

Year Three Curriculum Map

Spring Term—Rocks Relics and Rumbles

Mathematics

Number: Multiplication & Division

Comparing statements

Related calculations

Multiply 2-digits by 1-digit – with and without exchange

Divide 2-digits by 1-digit

Divide 100 into 2, 4, 5 and 10 equal parts

Divide with remainders

Scaling

Measurement: Money

Pounds and Pence

Convert pounds and pence

Add money

Subtract money

Give change

Statistics

Make tally charts

Pictograms

Bar charts

Tables

Measurement: Length & Perimeter

Measure length (m)

Equivalent lengths – m & cm, mm & cm.

Compare lengths

Add lengths

Subtract lengths

Measure perimeter

Calculate perimeter

Number: Fractions

Wholes and parts

Make equal parts

Recognise a half

Recognise a quarter

Find a quarter

Recognise a third

Find a third

Unit fractions

Non-unit fractions

Equivalence of a half and 2 quarters

Count in fractions

Reading

Key text: The Iron Man – Ted Hughes

To make predictions about a text.

To retrieve information from a text.

To recall the main events of chapter one.

To work in role to make choices.

To use inference to make predictions.

To use a dictionary to clarify vocabulary.

To infer a characters' thoughts and feelings.

Key text: The Street Beneath My Feet—Charlotte Guillain

To make predictions about a text.

Writing

Key text: The Iron Man— Ted Hughes

To explore the writing style of Ted Hughes.

To describe the Iron Man.

To write a narrative based on the first chapter.

To write a conversation between characters.

To use inverted commas to write a conversation.

To use time conjunctions.

To write a diary entry in role.

To plan a narrative.

To re-tell the ending of The Iron Man (third person narrative)

Key text: The Street Beneath My Feet—Charlotte Guillain

RE

Skills	Knowledge
Pupils should be able to: Islam Identify and describe the 5 Pillars of Islam and the beliefs they express. Make simple connections between beliefs about Allah and the 5 Pillars. Describe how people show devotion in Islam. Ask questions about why the Pillars are practiced by so many millions. Express their own ideas about the meaning and value of rituals like these. Salvation Order Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean	Pupils will know that: Islam Describe the importance of the Prophet Muhammad (PBUH) for Muslims. Notice that some books are special to some groups of people. Retell a story of the Prophet and suggest meanings in the story. Talk about what makes a good leader and say why Muslims think the Prophet is worth following. Identify how believing in the Prophet Muhammad (PBUH) is important for Muslims today. Salvation Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors in song, story, poems and art.

Science

Skills	Knowledge
Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Using straightforward scientific evidence to answer questions or to support their findings. Setting up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Compare and group rocks based on their appearance, properties or uses. Describe simply how fossils are formed, using words, pictures or a model.	help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. Rocks/Fossilisation Process To have the knowledge to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To know that the appearance and properties of rocks affect how they are used. To know, in simple terms, how fossils are formed when things that have lived are trapped within rock. To know that soils are made from rocks and organic matter. To know that there are three different rock types: sedimentary, igneous and metamorphic. Sedimentary rocks form from mud, sand and particles that have been squashed together over a long time to form rock. Examples include sandstone and limestone. Igneous rocks are made from cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples

History

Skills

Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.

Explain the cause and effect of a significant historical event. (Eruption of Vesuvius)

Knowledge

To know why Mary Anning's discoveries were so important.

The causes of a significant event (Eruption of Vesuvius) are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event.

Music (Charanga)

Title: Three Little Birds/Dragon Song

Style: Reggae/Pop

Theme: RnB and other styles/Exploring and developing playing skills/Music from around the world

Performance: Easter performance/Singing assemblies

DT

Area: Pneumatics

Brief: To create a moving monster using a pneumatic system.

Skills

Start to understand that mechanical and electrical systems have an input, process and output.

Measure, mark out, cut, score and assemble components with more accuracy.

Start to work safely and accurately with a range of simple tools.

Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.

Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.

Begin to disassemble and evaluate familiar products and consider the views of others to improve them.

Knowledge

To know how to use mechanical systems in their products.

To use their knowledge to know how to strengthen and reinforce.

Start to understand that mechanical systems such pneumatic systems create movement.

