

Year 3 Curriculum Map 2017—2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Digging up the past—Stone Age	The Rotten Romans	The Rotten Romans	Brilliant Buxton We're the kids from America	Tomb Raiders - The Ancient Egyptians.	Rainforest
Literacy	<p><u>Fiction Character Description</u></p> <p>“Into the Forest” by Anthony Browne</p> <p>Children to explore the book and pick their own fairy-tale character for their adventure.</p> <p>Can children write a persuasive letter to Mr Browne, describing why their character is best for the book. - Character description.</p> <p><u>Fairy tales from a different perspective</u></p> <p>Children to look at the different perspective from the point of view of Little Red Riding Hood from ‘Into the Forest.’</p> <p>Consider the point of view from Red Riding Hood. Why has her coat been left in the forest?</p> <p><u>Fiction diary entry</u></p> <p>Link to Stone Age Boy. Describing a setting, characters and use of speech.</p> <p><u>Poetry appreciation</u></p> <p>Children to explore a range of stone age poems. Children to perform their own poems explaining how it makes them feel and the features used.</p> <p><u>SPAG</u></p> <p>Forming nouns with prefixes</p> <p>Choosing appropriate adjectives</p> <p>Introduce/ revise adverbs</p>	<p><u>Non-fiction– Instructions</u></p> <p>To listen to and follow instructions. To pick out the features of instructional texts.</p> <p>To write their own set of instructions on how to make a Roman Shield.</p> <p><u>Non-fiction: Newspaper reports</u></p> <p>Children to understand the difference between fact and opinion.</p> <p>Children to read and respond to a range of newspaper reports.</p> <p>Children to sequence the events of the Pompeii disaster during ancient Rome and to write a newspaper article about it.</p> <p>Based on the story ‘Escape from Pompeii”</p> <p><u>Adventure story</u></p> <p>Children to write the next part of the adventure to ‘Polar Express’</p> <p>Using a wide range of Alan Peat openers and setting description.</p> <p><u>SPAG</u></p> <p>Headings and subheadings</p> <p>Present perfect form of verbs instead of the simple past.</p> <p>Expressing time and cause</p> <p>Using conjunctions to combine clauses</p> <p>Identifying the main clause in a sentence.</p> <p>Begin to use commas to mark clauses.</p>	<p><u>Fiction Myths</u></p> <p>Explore a range of Roman myths.</p> <p>Look at ‘Pandora’s box’ can children write their own imaginative version of the story.</p> <p><u>Sensory Poems</u></p> <p>To perform, read and respond to a series of sensory poems.</p> <p>To write their own poems based on “The Magic Box” by Kit Wright.</p> <p>Use of figurative language.</p> <p><u>Non-fiction: Recount</u></p> <p>Children to write a recount based on their school trip to ‘Dewa Roman Adventure’ in Chester.</p> <p><u>SPAG</u></p> <p>Use of the possessive apostrophe</p> <p>Headings and subheadings</p> <p>Introducing paragraphs</p> <p>Appropriate choice of noun/ pronoun to avoid repetition.</p> <p>Use of inverted commas to punctuate direct speech.</p> <p>Using conjunctions to combine clauses</p>	<p><u>Non Fiction</u></p> <p><u>Persuasive writing</u></p> <p>Children to write a persuasive letter to the council—(show children a number of photos of an unloved park in the area) how could they persuade the council to do something about it?</p> <p><u>Narrative: Playscripts</u></p> <p>Children to learn the features and conventions of play-scripts.</p> <p><u>Science: Explanations</u></p> <p>Children to write an explanation leaflet explaining how to stay safe in the sun—linked to science light and dark topic.</p> <p><u>SPAG</u></p> <p>To use and identify prepositions</p> <p>Revise adverbs</p> <p>Expressing time and cause</p> <p>Using conjunctions to combine clauses</p>	<p><u>Odes</u></p> <p>Children to write their own odes in the style of the poem ‘ What is Red’</p> <p>Imagine Manchester Museum are running a competition for their new ancient Egyptian exhibition</p> <p>Can children write their ode with an ancient Egyptian theme</p> <p>E.g.. What is gold?</p> <p><u>History: Reports</u></p> <p>Children to write in role as Howard Carter, describing the moment he discovered King Tut’s tomb.</p> <p><u>SPAG</u></p> <p>Forming nouns with prefixes</p> <p>Word families based on common words</p> <p>Using the possessive apostrophe for singular and plural nouns.</p> <p>Present perfect form of verbs instead of the simple past.</p> <p>Identifying the main and subordinate clause in a sentence.</p> <p>Using commas after fronted adverbials and to separate clauses.</p>	<p><u>Character Description</u></p> <p>Children to imagine they work for the charity ‘save the children’ can they write a transcript to an adverb which explains how children who live in poverty rights are unprotected.</p> <p><u>Take one book</u></p> <p>Children to look at The Great Kapok Tree by Lynne Cherry.</p> <p>Can they write a letter which outlines why deforestation is disastrous. From the point of view of the animals.</p> <p><u>Poetry</u></p> <p>Children to write their own rainforest poem.</p> <p>Free Verse.</p>

