

**YEAR 3 CURRICULUM MAP**

		Autumn	Spring	Summer	
Theme		Is the world made of art?	What makes Britain great?	Who built the world?	
Reading	Word Reading	Guided reading activities			
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books/text books and dictionaries (NC p35/36).			
		<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Stories set in real and imaginary places - <i>War Game, Stone Age Boy, Glog, The Iron Man, There's a Pharaoh in the bath, How to Train your Dragon, Peter Pan</i></li> <li>Adventure / mystery stories - <i>Frozen, Scooby Doo, Famous Five</i></li> <li>Stories by key authors                             <ul style="list-style-type: none"> <li><i>Roald Dahl: The Twits, George's Marvellous Medicine, Charlie and the Chocolate Factory, Fantastic Mr Fox</i></li> </ul> </li> </ul> <p>Planning stories based on stories read, writing longer stories in paragraphs and chapters. Developing the use of vocabulary and sentence structure. Including direct speech in stories</p>	<p><b>Non Fiction</b></p> <ul style="list-style-type: none"> <li>Newspaper reports                             <ul style="list-style-type: none"> <li><i>New school opening, World Book Day (various linked to Topic)</i></li> </ul> </li> <li>Non chronological reports                             <ul style="list-style-type: none"> <li><i>Personal factfiles, new school opening imovie documentaries, sports reports (various linked to Topic)</i></li> </ul> </li> <li>Simple argument / discussion / persuasive                             <ul style="list-style-type: none"> <li><i>Charlie and the Chocolate Factory golden ticket, George's Marvellous Medicine advert (Dragon's Den), book reviews</i></li> </ul> </li> <li>Explanation texts                             <ul style="list-style-type: none"> <li>Dudley (linked to Topic - Leonardo da Vinci's inventions), Charlie and the Chocolate Factory explain how a machine works</li> </ul> </li> </ul> <p>1<sup>st</sup> / 3<sup>rd</sup> person writing, connecting and linking ideas. Sequencing events developing opening phrases and use of a range of conjunctions</p>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Classic poetry</li> <li>Silver by Walter de la Mare</li> <li>Found poems                             <ul style="list-style-type: none"> <li><i>George's Marvellous Medicine and Charlie and the Chocolate factory (powerful verbs and adjectives)</i></li> </ul> </li> </ul> <p>(Acrostic poems - remembrance)</p> <p>Developing vocabulary, learning and reciting extracts / whole poems, poetry reviews, response to poems, comparing poems, looking at range of forms and presentation on the page</p>	
Writing	Transcription	Assertive mentoring spelling program(NC Appendix 1)			
	Composition	Writing: narrative and non-narrative (NC p39)			
	V&P	NC Appendix 2			
<b>Speaking and Listening</b>		12 Statutory statements (NC p17)			
<b>Maths</b>		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			
<b>History</b>	<b>The Arts</b> Study the development of the arts throughout British history, looking at: The Stone Age to present day <b>Study the nature of art in some ancient civilisations</b>			<b>Buildings</b> <b>Study changes in buildings throughout British history, looking at:</b> <b>The Stone Age to present day</b> <b>Study the nature of buildings in some ancient civilisations</b>	
<b>Geography</b>		<b>Land of Hope and Glory</b> Study the United Kingdom (UK) Study its main physical and human features Geographical skills - use maps, atlases and globes Locational knowledge - name and locate counties and cities of the UK, geographical regions Look at changes over time Explore similarities to and differences from other European countries Study one area in some depth			
<b>Science</b>	<b>Forces and magnets</b>	<b>Light</b>	<b>Animals inc. humans</b> (moving and growing) Growth, Nutrition, Digestion, Skeleton, Muscles	<b>Green Plants</b> Effect of light, air, water temp; Role of leaf and roots.	<b>Rocks &amp; Soils Materials</b> Characteristics, appearance, texture & permeability

