

YEAR 3 CURRICULUM MAP

| English Curriculum | Autumn | Spring | Summer |
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| Reading | Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Introduce idea of skim and scan | Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Introduce idea of skim and scan | Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Introduce idea of skim and scan |
| Writing | Fiction Non-fiction Poetry | Fiction Non-fiction Poetry | Fiction Non-fiction Poetry |
| Spelling, punctuation and Grammar | GP: All key skills noted in appendix 2 for years 2 and 3 Sp: All key rules noted in appendix 1 for year 3/4 | GP: All key skills noted in appendix 2 for years 2 and 3 Sp: All key rules noted in appendix 1 for year 3/4 | GP: All key skills noted in appendix 2 for years 2 and 3 Sp: All key rules noted in appendix 1 for year 3/4 |
| Speaking and Listening | All 12 statements set out in NC for year 3 | All 12 statements set out in NC for year 3 | All 12 statements set out in NC for year 3 |
| Maths | Autumn Place value within 1000 Addition and Subtraction Multiplication and Division | Spring Multiplication and Division Money Statistics Length Fractions | Summer Fractions Time Angles and properties of shapes Mass Capacity |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Name | Stone Age | Alaska | Anglo Saxons | Rivers and mountains | Ancient Egyptians | Local Geography study – Craghead vs South Shields |
| Visits/Visitors | Bowes Museum | Alaska themed day | Bedesworld | River Tyne River wear Derwent river | Hancock Museum | Local area walks South shields |
| Class book: | Stone Age Man How to wash Woolly Mammoth Cave Baby | Pedro’s Pan A Gold Rush Story The Rainbow Bear Dream Flights on Artic Nights | King Arthur and the Knights of the Round table The Princess who Hid in a Tree Beowulf | Bear Grylls Adventures River Stories The King of the Golden River | The Egyptian Cinderella The Great Egyptian Grave Robbery There’s a Pharaoh in our Bath | At the Beach Go mo go seaside sprint Annie Lumsden – The Girl from the Sea |
| Writing Opportunities | Narrative Diary | Description Non-Chronological | Narrative Diary | Description Instructions | Narrative Diary | Description Informal letter |

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| | Instructions Poetry | Report Newspaper Report Review | Informal Letter Explanations | Non-Chronological Report Poetry | Instructions Newspaper Report | Explanations Poetry Review | |
| Math links: | Design a prehistoric counting system Map out a prehistoric settlement on a grid using co-ordinates Weigh different rocks and fossils | Position and Direction – compass points Measurement – distances (m/km) | Work out the circumference of different round houses | Measuring rainfall (m,ml) Comparing heights of mountains | History of money Nets and properties of 3D shapes – pyramids Egyptian number system Pattern - hieroglyphics | Position and Direction – compass points | |
| Science | Working Scientifically – on going across the year | | | | | | |
| | Rocks: -Compare and group together different kinds of rocks on the basis of their appearance and physical properties -Describe how fossils are formed when things that have lived are trapped within rock -Recognise that soils are made from rocks and organic matter | Animals including humans: -Identify that animals and humans need the right types and amount of nutrition and cannot make their own food -Know that humans and animals get nutrition (and energy) from what they eat -Begin to use the energy transfer model to understand this | Animals including humans: -Identify that humans have skeletons and muscles for support, protection and movement. -Identify that some animals have skeletons and muscles for support, protection and movement | Light: -Recognise that we need light in order to see things and dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is blocked by a solid object -Find patterns in the way that size of shadows change | Forces and magnets: -Compare how things move on different surfaces -Notice that some forces need contact between 2 objects but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others -Compare and group materials that are/are not attracted to magnets and identify some magnetic materials -Describe magnets as having 2 poles -Predict whether 2 magnets will attract or repel depending on which poles are facing | Plants: -Identify and describe functions of different parts of flowering plants -Explore requirements of plants for life and growth and how they vary from plant to plant -Investigate the way water is transported within plants -Explore the role flowers play in the life cycle of a plant | |
| Com putin g | Digital Literac y | Can I talk about what makes a secure password and why they are important? Can I change my own password to something secure and memorable? | Can I use the safety features of websites? Can I explain how to report concerns to trusted adults, and explain who my trusted adults are? Can post positive | Can I recognise websites and games appropriate for my age? Can I recognise apps and games that require purchases and the importance of asking an adult before entering any | Can I make good choices about how long I spend online? | Can I explain which apps are age appropriate? Can I explain some of the dangers of using apps that are not age appropriate? | Can I explain cyberbullying? Can I identify cyberbullying? Can I explain what I should do if I experience |

