

Year Three Curriculum Map

Summer Term—Emperors and Empires

Mathematics

Fractions

Making the whole Tenths
Count in tenths
Tenths as decimals
Fractions on a number line
Fractions of a set of objects
Equivalent fractions
Compare fractions
Order fractions
Add fractions
Subtract fractions

Time

O'clock and half past
Quarter past and quarter to
Months and years
Hours in a day
Telling the time to 5 minutes
Telling the time to the minute
Using a.m. and p.m.
24-hour clock
Finding the duration
Comparing durations
Start and end times
Measuring time in seconds

Shape

Turns and angles
Right angles in shapes
Compare angles
Draw accurately
Horizontal and vertical
Parallel and perpendicular
Recognise and describe 2-D shapes
Recognise and describe 3-D shapes
Make 3-D shapes

Mass and Capacity

Compare mass
Measure mass
Add and subtract mass
Compare volume
Measure capacity
Compare capacity
Add and subtract capacity
Temperature

Reading	Writing
<u>The Promise — Nicola Davies</u> To make predictions about a text. To retrieve information from a text. <u>Gargling with Jelly — Brian Patten</u> To make predictions about a text. To share and justify my opinions. To compare poems by an author. To recite and perform a poem. <u>Too Small Tola — Atinuke</u> To make predictions about a text. To explore the context/setting of a book. To retrieve information from a non-fiction text. To make inferences about a character.	<u>The Promise — Nicola Davies</u> To write a free-verse poem. To interview a character. To use fronted adverbials. To plan and write a witness statement. To use the possessive apostrophe accurately. To plan and write a narrative based on the ending of 'The Promise'. To edit and proof-read. <u>Gargling with Jelly — Brian Patten</u> <u>Too Small Tola — Atinuke</u> To identify nouns and pronouns. To use a non-fiction text to make notes. To write a non-chronological report. To write a diary entry in role.

RE

Skills	Knowledge
Gospels To read Matthew 4:18–22 where Jesus calls the first four disciples: Simon called Peter, Andrew, James and John. To read –Jesus heals the leper –This story is taken from Mark 1:40–44. Jesus is filled with compassion. He touches a man who most would have deemed untouchable and heals him. To know how God would want us to behave? To read The Good Samaritan story found in Luke 10:25–37. List the challenges that Jesus gives through his actions and stories about how to live (for example, follow his teachings, tell others about his teachings, love God, be kind to people even when others are not, it is not OK if others think you are good but you are not good really, everyone is your neighbour). Sikhism To locate on a map where Sikhism was founded. To explain the Sikh concept of God. To visit a Gurdwara and identify its main features. To retell one of the stories celebrated during a Sikh special festival. To be able to explain why the Guru Granth Sahib is the last Guru.	Gospels To know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. Sikhism To know who founded Sikhism. To know the main beliefs that Sikhs share. To know where Sikhs worship. To know the main features of a Gurdwara To name and describe the main Sikh festivals. To know why the Guru Granth Sahib is the last Guru. To demonstrate understanding of the contribution of different Gurus to the Guru Granth Sahib.

Geography (taught discretely to ensure curriculum coverage)

Skills	Knowledge
To locate the countries of the Roman Empire on a map of Europe. To locate 4 main Roman Roads on a map of Britain; Watling Street, Ermine Street, Fosse Way and Dere Street. To locate Hadrian's Wall on a map of Britain and be able to describe its function.	The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.

Science

Skills

Ask relevant questions and use different types of scientific enquiries to answer them.

Setup simple practical enquiries, comparative and fair tests.

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers.

Gather, record, classify and present data in a variety of ways to help in answering questions.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Knowledge

Plants

To have the knowledge to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

To know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

To know, by investigating, the way in which water is transported within plants

To understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Light

To know that humans need light in order to see things and that dark is the absence of light

To know that light is reflected from surfaces

To understand that light from the sun can be dangerous and that there are ways to protect their eyes

To know that shadows are formed when the light from a light source is blocked by an opaque object

To understand the reasons why the size of shadows change

Music (Charanga)

Title: Bringing Us Together

Reflect, Rewind and Replay

Style: Disco

Classical

Theme: Disco song about friendship, peace, hope and unity.
date learning. The language of music.

The history of music, look back and consoli-

Performance: Class and year group

History

Skills

Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.

Describe the hierarchy and different roles in past civilisations

Sequence dates and information.

Make deductions and draw conclusions about the reliability of a historical source.

Describe the achievements and influence of the ancient Romans on the wider world.

Describe ways in which human invention and ingenuity have changed how people live. (Roads)

Knowledge

The two explanations for the founding of the city of Rome in Italy and that Ancient Rome was ruled in three different ways.

Ancient Rome had a well-structured hierarchy.

Ancient Rome was a bustling city of over one million people. The people of Rome lived in houses and apartments around the city. They visited the forum, shops, public baths, markets and colosseum.

The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.

The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world.

Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43.

To know that the emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122. Parts of Hadrian's Wall can still be seen in Northumberland today.

Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans).

