

# Year 3 Curriculum Map – Terms 5 & 6

READING		WRITING	
<p>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.</p> <p><b>Vocabulary:</b> 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.</p> <p><b>Infer:</b> 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.</p> <p><b>Predict</b> To justify predictions using evidence from the text; To justify and elaborate an opinions and predictions with reference to the text.</p> <p><b>Explain:</b> 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 devices in helping clarity of meaning.</p> <p><b>Retrieve:</b> 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).</p> <p><b>Summarise:</b> To identify main ideas drawn from more than one paragraph and summarise these.</p> <p><b>BOOK STUDY:</b> Charlie and the Chocolate Factory</p>		<p><b>GENRES:</b> <b>To entertain:</b> Narrative, Character description <b>To inform:</b> Biography, Newspaper article <b>To discuss:</b> Interview <b>To persuade:</b> Persuasive letter</p> <p>The LKS2 <b>Composition and Handwriting National Curriculum</b> statements are taught across all terms in Year 3.</p>	
VOCABULARY, GRAMMAR AND PUNCTUATION		SPELLING	
<ul style="list-style-type: none"> <li>• Using a and an correctly depending on consonant or vowel sounds</li> <li>• Main clauses and subordinate clauses in sentences (identify and know these are separated by a comma)</li> <li>• Identifying word families using root words (including singular and plural forms of nouns)</li> <li>• Forming nouns using prefixes (e.g. anti- auto- and super-)</li> <li>• Express time, place or cause using conjunctions (e.g. when, before, after, while, so, because)</li> <li>• Express time, place or cause using adverbs (e.g. then, next, soon, therefore)</li> <li>• Express time, place or cause using prepositions (e.g. before, after, during, in, because of)</li> <li>• Inverted commas to punctuate direct speech</li> <li>• Present perfect form of verbs instead of the simple past (e.g. He has gone out to play, instead of He went out to play)</li> <li>• Paragraphs to group related material</li> <li>• Headings and sub-headings to aid presentation</li> </ul> <p>Terminology pupils must know: Present perfect form, Auxiliary verb</p>		<p><b>TERM 5:</b></p> <ul style="list-style-type: none"> <li>• Words with the suffix ‘-er’</li> <li>• Words where the digraph ‘ch’ makes a /k/ sound</li> <li>• Words ending in ‘-gue’ and ‘-que’</li> <li>• Words where the digraph ‘sc’ makes a /s/ sound</li> <li>• Words that are homophones</li> <li>• Revision Words</li> </ul> <p><b>TERM 6:</b></p> <ul style="list-style-type: none"> <li>• Words ending in ‘-sion’</li> <li>• Challenge Words</li> </ul>	

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MATHS	RE	
<p><b>FRACTIONS</b></p> <ul style="list-style-type: none"> <li>• Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Solve problems involving fractions</li> </ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• Compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> <p><b>GEOMETRY – PROPERTIES OF SHAPE</b></p> <ul style="list-style-type: none"> <li>• Recognise angles as a property of shape or a description of a turn</li> <li>• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul>	<p><b>TERM 5: KINGDOM OF GOD</b>  <b>When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>• Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth</li> <li>• Offer suggestions about what the description of Pentecost in Acts 2 might mean</li> <li>• Give examples of what Pentecost means to some Christians now</li> <li>• Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities</li> <li>• Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas</li> </ul> <p><b>TERM 6: HUMANISM</b>  <b>Who are Humanists and what do they value?</b></p> <ul style="list-style-type: none"> <li>• Explain who Humanists are</li> <li>• Describe what Humanists believe makes us special</li> <li>• Understand that there are different ways to be happy</li> <li>• Explain the difference between reason and empathy</li> <li>• Know what the golden rule is</li> <li>• Know that Humanists celebrate key moments in their lives</li> <li>• Talk about what happens at a Humanist wedding and identify similarities/differences between a Christian wedding and Humanist wedding</li> <li>• Know that Humanists do not have a place of worship and why</li> <li>• Understand that Humanists celebrate humanity's achievements – intellectual, technological and creative</li> <li>• Name some of the shared values Humanists hold</li> <li>• Know that Humanists care about the environment and want to protect it</li> <li>• Know that most Humanists believe that human beings can make the world a better place</li> </ul>	
<p><b>SCIENCE</b></p> <p><b>TERM 5: PLANTS</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• Explore 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</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Significant people</b> – George W. Carver (1864 - 1943), Luciano Scandian (unknown - present)</p> <p><b>TERM 6: Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>	<p><b>HISTORY</b></p> <p>N/A</p>	<p><b>GEOGRAPHY</b></p> <p><b>TERM 5: MOUNTAINS AND VOLCANOES</b></p> <ul style="list-style-type: none"> <li>• Are all mountains the same?</li> <li>• What is the impact of the physical and human geography of mountains?</li> <li>• What impact does climate change have on our mountains and surrounding areas?</li> <li>• How are volcanoes and mountains different?</li> <li>• Would you like to live near a volcano?</li> </ul> <p><b>GOLDEN THREADS:</b> Human and physical impact</p> <p><b>TERM 6: THE UK</b></p> <ul style="list-style-type: none"> <li>• How diverse is the UK?</li> <li>• What factors affect farming in the UK?</li> </ul>

