

# YEAR 3 CURRICULUM MAP

		Autumn		Spring		Summer	
<b>BOOKS</b>		<b>Hansel and Gretel</b>	<b>Stig of the Dump</b>	<b>There's a pharaoh in the bath!</b>	<b>How to train a dragon</b>	<b>Iron Man</b>	<b>Abominable</b>
<b>Authors of the Term</b>		<b>Anthony Browne</b>		<b>Cressida Cowell</b>		<b>Eva Ibbotson</b>	
Enhancements		Marvellous Maps	Digging up the past	Egyptians	Dragons	Robots	Eco Warriors
Reading	<b>Word reading</b>	<b>NC Appendix 1 (NC p 35)</b>					
	<b>Comprehension</b>	<b>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)</b>					
Writing	<b>Transcription</b>	<b>Spelling programme (NC Appendix 1)</b>					
	<b>Composition</b>	<b>Writing: narrative and non-narrative (NC p 39)</b>					
	<b>VGP</b>	<b>NC Appendix 2</b>					
<b>Speaking and Listening</b>		<b>12 Statutory statements (NC p 17)</b>					
<b>Maths</b>		<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>					
<b>Science</b>		<b>Rocks and Soils:</b> Earth Rocks  <b>Light:</b> Mirror mirror	<b>Animals, including humans –</b> Food and nutrition  <b>Animals, including humans –</b> Skeletons and our bodies	<b>Forces &amp; magnets:</b> opposites attract <b>Plants:</b> How does your garden grow?			
		<b>Working Scientifically – on going across the year</b>					
<b>Computing</b>		<b>E safety &amp; Digital Literacy</b> - Powerful passwords/storing safely. Communicating online safely and responsibly  <b>Technology in our lives-</b> Effective searching and selection of information	<b>E safety &amp; Digital Literacy</b> - Who should you tell? Reporting concerns  <b>Multimedia</b> =- making a PowerPoint about our school with inserted text boxes, images and sound.	<b>Coding</b> - Use specified screen coordinates to control movement.  <b>IT –</b> Keyboard skills, word processing Editing digital images & animation			
<b>History</b>		<b>Who were Britain's first builders?</b> <b>NC ref:</b> Changes in Britain Stone Age to Iron Age <b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.	<b>Why did the Ancient Egyptians build pyramids?</b> <b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt <b>Focus:</b> key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)	<b>How have the Greeks shaped my world?</b> <b>NC Ref:</b> Ancient Greece; achievements and influence <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.			
<b>Geography</b>		<b>UK Discovery – is the UK the same everywhere?</b> Focus: Physical geography - hills, coasts, rivers.	<b>Why do we have cities?</b> UK towns, cities and countries. Focus: countries, counties, land use, settlement, contrasting cities.	<b>We've got it all! Why is the North East special?</b> Regional focus with lead on rivers and economic activity. Focus: Fieldwork, water cycle, rivers- their formation and impact.			
<b>D.T.</b>		<b>Food:</b> Edible Garden & Baking Egyptian bread	<b>Structure</b> Create an Iron Age building	<b>Mechanisms</b> – moving objects using pneumatics			

	Light Show	Pop up cards	Puppets
<b>Art and Design</b>	<b>Drawing /painting/ sculpture</b> – range of media - Egyptian Art Investigating pattern	<b>The greats -</b> Georgia O'Keeffe - Watercolour	<b>Mastering Techniques –</b> Mixing colour and using a range of brush techniques.
<b>Music (Durham Music Online)</b>	<b>Let Your Spirit Fly Glockenspiel 1</b>	<b>Three Little Birds The Dragon Song</b>	<b>Bringing Us Together Reflect, Rewind &amp; Replay</b>
	Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: <ul style="list-style-type: none"> <li>• Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen &amp; Appraise, Musical Activities (Games, Singing, Playing), Performing, Improvisation and Composition</li> <li>• Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus</li> </ul>		
<b>MFL</b>	Core Units 1 & 2	Core Unit 3 & animals	Food & At School
<b>P.E.</b>	<b>Games</b> : Three Touch Ball <b>Dance</b> : Round the clock	<b>Games –</b> Target Baggers <b>Gymnastics</b> : Unit 3 Durham	<b>Games –</b> Run the Loop <b>Athletics</b> : Search & rescue
<b>R.E.</b>	What do Christians know about Jesus?  How and why is Advent important to Christians?	How and why do religious people show care for others?  What do Christians remember on Palm Sunday?	How do Christians use ritual to worship and express belonging?
	<b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b>		