Geography

Skills

Pupils should be able to:

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Name and describe the properties of the four layers of the Earth.

Name and describe the types, appearance and properties of rocks.

Use maps, atlases, globes and computers to locate countries and describe features studied.

Identify the five major climate zones on Earth.

Name, locate and describe some major cities and counties in the UK.

Knowledge

To know that there are three main types of rock found in the Earth's crust.

To know that the Earth is made of four different layers.

To know that the crust of the Earth is divided into tectonic plates that move.

To know that a volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.

To know that volcanic eruptions and earthquakes happen when two tectonic plates push into each other.

To know that there are four different types of volcano. These are shield, stratovolcano, cinder cone and lava dome. To know that volcanoes are classed as active, dormant or extinct. Active volcanoes are likely to erupt again. Dormant volcanoes might erupt again in the future. Extinct volcanoes will not erupt again.

To know that a tsunami is a series of waves caused by a volcanic eruption or earthquake under the sea. To know that as the waves near the shore, they become larger and can travel a long way inland, causing a huge amount of damage to buildings, belongings and people.

To know that earthquakes are the sudden violent shaking of the ground. To know that as the Earth's tectonic plates try to move past each other at plate boundaries they can get stuck. The pressure builds up so that when the plates eventually slip, a huge amount of energy is released causing an earthquake. To know earthquakes can cause a lot of damage, especially to buildings and roads. earthquake damage.

Latitude is the distance north or south of the equator and longitude is the distance east or west.

Physical features include beaches, cliffs and mountains.

Human features include houses, factories.

PE

Skills	Knowledge
Pupils should be able to: Dance - To create actions in response to a stimulus and move in unison with a partner. - To create actions to move in contact with a partner or interact with a partner. - To remember and repeat actions, using dynamics to clearly show different phrases. - To use transitions and changes of timing to move into and out of shapes. - To understand and use formations, choosing poses which relate to the stimulus. Cricket - To develop overarm throwing and catching. - To develop underarm bowling. - To learn how to grip the bat and develop batting technique. - To be able to field a ball using a two handed pick up and a short barrier.	Pupils should know: - To create dances in relation to an idea including historical and scientific stimuli. - To work individually, with a partner and in small groups, sharing their ideas. - To develop their use of counting and rhythm. - To learn to use canon, unison, formation and levels in their dances. - To bowl towards a target. - To strike the ball after a bounce into space so that they can score runs. When fielding, to keep the batters' scores low. - To think about how they use skills, strategies and tactics to outwit the opposition. - Develop striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. - To work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Art and Design

Artist: Edgar Degas	Art form: Form
Skills	Knowledge
- Use equipment and media with confidence. - Learn to secure work to continue at a later date. - Join two parts successfully. - Construct a simple base for extending and modelling other shapes. - Use a sketchbook to plan, collect and develop ideas. To record media explorations and experiments as well as try out ideas. - Produce more intricate surface patterns/ textures and use them when appropriate. - Produce larger ware using pinch/ slab/ coil techniques. - Continue to explore carving as a form of 3D art. - Use language appropriate to skill and technique.	- Children to watch a range of videos and look at the TATE website to learn about Edgar Degas. - To identify and be able to discuss the art work of Degas. - To gain knowledge of the properties of clay. - To have knowledge about and refine modelling techniques.

PSHE, Citizenship, Relationships

Skills

Rights and Respect

The reasons for rules and laws in wider society

The importance of abiding by the law and what might happen if rules and laws are broken

What human rights are and how they protect people

To identify basic examples of human rights including the rights of children

about how they have rights and also responsibilities

That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

Keeping Safe

How the internet can be used positively for leisure, for school and for work

To recognise that images and information online can be altered or adapted and the reasons for why this happens

Strategies to recognise whether something they see online is true or accurate

To evaluate whether a game is suitable to play or a website is appropriate for their age-group

To make safe, reliable choices from search results

How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication

about jobs that people may have from different sectors e.g. teachers, business people, charity work

That people can have more than one job at once or over their life time

About common myths and gender stereotypes related to work

To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM

About some of the skills needed to do a job, such as teamwork and decision-making

To recognise their interests, skills and achievements and how these might link to future jobs

How to set goals that they would like to achieve this year e.g. learn a new hobby