The Romans built towns in Britain that were similar to towns across the Roman Empire. Britons living in towns adopted a Roman lifestyle.

Inventions The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.

PE

Skills	Knowledge
Tennis To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. Athletics To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. Swimming Unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	To develop the key skills required for tennis such as the ready position, racket control and hitting a ball. Learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. To play games independently and are taught the importance of being honest whilst playing to the rules.

Art and Design

Artist: Georges Seurat	Art form: Colour
Skills	Knowledge
To answer questions such as:- A) How do you think these artworks were made? (what type of media) B) How were the dots made? C) When do you think they were made? To create secondary and tertiary colours using only primary colours. To experiment in lightening and darkening colours using fine tipped felt tips. To create their artwork using the technique of pointillism. To evaluate and review works of art including their own.	To understand the science of optics used by Seurat—Pointillism. To understand the pointillism colour wheel. To be able to recall facts about how Seurat made different colours.

DT

Area: Textiles

Brief: To design and make a purse.

Skills

Design a purse, apron, beach bag, shoe bag, pencil case, cushion or story sack.

Start to measure, tape or pin, cut and join fabric with some accuracy.

Make by stitching (stitching techniques to include running stitch, back stitch, over sew stitch and blanket stitch.)

Create a paper pattern.

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

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

Knowledge

To know how to use the different types of stitches.

To know what would be the suitable units of measurement to use.

To know what makes a successful product.

PSHE, Citizenship, Relationships

Skills

Being My Best

Derek cooks dinner.

Poorly Harold

Body Team Work

For or against

I am fantastic!

Top talents

Growing and Changing

Relationship Tree

Body Space

None of your business

Secret or Surprise?

My changing body

Basic First Aid

Knowledge

I can give several examples of things that I do to take ownership of my health and can explain the benefits of this to me and to other people who choose to do them.

I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.

I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Computing

Skills

~~Programming—Events and Actions.~~

- I can explain the relationship between an event and an action
- I can choose which keys to use for actions and explain my choices
- I can identify a way to improve a program
- I can choose a character for my project
- I can choose a suitable size for a character in a maze
- I can program movement
- I can use a programming extension
- I can consider the real world when making design choices
- I can choose blocks to set up my program
- I can identify additional features (from a given set of blocks)
- I can choose suitable keys to turn on additional features
- I can build more sequences of commands to make my design work
- I can test a program against a given design
- I can match a piece of code to an outcome
- I can modify a program using a design
- I can make design choices and justify them
- I can implement my design
- I can evaluate my project

Knowledge

~~Programming—Events and Actions.~~

- To explain how a sprite moves in an existing project
- To create a program to move a sprite in four directions
- To adapt a program to a new context
- To develop my program by adding features
- To identify and fix bugs in a program
- To design and create a maze-based challenge

Computing

Skills

Desktop publishing

- I can explain the difference between text and images
- I can recognise that text and images can communicate messages clearly
- I can identify the advantages and disadvantages of using text and images
- I can change font style, size, and colours for a given purpose
- I can edit text
- I can explain that text can be changed to communicate more clearly
- I can explain what 'page orientation' means
- I can recognise placeholders and say why they are important
- I can create a template for a particular purpose
- I can choose the best locations for my content
- I can paste text and images to create a magazine cover
- I can make changes to content after I've added it
- I can identify different layouts
- I can match a layout to a purpose
- I can choose a suitable layout for a given purpose
- I can identify the uses of desktop publishing in the real world
- I can say why desktop publishing might be helpful
- I can compare work made on desktop publishing to work created by hand

Knowledge

Desktop publishing

- To recognise how text and images convey information
- To recognise that text and layout can be edited
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing

French

Skills

To introduce members of the family.

To say today's date.

To describe items using vocabulary for colours.

To learn about sounds and the spellings of certain words.

Knowledge

(a) To identify correctly names for family members.

(b) To understand and say whether or not they have brothers or sisters.

(c) To respond with Il/Elle s'appelle... when asked someone's name.

(d) To role play members of own, imaginary or famous family.

(e) To copy familiar short phrases correctly.

(f) To name and describe people.

(g) To use visual clues to produce short phrases, using mainly memorized language.

(a) To understand and use the numbers 0-31 actively and out of sequence.

(b) To make use of their knowledge of English or another language in learning another language.

(c) To say the date in response to the question Quelle est la date, aujourd'hui?

(d) To listen to identify meaning.

(e) To communicate in pairs using cues to help initiate and respond.

(f) To use letters of the alphabet in new contexts.

(a) To say the colour in response to the question C'est de quelle couleur?

(b) To make use of their knowledge of English or another language in learning another language.

(c) To use short phrases to express preference.

(d) To show understanding of nouns used with colours.

(e) To show understanding of simple classroom commands.

(f) To listen carefully to discriminate sounds and identify meaning.

(g) To show understanding of familiar statements.

(h) To begin to understand gender agreement.

(a) To recognise sounds when they hear them.

(b) To produce the written form of certain sounds and words.

(c) To pick out from a short written text words that rhyme/contain the same sound.

(d) To recognize familiar words when spelt out and write them down.