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Numeracy	<p>Read, write, partition and order 3 digit numbers.</p> <p>Count on or back from any number in steps of 10, 20, 30, 40, 50, 80 or 100.</p> <p>Use counting strategies or number lines to add or subtract multiples of 10 or 100.</p> <p>Locate and position multiples of 10 or 100 on a number line and recognise the relative position of other numbers.</p> <p>Recall number bonds to 20 with fluency.</p> <p>Mentally add and subtract 2-digit numbers and ones,</p> <p>Know by heart multiples of 10 that total 100.</p> <p>Count in 4s.</p> <p>Use known number facts to derive unknown number facts.</p> <p>Revise division on a number line.</p> <p>Know relationships within units of length.</p> <p>Measure perimeter</p> <p>Measure accurately to the nearest cm or m, using decimal notation where needed.</p> <p>Recognise and describe 2D and 3D shapes.</p> <p>Draw 2D and make 3D shapes.</p> <p>To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>To add and subtract numbers with up to three digits using informal methods and jottings.</p> <p>To estimate the answer to a calculation and to use inverses to check answers.</p> <p>To recall and use multiplication and division facts for the 3, 4 and 8 times tables.</p> <p>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including 2-digit times 1-digit numbers.</p> <p>To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>To compare and order unit fractions and fractions with the same denominator.</p> <p>To tell and write the time from an analogue clock.</p> <p>To estimate and read time with increasing accuracy to the nearest minute: record and compare time in terms of seconds, minutes and hours.</p> <p>To compare durations of events.</p> <p>To interpret and present date using bar chart, pictograms and tables.</p> <p>To solve one and two-step problems using bar charts pictograms and tables.</p>	<p>To read, write, order and partition 3-digit numbers in numerals and words.</p> <p>Round three digit numbers to the nearest 10 and 100.</p> <p>Use rounding to estimate the answer to a calculation.</p> <p>Count on and back from any number, in tens and in ones.</p> <p>Mentally add and subtract three digit numbers.</p> <p>Multiply teen numbers by 2, 3, 5, 4, 8 or 10.</p> <p>To investigate the units digits of multiples.</p> <p>Use known multiplication facts to derive unknown facts.</p> <p>Add and subtract within the context of money.</p> <p>Solve two step problems with money.</p> <p>Recognise right angles and identify whether angles are greater or less than a right angle.</p> <p>Recognise the correct number of right angles as a quarter turn, half turn, three quarter turn and full turn.</p>	<p>Add/ subtract pairs of 2-digit numbers using a number line and columnar addition</p> <p>Solve word problems.</p> <p>Use arrays for multiplication.</p> <p>Use an empty number line for division with and without remainders.</p> <p>Recognise multiples of 2, 5 and 10.</p> <p>Multiply by multiples of 10.</p> <p>Solve problems by scaling up or rounding down.</p> <p>Know the relationship between grams and kilograms</p> <p>Measure accurately in grams and kilograms, recording this using decimal notation.</p> <p>Count up and down in tenths.</p> <p>Interpret and use diagrams to show equivalent fractions with small denominators.</p> <p>Compare and order unit fractions and fractions with the same denominator.</p> <p>Identify and represent unit fractions of a set of objects.</p> <p>Identify and represent non-unit fractions.</p> <p>Interpret and present data using tables and bar charts.</p> <p>Read, interpret and present data using bar charts with scales.</p> <p>Solve one and two step problems.</p>	<p>To read, write, order and partition any two or three digit number.</p> <p>Round to the nearest 10 and 100.</p> <p>Consolidate counting on in steps of 2, 3, 4, 5, 8 and 10.</p> <p>Use the grid method for multiplication.</p> <p>Use partitioning to divide a 2-digit number by a 1-digit number.</p> <p>Mentally adding pairs of 3-digit numbers, ones, multiples of 10 and 100.</p> <p>Solve missing number problems.</p> <p>Use column addition and subtraction for pairs of two and three digit numbers.</p> <p>Identify horizontal, parallel and perpendicular lines.</p> <p>Know relationships between units of capacity.</p> <p>Measure capacity using a measuring jug, using decimal notation where necessary.</p> <p>Divide by chunking</p> <p>Recognise equivalent fractions</p> <p>Add fractions together with the same denominator</p> <p>Read time on an analogue clock.</p> <p>Estimate duration of events.</p> <p>Draw and interpret scaled bar charts.</p>