<b>Computing</b>	<b>Computer Science</b> Write programs that accomplish specific goals. <b>IT</b> Digital Literacy		<b>IT</b> Use a variety of software packages, collect information, Digital Literacy		<b>Computer Science</b> Work with various forms of input/output <b>IT</b> - effective searching Presentation Digital Literacy	
<b>D.T.</b>	<b>Structure</b> Make a photo frame - to display art work		<b>Textiles</b> - linked to Roman art (purses)		<b>Control</b> Produce a book with moving parts - Flintstones book	
<b>Art and Design</b>	<b>Printing</b> Using sketchbooks Learning about artists Banksy - stencils Roman mosaics	<b>Textiles</b> Collect different materials for purpose Maya headdress	<b>Painting</b> Using sketchbooks Learning about artists Working in stages; setting up work for themselves Pop art - Andy Warhol Landscape art - Monet, Dali, Van Gogh Ancient Egyptian death masks	<b>Collage</b> Use other pictures to create a final image Collage of the UK	<b>2D &amp; 3D projects</b> Using sketchbooks Use different scales, drawings and sketch Iron Age Celtic art/Early Islamic civilisations-geometric patterns Ancient Greek vases	<b>Drawing</b> Observational drawings Van Gogh Da Vinci Norman Cornish Ancient Egyptian Hieroglyphics
<b>PE</b>	Gymnastics Balancing Act QCA Gymnastics Assessing Level 2/3 Unit 3, Task 1 Durham	<b>Games</b> Target Baggers Durham	Swimming  Dance Round the Clock QCA or Dance Machines Durham	Swimming  <b>Games</b> Run the Loop QCA	<b>Athletics</b> Off, Up and Away Durham	<b>Games</b> 3 Touch Ball QCA OAA Search and Rescue QCA and Where Am I? Durham
<b>Music</b>	<b>IPay and perform</b> - rhymes/raps/action songs including 'Cave man song' - keeping pulse/beat <b>Improvise and Compose</b> - percussion band/ensemble - playing word rhythms using Stone-Iron Age ideas		<b>Play and perform</b> - notated, repeated rhythms - derived from UK cities/places: Sequence-structure-create textures (say/play) <b>Listen and appraise</b> - explore development of music throughout history and study types of musical instruments during these times		<b>Play and Perform</b> - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas <b>Understand notation</b> - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc.	
<b>R.E.</b>	How do Hindus worship?		What can we learn about Christian symbols and beliefs by visiting churches?		What does belonging mean in Hinduism?	
	How and why is Advent important to Christians? (3weeks)		What do Christians remember on Palm Sunday?		What do Hindus believe and how does this affect the way they live their lives?	
<b>MFL</b>	<b>All About Me</b> Introducing self and family Greeting people Counting 1-12		<b>Games and Songs</b> Saying what there is Giving opinions More counting (13-20)		<b>Portraits</b> Saying what you and other people have or don't have Saying what something is or is like	
<b>School Curriculum</b>	Arts Week  Enterprise - school fair Community; caring for others, social responsibility - promoting good manners and positivity, Anti Bullying Week Jeans for Genes, Children in Need, Christmas Shoeboxes, Earnest the Elf (financial awareness) Diversity - LGBT, Diwali British Values - Longest reigning monarch, Gunpowder Plot, Remembrance Spiritual and Moral - Christmas Involvement - inter and intra school sports events, after school clubs, school council  Developing thinking skills and promoting fairness, equality and openness through P4C sessions		Science Week World Book Day  Community; caring for others, social responsibility - promoting good manners and positivity, Comic Relief, Safer Internet Day, Pedestrian Training Diversity - LGBT, Chinese New Year British Values - What makes Britain great? St George's Day Spiritual and Moral - Easter Involvement - inter and intra school sports events, after school clubs, school council  Developing thinking skills and promoting fairness, equality and openness through P4C sessions		Sports Week  Enterprise - school summer fair Community; caring for others, social responsibility - promoting good manners and positivity, animal welfare (WWT visit) Diversity - LGBT British Values - Olympics 2016 Involvement - inter and intra school sports events, after school clubs, school council  Developing thinking skills and promoting fairness, equality and openness through P4C sessions	

<p><b>Computing</b></p>	<p><b>Computer Science - Write programs that accomplish specific goals.</b> Use iPad apps (ALEX, Lightwood - (higher levels) or websites <a href="http://learn.code.org/hoc/1">learn.code.org/hoc/1</a> to learn about programs and sequencing (Turtle, Logo and Scratch)</p> <p><b>IT</b> -Create comic strip (Strip Designer app) Books (Creative Book Builder app). Rewrite stories/ character descriptions. Morfo app - as character from story. Design book covers link to Flintstones</p> <p>Communicating, publishing and collaborating - Keynote presentation - The Arts throughout history</p> <p><b>Digital video/imagery</b> - Imovie - news report/documentary on new school opening</p> <p><b>Digital Literacy</b> - Powerful passwords/storing safely. Communicating online safely and responsibly Class Blog</p>	<p><b>IT - use a variety of software packages</b> to complete a project on Me and My UK. <b>Collect information</b>, identify key elements and present findings data</p> <p>Opportunity to use drawing packages, image editing, draw graphs or tables in spreadsheet, presentation software.</p> <p><b>Digital Literacy</b> - product websites that encourage us to buy. Advertising. <a href="http://www.childnet-int.org/kia/primary/smartadventure/default.aspx">http://www.childnet-int.org/kia/primary/smartadventure/default.aspx</a></p> <p>Who should you tell? Reporting concerns</p>	<p><b>Computer Science - work with various forms of input/output</b></p> <p>Turtle/probot/scratch onscreen turtle - use to draw some shape</p> <p>Turtle on screen software e.g. Textease - routes between Egyptian pictures - record program. Draw shapes in onscreen turtle/letters/ pictures e.g. a house</p> <p><b>IT - Effective searching</b> when making leaflet/museum guide/catalogue of artefacts/newspaper article e.g. Tutankhamen' tomb/a guide to mummification for beginners. Interview a tomb builder. Compose Egyptian music. Photograph artefacts. Egyptian adventure programs.</p> <p><b>Digital video</b> - Morpho app</p> <p><b>Digital Literacy</b> - showing respect online Writing good emails - thank you to museum for visit</p> <p>Modelling and simulations - Ancient Egypt websites - pyramid builder, mummy maker</p>
<p><b>Opportunities for enrichment</b></p>	<p>Laing Art Gallery</p>		