Year 3 Curriculum Map – Terms 1 & 2

READING

The LKS2 **Word Reading** and **Comprehension National Curriculum** statements are taught across all terms in Year 3, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction) and through progressive VIPERS skills. See Reading Progression document)

Vocabulary:
To use dictionaries to check the meaning of words that they have read; To Identify language features of different text types e.g language of recount different to language of instructions; To understand the impact and effect of different words and phrases to create different images.

Infer:
To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; To sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.

Predict
To justify predictions using evidence from the text; To justify and elaborate an opinions and predictions with reference to the text.

Explain:
To discuss words and phrases that capture the reader's interest and imagination; To identify how language, structure, and presentational devices contribute to meaning; To discuss the merits of different presentational devises in helping clarity of meaning.

Retrieve:
To locate retrieve and record information from a text, using skimming and scanning; To use text marking to support retrieval of information or ideas from texts (highlighting or making notes in the margin).

Summarise:
To identify main ideas drawn from more than one paragraph and summarise these.

BOOK STUDY: The Firework Maker's Daughter by Phillip Pullman

WRITING

GENRES:
To entertain: Narrative, Kennings poem, Setting Description
To inform: Instructions, Letter, Non-chronological report

The LKS2 **Composition** and **Handwriting National Curriculum** statements are taught across all terms in Year 3.

VOCABULARY, GRAMMAR AND PUNCTUATION

- Revision of grammar from previous year groups
- Use headings and sub-headings to aid presentation
- Identifying word families using root words (singular and plural forms)
- Using a and an correctly, depending on consonant or vowel sounds
- Forming nouns using prefixes (e.g. anti- auto- and super-)

SPELLING

TERM 1:
- Words where the digraph 'ou' makes an /ow/ Sound
- Words where the digraph 'ou' makes a /u/ sound
- Words where the 'y'makes an /i/ sound
- Words ending in -sure
- Words ending in -ture
- Challenge words (CEWs)

TERM 2:
- Words with the prefix re-
- Words with the prefix -dis
- Words with the prefix mis-
- Words where -ing -er and -ed are added to multisyllabic words
- Challenge words (CEWs)
  Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

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MATHS

PLACE VALUE WITHIN 1,000

- [Year 2] Recognise the place value of each digit in a two-digit number (tens, ones)
- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)
- Compare and order numbers up to 1,000
- Identify, represent and estimate numbers using different representations, including the number line

ADDITION AND SUBTRACTION

- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers

MULTIPLICATION AND DIVISION

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

RE

TERM 1: CHRISTIANITY - PEOPLE OF GOD

What is it like to follow God?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

TERM 2: CHRISTIANITY - INCARNATION

What is the Trinity?

- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

SCIENCE

TERM 1 AND 2: FORCES AND MAGNETS

- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Significant people – Leonardo Da Vinci (1452-1519) and Masato Sagawa (1943-)

HISTORY

TERM 1 AND 2: ANCIENT EGYPTIANS (3100 BCE TO 332 BCE)

- What are the Ancient Egyptians well-known for inventing?
- Why was the River Nile important in Ancient Egyptian life?
- Why are the pyramids so significant?
- How did the Ancient Egyptians' religious beliefs inform how the wealthy were treated after death?
- How was Ancient Egyptian society structured and governed?

GOLDEN THREADS: Exploration and Invention, Community and Culture, Law and Justice

GEOGRAPHY

TERM 1: FIELDWORK – SEVENOAKS

- Where are we?
- Why do people visit Sevenoaks?
- What's in Sevenoaks? Planning our investigation
- Collecting data
- Presenting our results

GOLDEN THREADS: Scale and Place

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PE

TERM 1:

HOCKEY

- To understand the basic rules of Hockey and explore ways of using the stick to move the ball
- To develop dribbling skills with control in a small area
- To understand different passing techniques and develop passing skills
- To understand how to control passes and understand when to use power in different situations
- To understand the difference between passing and shooting
- Develop dribbling, passing and shooting into a game situation

GYMNASTICS

- To learn a variety of different ways to travel across a small area using different levels and body parts
- To explore and link different shapes to create a small sequence
- To learn how to jump effectively and safely and apply this in a sequence
- To learn point and patch balances and how to link them together within their sequences
- To learn the fundamental skills of rolling and link them together within a controlled way
  To perform a full routine that involves shapes, travelling, balances, rolling and small apparatus

Pupils in KS2 will undertake swimming lessons to enable them to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6. They will use a range of strokes effectively and perform safe self-rescue in different water-based situations.
Swimming lessons will take place over two or three half-terms, and replace one of the sports allocated that term.

TERM 2:

TAG RUGBY

- To dodge and weave using speed and direction; What agility is and why we use it in Tag Rugby
- How to become familiar with a rugby ball. How to hold it and catch it with two hands.
- To move their feet towards the ball for a successful catch and to avoid a knock-on.
- How to use the correct technique to throw the rugby ball backwards, aiming at a target.
- To tag a player and the rules associated with tagging.
- To pass and move towards a goal area. Combine passing and running skills using the magic diamond tactic.
- How to score in rugby by placing the ball down in target areas.
- How to work as a team, communicating ideas and rules.

NETBALL

- To develop an understanding of the footwork rule and to attempt the two footed landing and the pivot action
- Attempt the chest throw and bounce pass within a game situation
- Attempt the shoulder pass and overhead pass and use them within a game situation
- Learn basic attacking skills, creating space with the straight dodge technique
- Understand basic defending skills, learning man to man marking technique
- Attempt the shooting technique and basic positions in a game

COMPUTING

TERM 1: COMPUTING SYSTEMS AND NETWORKS

Pupils will be introduced to the concept of networks, learning how devices communicate. Pupils will identify components, learn how information is shred and deepen this understanding by exploring examples of real-world networks.

TERM 2: PROGRAMMING: SCRATCH

In this unit, pupils will explore Scratch by programming an animation. The children will learn key coding concepts, test and debug their work and develop their ability to improve digital projects through evaluation.

An online safety lesson will be taught termly.

MUSIC

TERM 1 AND 2: JAZZ

In this unit, pupils will learn about ragtime style music, traditional jazz music and scat singing. Children will create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.

TERM 2: SINGING AND PERFORMANCE

Pupils will prepare and rehearse for an Advent Service and School Carol Service. They will develop their singing technique and learn to keep in time.

PSHE & RSE

TERM 1 AND 2: FAMILIES AND RELATIONSHIPS

In this unit, pupils will learn how to resolve relationship problems, develop effective listening skills and understand non-verbal communication. Pupils will look at the impact of bullying and what action can be taken. They will explore trust and who to trust. They will learn that stereotyping can exist.

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FRENCH	ART	DESIGN TECHNOLOGY
TERM 1: Phonics Pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type in French. **TERM 2: j'apprends le Francais** Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	**N/A**	**TERM 1: LEAVERS AND LINKAGES** How do linkages work in producing different types of movement? • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria • Understand and use mechanical systems in their products (for example levers and linkages) **GOLDEN THREADS:** Innovation, Exploration, Evaluation **TERM 2: STRUCTURES** How is a shell structure different to a freestanding structure? How can structures be strengthened? How can CAD help us with the design process? • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures **GOLDEN THREADS:** Innovation, Exploration, Evaluation

ENRICHMENT OPPORTUNITIES
Harvest Service Egyptian day Advent Service Carol Service Trip to a local church