

YEAR 3 CURRICULUM MAP

		Autumn	Spring	Summer
Theme		Who built the world? What makes the Earth angry?	What makes Britain great?	Is the world made of art?
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>The Iron Man, Notice and imitate the opening, using rhetorical questions to draw in the reader. With the class role play the family talking about the picnic or Hogarth telling his parents about what he had seen. Invite them to create a diary for Hogarth and news bulletins for both the Iron Man and space-bat-angel-dragon. Discuss which of the two tales is strongest and why? Ask them to draw parallels with other 'taming the monster' stories.</p> <p>The Sheep-pig Dick King-Smith Remind the children that they have previously read a Dick King-Smith novel, Hodgehog (Puffin). Not surprisingly, he used to be a farmer. Ask: Are pigs stupid? (See Chapter 2.) Why does Fly look after Babe? At the start of Chapter 3 what are the puppies not telling Babe? Discuss the relationship between Fly and Babe. Ask: What is it about Babe's character that is endearing? Invite the children to write the police report about the sheep rustling incident and the news report about the sheep-dog trials. Write a balanced argument Does a pig make a good pet?</p> <p>Cat Tales: Ice Cat With the class look at the use of imagery on the first few pages and a list of other similes for snow. Ask: What else is white? Why does Tom feel funny about Gary's dad in Chapter 1? How can a creature be in the snow? Why does Tom feel bad-tempered with his dad in Chapter 2? Talk about the lump of ice inside of him. Ask: In Chapter 3 what is the Ice Cat sea destroy the snowman and blame the Ice Cat? In Chapter 5 explain the Green Cat's role in the story and why the icy hardness melts away. Ask: What is it all about?</p> <p>Poetry-seasonal poems - Autumn/Winter.</p>	<p>The Abominables This is a longer read. To set the scene, begin with some introduction to the Abominable Snowman, the Yeti and the mountains of Tibet. Together predict what might happen from the first sentence. After reading Chapter 2 ask them to write stories to read to the yetis. Ask: How is 'the world outside changing' and why is this an issue? After reading Chapter 3 can they write a newspaper story about the yetis? After reading Chapter 5 discuss whether the plan is a good one. After reading Chapter 13 encourage the class to write a leaflet to persuade people to help the yetis. As a final task, together rename the story!</p> <p>Research animals of the Himalayas and write non-chronological reports Gangsta Granny- develop narratives. Character descriptions of the main characters. Persuasive letters to the queen. Non-fiction guides to the Tower of London. Explore ideas around loneliness and write a non-chronological report.</p> <p>Poetry This is Britain Benjamin Zephania</p>	<p>The Battle of Bubble and Squeak With the class create role-on-the-wall for Sid, Bill and Alice Sparrow. Ask: How does the writer show their characters? Use diary entries or hot-seating to keep alive the different viewpoints of what is happening in the family. Pause at the end of Chapter 10 asking them to predict how it might end. Discuss the end of the story.</p> <p>Hansel and Gretel Read a version of the original and compare it together with the class. Read the story without showing the pictures to the children, then read with the pictures. Spend time looking at each picture, so the children can notice the visual play and discuss the changes in mood the artist portrays. Encourage them to imagine being in the wood and ask: What would you see, hear, feel, think? Then create list poems from these ideas. Discuss the step-mother/witch and the visual imagery. Ask: Are they just tricks? What should the father have done? Discuss the role of poverty in the story.</p> <p>Stone Age Boy</p> <p>Poetry Clerihews Limericks Free verse Performance poems.</p>
Writing	Transcription	Assertive mentoring spelling program(NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p39)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p17)		

Maths	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					
History			Buildings Study changes in buildings throughout British history, looking at: The Stone Age to present day Study the nature of buildings in some ancient civilisations	The Arts Study the development of the arts throughout British history, looking at: The Stone Age to present day Study the nature of art in some ancient civilisations		
Geography	Earthquakes and volcanoes Introduction to the key aspects of physical Geography that children need to understand and describe in KS2. Learn about the features of volcanoes, their formation and discover how they are distributed around the world. Create models, artwork, volcano dances, music and 'David Attenborough' style commentaries.		Land of Hope and Glory 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 Weather patterns			
Science	Rocks & Soils Materials Characteristics, appearance, texture & permeability	Light	Animals inc. humans (moving and growing) Growth, Nutrition, Digestion, Skeleton, Muscles		Green Plants Effect of light, air, water temp; Role of leaf and roots.	Forces and magnets
D.T.	Structure Make an earthquake proof building. Design a decoration which lights up.		Textiles		Control Produce a book with moving parts - Flintstones book	
Art and Design	Architectural drawings and sketches. - Christopher Wren Symmetry- Taj mahal. Color- St. Basils Cathedral. Use different scales, drawings and sketch Iron Age Celtic art/Early Islamic civilisations- geometric patterns Ancient Greek vases	Textiles	Painting Using sketchbooks Learning about artists Working in stages: setting up work for themselves	Collage Use other pictures to create a final image Collage of the UK	2D & 3D projects Using sketchbooks Forces and magnets	Drawing Observational drawings Van Gogh Da Vinci Norman Cornish Ancient Egyptian Hieroglyphics Pop art - Andy Warhol Landscape art - Monet, Dali, Van Gogh Ancient Egyptian death masks
PE	Gymnastics Balancing Act QCA Gymnastics Assessing Level 2 Unit 3, Task 1 Durham	Games Target Baggers Durham	Swimming Dance Round the Clock QCA or Dance Machines Durham	Swimming Games Run the Loop QCA	Athletics Off, Up and Aw Durham	Games 3 Touch Ball QCA OAA Search and Rescue QCA and Where Am I? Durham