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<ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Significant people</b> – Louis Pasteur (1822-1895) and Charlotte Armah (1970-present)</p>		<ul style="list-style-type: none"> <li>Why does the shape of the UK change over time?</li> <li>How is Sevenoaks different to Aviemore?</li> </ul> <p><b>GOLDEN THREADS:</b> Weather and climate, Human and physical impact</p>
<b>PE</b>		
<p><b>TERM 5</b> <b>ATHLETICS:</b></p> <ul style="list-style-type: none"> <li>Learn the correct technique used for short distance running</li> <li>Understand how to perform a long jump correctly</li> <li>Learn how to perform a seated overhead throw</li> <li>Understand the importance of pacing in long distance running</li> <li>Understand and perform the correct technique required to throw a foam javelin</li> </ul> <p><b>TENNIS:</b></p> <ul style="list-style-type: none"> <li>Develop the ability to play a Forehand shot in Tennis</li> <li>Learn the correct technique to perform the Backhand shot</li> <li>Learn to understand what a Volley shot is and how it could be used in a game of Tennis</li> <li>Learn how to perform an underarm serve and also learn when a serve is used in a game of Tennis</li> <li>Use the skills learnt over the term to compete in a competitive game with their peers</li> </ul> <p><i>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.</i></p>	<p><b>TERM 6</b> <b>ATHLETICS:</b></p> <ul style="list-style-type: none"> <li>Learn the correct technique used for short distance running</li> <li>Understand how to perform a long jump correctly</li> <li>Learn how to perform a seated overhead throw</li> <li>Understand the importance of pacing in long distance running</li> <li>Understand and perform the correct technique required to throw a foam javelin</li> </ul> <p><b>DANCE:</b></p> <ul style="list-style-type: none"> <li>Recap basic movements and learn how to create and develop basic movement patterns in small group</li> <li>Learn how to respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos, and objects</li> <li>Explore different ways to use movement to reflect the stimulus and they link movements together in a small group</li> <li>Learn different stage directions used in dance and attempt to use these directions in the dance that has been created up to now</li> <li>Learn how to use formations in dance to make it more create and nice to watch</li> <li>Learn to make formation flow in a smooth and controlled way</li> <li>Learn how to create a clear, middle and an end to their routines by using stillness and symmetrical shapes</li> <li>Work in groups to communicate ideas</li> </ul>	
<b>COMPUTING</b>	<b>MUSIC</b>	<b>PSHE &amp; RSE</b>
<p><b>TERM 5: CREATING MEDIA</b> In this unit, pupils will develop their digital video skills to create trailer with special effects and transitions. Pupils will consider camera angles and learn how to import videos and photos into film editing software. They will record sounds and add these to a video.</p> <p><b>TERM 6: DATA HANDLING</b> In this unit, pupils will learn about records, fields and data sorting. Pupils will compare paper and computerised databases. They will learn how to put values into a spreadsheet. Pupils will understand how to sort, filter and interpret data in a spreadsheet.</p> <p>An online safety lesson will be taught termly.</p>	<p><b>TERM 5 AND 6: Recorders</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Play musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> </ul>	<p><b>TERM 5: CITIZENSHIP</b> In this unit, pupils will learn about children’s rights. They will explore why we have rules and the roles of local community groups and charities. They will learn about recycling. Pupils will also have an introduction to local democracy.</p> <p><b>TERM 6: ECONOMIC WELLBEING</b> In this unit, pupils will be introduced to creating a budget. They will learn about the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.</p>

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FRENCH	ART	DESIGN TECHNOLOGY
<p><b>TERM 5: Les jours de la semaine + Les Mois</b> Pupils will learn the days of the week in French along with the months of the year.</p> <p><b>TERM 6: Les instruments</b> In this unit, pupils will learn 10 familiar instruments. They will be introduced to say the verb 'I play' in French. Pupils will learn the knowledge and skills to create short phrases including the verb 'I play...'</p>	<p><b>TERM 5 AND 6: How does art help celebrate the elements of our natural world (Earth)?</b></p> <ul style="list-style-type: none"> <li>• Create different line monoprints (working positively and negatively)</li> <li>• Create coloured paint from natural materials</li> <li>• Layer prints (e.g. line monoprints, block/relief prints) and media (e.g. oil pastel, charcoal) to create texture</li> <li>• Use coiling and pinching techniques to create hollow clay 3D vases with form</li> <li>• Use tools to carve relief marks (lines and shapes) into soft modelling materials to create patterned 3D artwork with form</li> <li>• Paint designs and patterns onto 3D artwork</li> </ul> <p><b>ARTISTS COVERED:</b> Pre-historic cave art, Pablo Picasso and Scheurich 'Montignac' series</p> <p><b>GOLDEN THREADS:</b> Exploration, Inspiration, Interpretation, Creation, Reflection</p>	<p><b>TERM 6: FOOD AND NUTRITION</b> <b>Why do we import and export food? What is meant by the word 'seasonality'? Why are fruits and vegetables beneficial to us? What methods can we use to cook food?</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> </ul> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b>GOLDEN THREADS:</b> Innovation, Exploration, Evaluation</p>
<p><b>ENRICHMENT OPPORTUNITIES</b></p>		
<p>Sports Day</p>		