

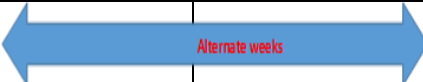
Year 3 Curriculum Map 2020-2021

Year 3	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	Judaism Homes	Promises Visitors	Islam Journeys	Listening & Sharing Giving all	Energy Choices	Special places
PSHE	Personal Development	Families and People who care about me	Online Relationships	Caring Friendships	Respectful Relationships	Being Safe
<b>Reading-</b>	<p><i>Word reading</i></p> <p><b>In a context of whole-class, group and 1:1 reading:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><i>Comprehension</i></p> <p><b>In a context of whole-class, group and 1:1 reading:</b></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>					
<b>Writing: <i>Composition</i></b>	<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>-organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- proof-read for spelling and punctuation errors</li> </ul>					

	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	<p>Stories with familiar settings</p> <p>-planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.</p> <p>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>	<p>Performance and Shape Poetry</p> <p>-draft and write their own versions of The Sound Collector.</p> <p>-compose class and individual poems, editing and improving their work as part of the process.</p>	<p>Letter Writing</p> <p>-draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions</p> <p>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>	<p>Adventure Stories</p> <p>-discussing writing similar to that which they are planning</p> <p>-discussing and recording ideas</p> <p>Instructions</p>	<p>Legends</p> <p>-creating settings, characters and plot</p> <p>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>	<p>Non-chronological reports</p> <p>-using simple organisational devices to present information using paragraphs and headings.</p> <p>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>
<p><b>Writing: <i>Transcription-</i></b> Spelling/phonics</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>-spell further homophones</li> <li>-spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>					
	<p>Revision of suffixes already learnt in Y2.</p> <p>Commonly misspelled words</p>	<p>Prefixes dis- in- im- anti- super- sub- re-</p> <p>Y3/4 statutory spellings</p>	<p>Commonly misspelled words specifically homophones</p>	<p>Y3/4 statutory spellings</p> <p>Suffixes –ous –ly –ion –ian</p>	<p>Commonly misspelled words</p> <p>Words ending in –ture, adding –ation to form nouns</p>	<p>Y3/4 statutory spellings</p> <p>'c' spelt ch, 'sh' spelt ch, short 'l' spelt y</p>
<p><b>Writing: <i>Transcription-</i></b> Handwriting</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>					
	<p>Letter formation, break letters, forming ascenders and descenders, joining to small letters, tall letters,</p>	<p>from l , to y, forming s, joining from i, spacing between letters</p>	<p>writing t, forming double letters, joining to e, k, second join</p>	<p>Joining from e, horizontal join, joining from a</p>	<p>Practising punctuation, joining to y, r, w</p>	<p>Forming numerals, silent letters, joining from f, capital letters</p>
<p><b>Writing</b> <i>Vocabulary/</i> <i>Grammar/</i> <i>Punctuation</i></p>	<p><i>Pupils should be taught to:</i></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p>					

	<p>-using commas after fronted adverbials          -indicating possession by using the possessive apostrophe with plural nouns          -using and punctuating direct speech          Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>					
	<p>Revising nouns, verbs and adjectives</p> <p>Past, present and future tense</p> <p>using and punctuating direct speech</p>	<p>Word families</p> <p>Using conjunctions, adverbs and prepositions</p> <p>Choosing nouns and pronouns appropriately</p>	<p>Articles</p> <p>Different sorts of sentences and revising basic sentence punctuation</p> <p>Adverbs of time</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Using and punctuating direct speech</p>	<p>Fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Prepositions</p>	<p>Present perfect form of verbs</p> <p>Introducing perfect form</p>
<b>MATHS</b>	<p><b>Number &amp; Calculation</b>          Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers          Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value          Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving          Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations  <b>Geometry &amp; Measurement</b>          Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes</p>	<p><b>Number &amp; Calculation</b>          Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers          Add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining.          Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100          Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems  <b>Geometry &amp; Measurement</b>          Use money to add and subtract and record using the correct notation and place value          Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres</p>	<p><b>Number &amp; Calculation</b>          Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.          Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice          Identify 1/2s, 1/3s, 1/4s, 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts          Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental</p>	<p><b>Number &amp; Calculation</b>          Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded)          Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)          Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction</p>	<p><b>Number &amp; Calculation</b>          Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator          Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method          Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products</p>	<p><b>Number &amp; Calculation</b>          Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method          Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction          Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers          Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check</p>