Knowledge

Belonging to a community

The value of rules and laws; rights, freedoms and responsibilities

Media literacy and Digital resilience

How the internet is used; assessing information online

Money and Work

Different jobs and skills; job stereotypes; setting personal goals

Computing

Skills

~~Programming—Sequencing Sounds (Scratch)~~

- I can identify the objects in a Scratch project (sprites, backdrops)
- I can explain that objects in Scratch have attributes (linked to)
- I can recognise that commands in Scratch are represented as blocks
- I can identify that each sprite is controlled by the commands I choose
- I can choose a word which describes an on-screen action for my plan
- I can create a program following a design
- I can start a program in different ways
- I can create a sequence of connected commands
- I can explain that the objects in my project will respond exactly to the code
- I can explain what a sequence is
- I can combine sound commands
- I can order notes into a sequence
- I can build a sequence of commands
- I can decide the actions for each sprite in a program
- I can make design choices for my artwork
- I can identify and name the objects I will need for a project
- I can relate a task description to a design
- I can implement my algorithm as code

Knowledge

~~Programming—Sequencing Sounds (Scratch)~~

- To know that commands have an outcome
- To know and explain that a program has a start
- To know that a sequence of commands can have an order
- To know how to change the appearance of my project
- To know how to create a project from a task description

Computing

Skills

Branching Databases.

- I can investigate questions with yes/no answers.
- I can make up a yes/no question about a collection of objects.
- I can create two groups of objects separated by one attribute.
- I can select an attribute to separate objects into groups.
- I can create a group of objects within an existing group.
- I can arrange objects into a tree structure.
- I can select objects to arrange in a branching database.
- I can group objects using my own yes/no questions.
- I can test my branching database to see if it works .
- I can create yes/no questions using given attributes.
- I can compare two branching database structures.
- I can explain that questions need to be ordered carefully to split objects into similarly sized groups .
- I can independently create questions to use in a branching database.
- I can create questions that will enable objects to be uniquely identified.
- I can create a physical version of a branching database.
- I can create a branching database that reflects my plan.
- I can work with a partner to test my identification tool.
- I can suggest real-world uses for branching databases.

Knowledge

Branching Databases.

- To know how to create questions with yes/no answers
- To identify the attributes needed to collect data about an object
- To create a branching database
- To explain why it is helpful for a database to be well structured
- To plan the structure of a branching database
- To independently create an identification tool

French

Skills

To say their age and ask others how old they are.
 To say where they live and ask others where they live.
 To describe their nationality and the languages they speak.
 To understand and use numbers to 21.
 To understand and say the days of the week.
 To describe the weather using a few simple phrases.
 To learn the French pronunciation and sounds of the alphabet.

Knowledge

- (a) To say old they are and ask others their age.
- (b) To show understanding of others' responses by saying or writing correct ages.
- (c) To ask and answer questions about name and age.
- (d) To use the target language to collect and present information.
- (a) To use a set phrase to respond to the question, e.g. J'habite a Norwich.
- (b) To substitute items of the model phrases to vary the statement.
- (c) To take part in a brief prepared task using visual clues to help them initiate and respond.
- (d) To show understanding of short word-processed dialogue, made up of familiar language.
- (a) To describe their nationality and ask others the same question, e.g. Je suis britannique, et toi?
- (b) To say what languages they speak, e.g. Je parle l'anglais et l'urdu.
- (a) To understand and use the numbers 13 to 21 both in and out of sequence.
- (b) To respond to C'est combien? by identifying correctly a given number.
- (a) To understand and use the vocabulary for days of the week.
- (b) To ask and respond to questions about the days of the week.
- (a) To respond to the question using short phrases, e.g. Il fait beau/mauvais/chaud/froid.
- (b) To name and describe the weather in various places.
- (c) To write correctly the phrases to describe weather.
- (a) To understand and use the alphabet to spell names and simple French words.
- (b) To write down letters and simple words as they are spelled out.
- (c) To recognize sounds when they hear them.
- (d) To produce the written form of certain sounds and words.
- (e) To be able to recognize familiar words when spelt out, writing them down for reinforcement, using written support, matching or linking activities.
- (f) To learn more about how sounds are represented in writing.