Music	Play and perform - rhymes/raps/action songs including 'Cave man song' - keeping pulse/beat Improvise and Compose - percussion band/ensemble - playing word rhythms using Stone-Iron Age ideas Charanga Unit Three little Birds Ho ho ho	Play and perform - notated, repeated rhythms - derived from UK cities/places: Sequence-structure-create textures (say/play) Listen and appraise - explore development of music throughout history and study types of musical instruments during these times Charanga unit Benjamin Britten- There was a Monkey	Play and Perform - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc. Charanga Unit Let your spirit fly
R.E.	How do Hindus worship? How and why is Advent important to Christians? (3weeks)	What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday?	What does belonging mean in Hinduism? What do Hindus believe and how does this affect the way they live their lives?
MFL	Unit 2 Light Bulb Languages games and songs Numbers 1 -20 Simple questions Expressing preference	Unit 3 Light Bulb Languages Celebrations Making simple Simple statements (about activities) *Expressing praise *Months of the year *Writing an invitation *playing games (following instructions)	Unit 4 Light Bulb Languages Parts of the body Colours Descriptions of people
PHSCE/SMSC	Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Through assemblies and within the classroom Whole school rules and behaviours. Rosh Hashanah, Home safety, electrical safety, safety, Mental health and well-being (Hello Yellow), Community; caring for others, social responsibility - promoting good manners and positivity, Anti Bullying Week, Children in Need, Christmas Shoeboxes, 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, Beamish Harvest festival	Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Through assemblies and within the classroom Going for Goals (New Year resolutions) World Book Day, Martin Luther King, Holocaust Memorial. St. Valentine Comic Relief, Safer Internet Day , Pedestrian Training Diversity - LGBT, Chinese New Year St George's Day, St David's Day and St Patrick's Day Spiritual and Moral - Easter Involvement - inter and intra school sports events, after school clubs, school council	Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Through assemblies and within the classroom Changes and moving on Challenging loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law SEAL relationships Enterprise - school summer fair Community; caring for others, social responsibility - promoting good manners and positivity, Diversity - LGBT Road safety, sun safety, water safety- visitors. Involvement - inter and intra school sports events, after school clubs, school council Involvement - inter and intra school sports events, after school clubs, school council

<p>Computing</p>	<p>Computer Science - Write programs that accomplish specific goals. Use iPad apps (ALEX, Lightwood - (higher levels) or websites learn.code.org/hoc/1 to learn about programs and sequencing (Turtle, Logo and Scratch)</p> <p>IT -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 Communicating, publishing and collaborating - Keynote presentation - The Arts throughout history Digital video/imagery - Imovie - news report/documentary on new school opening</p> <p>Digital Literacy - Powerful passwords/storing safely. Communicating online safely and responsibly Class Blog</p>	<p>IT - use a variety of software packages to complete a project on Me and My UK. Collect information, 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>Digital Literacy - product websites that encourage us to buy. Advertising. http://www.childnet-int.org/kia/primary/smartadventure/default.aspx Who should you tell? Reporting concerns</p>	<p>Computer Science_ - work with various forms of input/output Turtle/probot/scratch onscreen turtle - use to draw some shape 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>IT - Effective searching 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>Digital video - Morpho app</p> <p>Digital Literacy - 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>E-safety to be taught throughout the curriculum</p>	<p>I understand the need for rules to keep me safe when exchanging learning and ideas online.</p> <p>I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</p> <p>I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>I use strategies to verify information, e.g. cross-checking.</p> <p>I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.</p> <p>I understand that copyright exists on most digital images, video and recorded music.</p> <p>I understand the need to keep personal information and passwords private.</p> <p>I understand that if I make personal information available online it may be seen and used by others.</p> <p>I know how to respond if asked for personal information or feel unsafe about content of a message.</p> <p>I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.</p> <p>I know how to report an incident of cyber bullying.</p> <p>I know the difference between online communication tools used in school and those used at home.</p> <p>I understand the need to develop an alias for some public online use.</p> <p>I understand that the outcome of internet searches at home may be different than at school.</p>		
<p>Opportunities for enrichment</p>	<p>Bridges at the Baltic Beamish</p>		<p>Laing Art Gallery</p>