurs?</b>	<b>Forces</b>	<b>Animals and Nutrition How do we stay healthy?</b>	<b>Animals and Nutrition cont. Famous scientists</b>	<b>Plants How does your garden grow?</b>	<b>Light</b>
<p><b>NC</b> Aims</p> <p>Working scientifically (Y3 and Y4) • I can ask relevant scientific questions. • I can use observations and knowledge to answer scientific questions. • I can set up a simple enquiry to explore a scientific question. • I can set up a test to compare two things. • I can set up a fair test and explain why it is fair. • I can make careful and accurate observations, including the use of standard units. • I can use equipment, including thermometers and data loggers to make measurements. • I can gather, record, classify and present data in different ways to answer scientific</p>	Rocks • I can compare and group rocks based on their appearance and physical properties, giving a reason. • I can describe how fossils are formed. • I can describe how soil is made. • I can describe and explain the difference between sedimentary and igneous rock.	Forces and magnets • I can explore and describe how objects move on different surfaces. • I can explain how some forces require contact and some do not, giving examples. • I can explore and explain how objects attract and repel in relation to objects and other magnets. • I can predict whether objects will be magnetic and carry out an enquiry to test this out. • I can describe how magnets work. • I can predict whether magnets will attract or repel and give a reason.	Animals, including humans • I can explain the importance of a nutritious, balanced diet. • I can explain how nutrients, water and oxygen are transported within animals and humans. • I can describe and explain the skeletal system of a human. • I can describe and explain the muscular system of a human. • I can describe the purpose of the skeleton in humans and animals.		Plants • I can describe the function of different parts of flowering plants and trees. • I can explore and describe the needs of different plants for survival. • I can explore and describe how water is transported within plants. • I can describe the plant life cycle, especially the importance of flowers.	Light • I can describe what dark is (the absence of light). • I can explain that light is needed in order to see. • I can explain that light is reflected from a surface. • I can explain and demonstrate how a shadow is formed. • I can explore shadow size and explain. • I can explain the danger of direct sunlight and describe how to keep protected.

<p>questions. • I can use diagrams, keys, bar charts and tables; using scientific language. • I can use findings to report in different ways, including oral and written explanations, presentation. • I can draw conclusions and suggest improvements. • I can make a prediction with a reason. • I can identify differences, similarities and changes related to an enquiry. • The 'Working scientifically' statements above are taught across year 3 and 4. Some of these statements will be taught in year 4</p>						
<p><b>History</b></p>		<p><b>Ancient Egypt</b></p>	<p><b>Ancient Egypt cont.</b></p>		<p><b>Stone Age to Celtic Britain</b></p>	
<p><b>NC Aims</b></p>		<p>I can describe events from the past using dates when things happened.          • I can use my mathematical knowledge to work out how long ago events happened.          • I can use research skills to find answers to specific historical questions.</p>			<p>I can describe events from the past using dates when things happened.          • I can use a timeline within a specific period of history to set out the order that things may have happened.          • I can research in order to find</p>	

					similarities and differences between two or more periods of history. • I can use research skills to find answers to specific historical questions.	
<b>Geog</b>	<b>The United Kingdom. In My Liverpool Home.</b>			<b>Climate zones of the World</b>		<b>Settlements</b>
<b>NC Aims</b>  Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods including sketch maps, plans and graphs, and digital technologies.	Name and locate counties and cities of the UK. Identify human and physical characteristics including, hills, mountains, coasts and rivers. Understand geographical similarities and differences through the study of human and physical region of the UK. Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.			Describe and understand key aspects of climate zones, biomes and vegetation belts.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use four points of the compass to build their knowledge of the wider world.		Describe and understand key aspects of human geography including types of settlements and land use.  Use maps and digital/computer mapping to locate and describe features studied.  Use symbols and keys to build knowledge of the UK.

