

YEAR 3 CURRICULUM MAP

		Autumn		Spring		Summer	
BOOKS		Hansel and Gretel	Stig of the Dump	There's a pharaoh in the bath!	The boy who grew dragons	Iron Man	Abominable
Authors of the Term		Enid Blyton	Anthony Browne	Jeremy Strong	Andy Shepherd	Eva Ibbotson	
Enhancements		Marvellous Maps	Digging up the past	Egyptians	Dragons	Robots	Eco Warriors
Reading	Word reading	NC Appendix 1 (NC p 35)					
	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)					
Writing	Transcription	Spelling programme (NC Appendix 1)					
	Composition	Writing: narrative and non-narrative (NC p 39)					
	VGP	NC Appendix 2					
Speaking and Listening		12 Statutory statements (NC p 17)					
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					
Science		Animals, including humans – Skeletons and our bodies Rocks and Soils: Earth Rocks	Animals, including humans – Food and nutrition Light: Mirror mirror	Forces & magnets: opposites attract Plants: How does your garden grow?			
		Working Scientifically – on going across the year					
Computing		Computing systems and Networks: Networks & the internet - Learning what a network is and how devices communicate and share information Programming: Scratch- Exploring the programme Scratch, following the predict, test & review cycle. Learning about loops and programming an animation, story and game.	Computing systems and Networks: Emailing Sending emails with attachments and understanding what cyberbullying is Computing systems and Networks: Journey inside a computer: Create paper versions of computers to consolidate understanding of how a computer works	Creating Media: Video Trailers- Developing digital video skills to create trailers with special effects and transitions Data Handling Comparison cards databases – Learning about records, fields, data, sorting and filtering data			
		Online Safety – on going across the year					
History		Who were Britain's first builders? NC ref: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary	Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)	How have the Greeks shaped my world? NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.			

	sources, awareness of representations.		
Geography	UK Discovery – is the UK the same everywhere? Focus: Physical geography - hills, coasts, rivers.	Why do we have cities? UK towns, cities and countries. Focus: countries, counties, land use, settlement, contrasting cities.	We've got it all! Why is the North East special? Regional focus with lead on rivers and economic activity. Focus: Fieldwork, water cycle, rivers- their formation and impact.
D.T.	Prehistoric Art Drawing, painting and working with charcoal Painting animal designs inspired by cave artists including a class creation and creating paints	Textiles: Cushions Learn to sew cross stitch and applique and then apply this to the design and creation of a cushion	Structures: Castle – Learn more advanced construction techniques and plan for complex arrangements of structures Food: Eating Seasonally Learn about seasonality and how a climate a food is grown in can alter its taste. Make a crumble and tart using seasonal ingredients.
Art and Design	Formal Elements of Art 1. SHAPE: Seeing Simple Shapes Identifying, drawing & labeling shapes around the school 2. SHAPE: Geometry Identifying geometric shapes within an object and sketching 3. SHAPE: Working with Wire Creating a wire sculpture 4. TONE: The Four Rules of Shading 5. TONE: Shading From Light to Dark	Art & Design Skills 1-3.Craft and Design: Craft Puppets <i>Designing and making 3D puppets</i> Making Skills Designing and making 3D forms using art materials and techniques Generating Ideas Using sketchbooks to record ideas and observations about monsters Knowledge of Artists: Learning how artists make puppets and relating this to their work Evaluating: Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible Formal Elements Developing ability to model form in 3D, developing understanding of application of colour to decorate models SMSC Developing the ability to represent ideas and feelings 4. Painting: Tints and Shades <i>Painting templates in light and dark tones</i> 5.Drawing: My Toy Story <i>Drawing toys from observation emotions about favourite objects</i>	Craft <i>(Example theme: Materials)</i> A variety of craft, design and collage activities Making Skills Creating a mood board Using 2D materials and craft processes to create art, develop sewing skills Generating Ideas Representing themselves and their family through their art. Knowledge of artists Applying the creative processes of artists and craftspeople to own work. Evaluating Developing a more comprehensive use of the language of art
Music (Durham Music Online)	Let Your Spirit Fly Glockenspiel 1	Three Little Birds The Dragon Song	Bringing Us Together Reflect, Rewind & Replay
	Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: ● Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing, Improvisation and Composition ● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus		
MFL	Core Units 1 & 2	Core Unit 3 & animals	Food & At School

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P.E.	Games – CRICKET Develop a range of defence and attacking skills With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack Understand how to take responsibility for their own and others' safety when playing games Agree on their own rules to suit the equipment Keep to the rules so that they and others enjoy and are challenged Encourage team mates	Dance – Explore and experiment with movement to a stimuli Move using thought/feeling/an idea Develop musicality Create, perform and observe giving feedback and make improvements Copy and repeat a sequence Show an awareness of different dance styles and traditions	Games – TENNIS Keep games going because they have the skill and control to do so Send and receive a ball with a racquet with increasing accuracy to a target, space or team mate Keep to the rules so that they and others enjoy and are challenged Accept winning and losing as part of games
	Gymnastics – Create a sequence to show changes of speed, three balance and three ways of travelling Develop upper body strength when balancing (on hands) Explore the four points e.g. elbow Balance with a partner in a variety of ways e.g. facing each other Develop jumps from a bench including stag jump Work and backwards and forwards roll	SWIMMING Athletics – Review running techniques, perform combinations of jumps for purpose (e.g. long jump), perform combinations of throws for purpose (e.g. discus)	OAA – Orientate simple maps Mark control points Find way back to base Co-operate in a group
R.E.	How do Hindus worship? How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches? What do Christians remember on Palm Sunday?	What do Hindus believe?
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		
R.S.E./ P.S.H.E	How are other people's families different? How should I behave with people I don't know?	How do I talk about how I am feeling? Where can I get support?	What jobs can people do? Does gender determine what job you will do in the future?