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Science	<u>Rocks and Soils</u> Children are to find the similarities and differences between rocks. Children are to explore the different types of rocks and complete experiments discovering if rocks are permeable or impermeable.	<u>Animals Including Humans</u> By the end of the unit the children will be able to understand food groups and that different foods provide different amounts of energy. In addition to this, they will be looking at the construction and the different parts of the human and animal skeleton.	<u>Forces and Magnets</u> The children are going to be able to understand that magnets can attract and repel and that some magnets are stronger than others. Also the children will discover which materials are magnetic and that a force is a push or a pull.	<u>Light</u> Children are going to discover where light comes from, how light can be reflected and complete an experiment to discover which materials are transparent, translucent and opaque.	<u>Plants</u> During the summer term, the children will be learning all about plants and what makes them grow. They will explore the process of photosynthesis and complete a seed dispersal enquiry.
Coverage by other subjects	Explore how and why rocks change over time Where Stone Age People lived and how their lives were different to ours.	Understand the spread of the Roman army. How did the Stone Age people develop? A study of the iron age to Roman Britain.	Where are volcanoes found and how are they formed? Understand the break down of the Roman society.	Locating the UK on a world map and the local area on a UK map. Compare to N America The history of a local area. Buxton. History of the area and the water that's created there.	Identifying the continents and oceans of the world. Locating Egypt, its famous cities and landmarks on a world map. Understand Egypt's time zone.
Geography					
History					
Art	Stone Age Cave Paintings	Paint a reflection water colour painting.	Investigate and paint Roman Mosaics		Ancient Egypt's civilisations. (The Old, Middle and New Kingdoms.)
D.T	Designing and tasting Stone Age meals.	Making and designing a Roman Shield	Schools are for learning	Make moving vehicles	Make Egyptian annulets out of clay
Go Givers	Refugees the stranger, Tongue	Peer Pressure: It's Your Choice	The Clown of God	Terrorism	Planting and gardening.
Computing	Use the internet to research the Stone Age	Input data and create bar charts	Powerpoint Presentations	The Earth in our hands	There's no place like home, Strong Societies, Water: Our most precious resource.
R.E	Judaism—Places of Worship	The Two Brothers	Sikhism— Places of worship	Design computer games on Scratch	Podcasting—Record poems with sound effects
P.E	Gym and Outdoor games	Christianity— places of worship	Gym and Outdoor games	Hinduism—Places of worship.	Logo
		Gym and Outdoor games		Gym and Outdoor games	Buddhism—Places of worship
					Islam—Places of worship
					Gym and Outdoor games
Enrichment experience	Children are to imagine that they lived in a Stone Age house and sit around the fire.	A dramatic role-play acting out a trip on the Polar Express	A trip to Dewa Roman Experience in Chester.	Taste of Buxton water.	A trip to the Egyptian Museum/ tropical gardens
SMSC Rights	Refugees—right to a shelter, food, water etc. Sensory poems—right to be taught in an environment that develops your imagination.	Rights related to go givers—right to an opinion/not be pressured by others.	Were the rights of all people in the Roman times the same - men and women? - link to Boudicca.	Writing a letter to the council considering the right to have a new park—right to opinion/play etc.	Looking at how children living in poverty's rights are unprotected / how we can be responsible for our own.

Useful links

<http://www.coxhoe.durham.sch.uk/curriculum-links/history/romans>

<http://www.theschoolrun.com/homework-help/the-stone-age>