<b>RE</b>	Domestic Church Family Other Religions Judaism	Baptism/Confirmation Belonging Advent/Christmas Loving	Local Church- community Other Religions Islam	Eucharist Relating Lent/Easter Giving	Pentecost Serving Reconciliation- inter-relating	Reconciliation- inter-relating cont. Universal Church-world
<b>Come and See Liverpool Archdiocese Aims</b>						
<b>Relationship &amp; Sex Education</b>						
<b>Aims</b>						
<b>PE</b>	Outdoor PE Throwing and Catching Swimming/Indoor PE	Outdoor PE Football Skills  Swimming/Indoor PE	Outdoor PE Athletics  Swimming/Indoor PE	Outdoor PE Hockey  Swimming/Indoor PE	Outdoor PE Orienteering  Swimming/Indoor PE	Outdoor PE Athletics  Swimming/ Indoor PE
<b>NC Aims</b>	Games • I can throw and catch with control. • I am aware of space and use it to support teammates and to cause problems for the opposition. • I know	Gymnastics • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast	Athletics • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to	Dance • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small	Outdoor and adventurous • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely.	Gymnastics • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect

	and use rules fairly.	gymnastic sequences.	do.	group. • I can repeat, remember and perform phrases.		performance. • I can compare and contrast gymnastic sequences. I can use the large apparatus safely.
<b>Art</b>	<b>Autumn Exploring different media.</b>		<b>European Artist</b>		<b>Fruit and Veg</b>	
<b>NC Aims</b>	I can use sketches to produce a final piece of art. • I can use different grades of pencil to shade and to show different tones and textures.		I can identify the techniques used by different artists. • I can compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods.		I can create a background using a wash. • I can use a range of brushes to create different effects in painting. I can show facial expressions in my art.	
<b>DT</b>		<b>The Great Bread Bake Off.</b>		<b>Juggling Balls</b>		<b>Let's Go Fly A Kite</b>
<b>NC Aims</b>		I can describe how food ingredients come together. I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials		I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a material for both its		I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a material

				suitability and its appearance. • I can select the most appropriate tools and techniques for a given task.		for both its suitability and its appearance. • I can select the most appropriate tools and techniques for a given task. • I can work accurately to measure, make cuts and make holes.
<b>Music</b>	<b>Let your spirit fly</b> <b>Sing Voices songs.</b> <b>Rhythm</b>	<b>Glockenspiel (Stage 1)</b>	<b>Three Little Birds (Candlemass prep and performance)</b>	<b>The Dragon Song</b>	<b>Bringing us together</b>	<b>Review</b>
<b>NC Aims</b> I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music.	I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition.	• I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes.	• I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. •	I can use musical words to describe what I like and do not like about a piece of music.	• I can recognise the work of at least one famous composer	. • I can improve my work; explaining how it has been improved.

<ul style="list-style-type: none"> <li>• I can recognise the work of at least one famous composer.</li> <li>• I can improve my work; explaining how it has been improved.</li> </ul>						
<b>Computing</b>	<b>Internet Safety</b> <b>Introduce Purple mash Coding</b>		<b>Internet Safety Coding</b> <b>Physical computing</b>		<b>Internet Safety Coding</b>	
<p style="text-align: center;"><b>NC Aims</b></p> <p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input • I can work with various forms of output. • I understand what computer networks do and how they provide multiple services. • I can discern</p>	<p>E - Safety</p> <ul style="list-style-type: none"> <li>• I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned.</li> </ul> <p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input</p> <ul style="list-style-type: none"> <li>• I understand what computer networks do and how they</li> </ul>	<p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input • I can work with various forms of output.</p> <p>. Information technology • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways.</p> <ul style="list-style-type: none"> <li>• I can manipulate and improve digital images.</li> </ul> <p>Digital literacy</p>	<p>E - Safety</p> <p>Floor robots</p> <ul style="list-style-type: none"> <li>• I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned.</li> </ul> <p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input • I can work</p>	<p>Floor robots</p> <p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input • I can work with various forms of output.</p> <p>. Information technology • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can</p>	<p>E - Safety</p> <ul style="list-style-type: none"> <li>I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned.</li> </ul> <p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input • I can work with various forms of output.</p> <p>. Information technology • I can use a range of</p>	<p>Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input • I can work with various forms of output.</p> <p>. Information technology • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can</p>

where it is best to use technology and where it adds little or no value.	provide multiple services. • I can discern where it is best to use technology and where it adds little or no value.	• I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value.	with various forms of output.  . Information technology • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways.	search for information on the web in different ways.  • I can manipulate and improve digital images. Digital literacy	software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways.	search for information on the web in different ways.  • I can manipulate and improve digital images. Digital literacy
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## Year 3 English

	Term 1		Term 2		Term 3	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>Main Text</b>	Jamil's Clever Cat King of Space	Meerkat Mail				
<b>Sub Text</b>	Fantastic Mr Fox					
<b>NC links/ Grammar</b>	Subordinate clauses, main					



	clauses and conjunctions					
Genres to cover	Story, Advertisements Explanation writing	Letter				