			<p>subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds</p> <p><b>Geometry &amp; Measurement</b> Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°; recognise and sort multiples of 2, 3, 4, 5, and 10;</p>	<p>by counting up or counting back Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division</p> <p><b>Geometry &amp; Measurement</b> Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time</p>	<p>Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition</p> <p><b>Geometry &amp; Measurement</b> Compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g</p> <p><b>Statistics</b> Draw and interpret bar charts and pictograms where one square/symbol represents two units; draw and interpret bar charts where one square represents one hundred units</p>	<p>subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts</p> <p><b>Geometry &amp; Measurement</b> Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times</p>
<b>SCIENCE</b>	Light: Light and shadows	Rocks: Rocks, and soil	Magnets and forces	Animals (including humans) Movement and feeding	Plants: What plants need	Plants: Parts of plants
<b>COMPUTING</b>	We are programmers Touch Typing	We are bug fixers Microsoft Word	We are presenters Touch Typing	Internet Microsoft Powerpoint	Email Touch Typing	We are opinion pollsters Microsoft Word
<b>ART</b>	Investigating patterns	Cave Art through history topic	Portraying Relationships and Picasso Cubism	Roman Mosaics- history	Sculpture- Can we change places	
<b>DT</b>	Jam/Curd tarts	Winter Salad and dressing  <b>Textiles-</b> Christmas stockings	Coleslaw, Potato salad and Humous	Simnel Cake  <b>Structures-</b> Exploring Packaging- Boxes	Cakes for afternoon tea concert	Chinese Food  <b>Mechanisms</b> Pneumatic system- Moving Monsters
<b>MUS</b>	Class Band:  'Three Little Birds'	Christmas preparation: Songs in unison and 2-part harmony	Class Ensemble prep: Instrumental: 'Let Your Spirit Fly'	Vocal: Big Sing preparation	Class Ensemble performance Improvising Show Songs	Show rehearsals

<p>PE</p> <p>Indoor</p>	<p><b><u>Gymnastics</u></b></p> <p>Travelling- stepping sequences, shaped jumps use of benches and elevation, to include transference of weight.</p> <p>Rolls, types and execution/ progression.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>SWITCHES TO OUTDOOR FOR FIRST WEEK</u></b></p> <p><b><u>Cross Country Trials</u></b></p> <p>Event preparation</p> <p><b><u>Indoor Athletics</u></b></p> <p>Develop Eveque based skills. Develop early balance, jumping and throwing skills.</p> <p>Use of adapted equipment to develop jumps and speed. Introduce challenges.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Dance</u></b></p> <p>Country Dancing. Developing use of different Country Dance styles to learn techniques and routines.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Gymnastics</u></b></p> <p>Body management techniques, in line with the Key Steps gymnastics. Developing base skills into routines.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p></p> <p><b><u>Rounders</u></b></p> <p>Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Athletics</u></b></p> <p>Running techniques to cover sprint and middle distance-differences.</p> <p>Development of jumping/throwing techniques in preparation for quad kid and district sports trials</p> <p>Sports Day preparation and groupings-differentiation for ability.</p> <p><b>Bi-weekly swimming lessons</b></p>
<p>Outdoor</p>	<p><b><u>Football</u></b></p> <p>Striking/kicking skills developing into game play</p> <p><b><u>Handball</u></b></p> <p>Last two weeks</p>	<p><b><u>Tag Rugby</u></b></p> <p>Throwing/catching based skills developing into game play.</p> <p><b><u>Handball</u></b></p> <p>Last two weeks</p>	<p><b><u>SWITCHES TO INDOOR</u></b></p> <p><b><u>Primary Sportshall Athletics</u></b></p> <p>Running event trials and event preparation.</p>	<p><b><u>Hockey</u></b></p> <p>Stick coordination and passing/striking skills.</p> <p><b><u>Handball</u></b></p> <p>Last two weeks</p>	<p><b><u>Cricket</u></b></p> <p>Development of bowling and batting techniques. Event preparation and trials.</p>	<p><b><u>Cricket</u></b></p> <p><b><u>Athletics</u></b></p> <p>Sports Day preparation.</p> <p><b><u>Handball</u></b></p> <p>Last week.</p>
<p>FR</p>	<p>Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.</p>		<p>The theme is animals and colours. The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</p>		<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in French. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways or pictorial ways.</p>	

<b>HIS</b>	Changes from the Stone Age to the Iron Age in Britain		The Romans in Britain – invasion, changes and achievements	The Romans in Britain – changes and achievements (continued),  Boudica		
<b>GEOG</b>		Comparing the physical and human geography of the UK and Italy			Orienteering at Wandlebury Fieldwork skills	Continents of the World Physical geography of Europe