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| | | Can I protect my personal information when I do different things online? | comments online? | details? Can I ask an adult before downloading files and games from the Internet and understand the importance of this? | | | cyberbullying? |
| | Computer Science | Can I put programming commands into a sequence to achieve a specific outcome? Can I keep testing my program and can recognise when I need to debug it? Can I use repeat commands? Can I describe the algorithm I will need for a simple task? Can I detect a problem in an algorithm which could result in unsuccessful programming? (Scratch Jr.) | | Can I put programming commands into a sequence to achieve a specific outcome? Can I keep testing my program and can recognise when I need to debug it? Can I use repeat commands? Can I describe the algorithm I will need for a simple task? Can I detect a problem in an algorithm which could result in unsuccessful programming? Can I use Scratch to program a sprite? (Scratch) | | Can I create an animation using Scratch? Can I add a background to scratch? Can I make my sprite move? Can I add text? Can I use variables? | |
| | ICT | | Can I talk about the different ways data can be organised? Can I search a ready-made database to answer questions? Can I collect data help me answer a question? Can I add to a database? (Microsoft Excel) | | Can I create different effects with different technology tools? Can I combine a mixture of text, graphics and sound to share my ideas and learning? Can I use appropriate keyboard commands to amend text on my device, including making use of a spellchecker? Can I evaluate my work and improve its effectiveness? (Microsoft Word) | | Can I create different effects with different technology tools? Can I combine a mixture of text, graphics and sound to share my ideas and learning? Can I use appropriate keyboard commands to amend text on my device, including |

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| | | | | | | making use of a spellchecker? Can I evaluate my work and improve its effectiveness? (Microsoft Powerpoint) |
| History | <ul style="list-style-type: none"> -who were the stone age people? -how and where did they live? -how did they get food and survive? -how did things change from the stone age to iron age? | | <ul style="list-style-type: none"> -who were the anglo saxon people? -where and when did they live? -what were their everyday lives like? -what happened when anglo saxon England was invaded by Vikings? -who was St Bede? | | <ul style="list-style-type: none"> -who were the ancient Egyptians? -what did they believe? -how did they live their everyday lives? -where are the pyramids and what was their purpose? -what is mummification? Why did they do this? How is this different from other civilizations? -who was Tutankhamun? -How do we know about him? | |
| Geography | | <ul style="list-style-type: none"> -understand geographical similarities and differences through the study of human and physical geography within a region of North America - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies | | <ul style="list-style-type: none"> -To describe and understand key aspects of physical geography – rivers and mountains -how are rivers and mountains formed? -compare and contrast mountains and rivers -which is the tallest mountain in the world? In the UK? -where is the longest river in the world? -what do rivers give us? - How are rivers used (fishing, travelling, by animals?) | | <ul style="list-style-type: none"> -Use the six points of a compass, symbols and keys, (using ordnance survey maps) to build their knowledge of the UK and wider world -Use fieldwork to observe, measure and record the human and physical features in the local area using sketch |

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| | | | | | | maps, plans and graphs with support -compare and contrast two different localities – mining village and coastal town |
| DT: | Design and make stone age tools | Make Christmas pictures that light up | Anglo....Saxon helmet design and make | Design typography- [Access arts] | Egyptians banquet | Food from the allotment. |
| Art: | Create sketchbooks to record observations | | | | | |
| | Thoughtful mark making [access arts] Drawing | Making drawings move [access arts] Drawing -Craft | Sculpture houses [access arts] Sculpture | Painting with plasticine. [access arts] Painting | Visual 3d maps [access arts] Typography | Drawing and making flowers [access arts] sculpture |
| Music: | Play a musical instrument (drum/tambourine) with increasing control and expression | Listen with attention to detail and recall sounds – link to Alaska (sounds of the wild) Discuss pitch | Compose a basic piece of music (using dots/dashes) to retell an Anglo-Saxon story | Perform songs in a group with increasing control and expression (link songs and music to topic of rivers and mountains) | Appreciate and understand music drawn from different traditions (Ancient Egypt) | Develop and understanding of the history of music – pit songs and sea shanties |
| P.E: | Football | Tag rugby | Gymnastics | Games | Cricket | Athletics |
| R.E: | Theme: Diwali Key Question: would celebrating Diwali at home and in the community bring a sense of belonging to a Hindu child? | Theme: Christmas Key Question: Has Christmas lost its true meaning? | Theme Jesus: Miracle’s Key Question: Could Jesus really heal people? | Theme: Easter-forgiveness Key Question: What is good about Good Friday? | Theme: sharing and community Key Question: Do Sikh’s think it’s important to share? | Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? |
| MFL | All About Me | | Daily Routine and Jobs | | My Town, Travel and Tourism | |
| Homework opportunities : | Identify different rocks in the local area – what are they used to make and why. | Visit a local travel agent – request a brochure about Alaska. Discuss geographical features of Alaska. | Design and create an Anglo- Saxon house. | Researching rivers in North-east England – identifying source, passing points and the sea to which they enter. | Design and create a Tutankhamun mask. | Drawing sketches/ taking photos of sculptures in their local |

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| | | | | | | area. |
| Outdoor Learning: | Make primitive tools from natural materials Den building Mud painting | Survival skills | Outdoor cookery | River walk Pond dipping/study | Make a shaduf and test it | Beach art Local walk |