Year 3 Curriculum Map – Terms 3 & 4

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.

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.

WRITING

GENRES:
To entertain: Narrative (story)
To inform: Newspaper article, Diary, Fact File, Recipe
To discuss: Review (book or experience)
To persuade: Persuasive leaflet/brochure

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

VOCABULARY, GRAMMAR AND PUNCTUATION

- Use a and an correctly depending on consonant or vowel sounds
- Main clauses and subordinate clauses in sentences (identify and know these are separated by a comma)
- Identifying word families using root words (including singular and plural forms of nouns)
- Forming nouns using prefixes (e.g. anti- auto- and super-)
- Express time, place or cause using conjunctions
- Express time, place or cause using adverbs (e.g. then, next, soon, therefore)
- Express time, place or cause using prepositions (e.g. before, after, during, in, because of)
- Inverted commas to punctuate direct speech
- Paragraphs to group related materials

SPELLING

TERM 3:

- Words with the digraph 'ai' and tetragraph 'aigh'
  Words with the digraph 'ei' and tetragraph 'eigh'
- Words where the digraph 'ey' makes an /ai/ sound
- Words with the suffix '–ly'
- Words that are homophones
- Challenge Words

TERM 4:

- Words ending in 'al'
- Words ending in 'le'
- Words ending in '-ly' where the base word ends in 'le'
- Words ending in '-ly' where the base word ends in '-ic'
- Words ending in '-ly'; exceptions

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MATHS

NUMBER – MULTIPLICATION AND DIVISION

- 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
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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

MEASUREMENT

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2D shapes

FRACTIONS

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators

MEASUREMENT

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

RE

TERM 3: SIKHI

What is important for Sikh people?

- Describe things that are important to Sikhs and show how these impact their lives and actions
- Make suggestions about what Sikhs believe about God
- Make links between Sikh stories and the actions of Sikhs today
- Explain what the 5 K's are and why they are important to Khalsa Sikhs
- Make suggestions about why it is important for Sikhs to become part of the Khalsa

TERM 4: SIKHI

How do Sikh people worship and celebrate?

- Describe Sikh worship and suggest the significance of each part of it
- Make clear links between the teachings of the Guru Granth Sahib and seva
- Describe some of the same/different things Sikhs do which show equality in the Langar
- Explain what happens at Vaisakhi and why Sikhs celebrate it
- Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes

SCIENCE

TERM 3: LIGHT

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Significant people – Thomas Edison (1847 - 1931) and Isamu Akasaki (1929 - 2021)

TERM 4: ROCKS

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock

HISTORY

TERM 3: STONE AGE

- Who were the hunter-gatherers and how did they live?
- What key inventions and discoveries were made during the Stone Age period?
- How did farming and agricultural development influence Stone Age life?
- How did settlements and houses change across the Stone Age?
- How does Skara Brae help us to understand more about Neolithic life?

GOLDEN THREADS: Exploration and Invention, Community and Culture

TERM 4: BRONZE AGE TO THE IRON AGE

- How did houses and settlements change across the Bronze and Iron Ages and why?
- What key inventions and discoveries were made during the Bronze and Iron Ages?
- Why was Stonehenge built?
- How did life in Britain during the Bronze and Iron Age compare to Ancient Egypt?

GOLDEN THREADS: Exploration and Invention, Community and Culture, Conflict and Invasion

GEOGRAPHY

n/a

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• Recognise that soils are made from rocks and organic matter **Significant people** – Mary Anning (1799 - 1847) and Sanjeev Gupta (1971 - present)		

PE

TERM 3

FOOTBALL

- Understand the basic rules of football and explore ways of using the feet to move the ball
- Learn the correct technique to dribble a ball and change direction
- Learn different passing techniques and begin to control the ball
- Learn different passing techniques and begin to be able to pass over a long distance
- Learn different shooting techniques and be able to strike a ball using laces
- Use all the skills learnt and put them into a game situation

BASKETBALL

- Become familiar with a basketball and learn the basic rules of the game
- Perform the basic dribbling technique with control and accuracy
- Understand where passing is used in basketball
- Develop the understanding and knowledge of how to execute a successful set shot
- Work as a team to develop both attacking and defending skills
- Link all skills learnt into a game situation

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 4

CRICKET

- Develop the fundamental skills of fielding and throwing Introduction of the over arm throw
- Further develop throwing and catching and include fielding tactics
- Develop fundamental skills of batting, with a kwik cricket bat.
- Develop batting and fielding skills in kwik cricket
- Apply learning to a kwik cricket game
- Use tactics and teamwork in a kwik cricket game

OAA

- Develop trust in partners
- Develop teamwork and communication through planning and completing tasks
- Develop short term memory and creative thinking
- Design a map and use problem solving skills as a team
- Learn the points of a compass and use these to help orientate themselves
- Develop team work and trust with partners whilst exploring compass directions

COMPUTING

TERM 3: COMPUTING SYSTEMS AND NETWORKS 2, EMAILING

In this unit, pupils will learn how to send emails with attachments. They will learn add a subject, along with 'To' and 'From' in the body of the text. They will learn how to edit an email, type in the email address correctly and send the email. Pupils will begin to recognise when an email may be fake and explain how they know.

TERM 4: COMPUTING SYSTEMS AND NETWORKS, JOURNEY INSIDE A COMPUTER

In this unit, pupils will create paper versions of computers to consolidate their understanding of how a computer works. They will recognise inputs and outputs. Pupils will learn that the computer sends and receives information. Pupils will explain that the parts of a laptop work together and find out about the purpose of each part. They will explain what an algorithm is.

An online safety lesson will be taught termly.

MUSIC

TERM 3: PENTATONIC MELODIES AND COMPOSITION (THEME: CHINESE NEW YEAR

This unit uses the story of Chinese New Year as a stimulus. Pupils will revise key musical terminology. They will play and create pentatonic melodies. Pupils will compose a piece of music in a group using layered melodies and perform the finished piece to their peers.

TERM 4: CREATING COMPOSITIONS IN RESPONSE TO AN ANIMATION (THEME: MOUNTAINS)

In this unit, pupils will listen to music and consider the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Pupils will create original compositions to match an animation.

PSHE & RSE

TERM 3: HEALTH AND WELLBEING

In this unit, pupil will learn that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation. Pupils will explore identity through groups we belong to and how our strengths can be used to help others. Pupils will learn how to solve problems by breaking them down into achievable steps.

TERM 4: SAFETY AND THE CHANGING BODY

In this unit, pupils will learn how to call the emergency services and how to respond to bites and stings. They will learn about being a responsible digital citizen by learning about cyberbullying, identifying unsafe digital content, influence and making independent choices. They will develop an awareness of road safety.

Year 3 Curriculum Map – Terms 3 & 4

FRENCH	ART	DESIGN TECHNOLOGY
TERM 3 and 4: Les Saisons Pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.	**What did some of the world's earliest artwork look like?** • Create different line monoprints (working positively and negatively) • To create coloured paint from natural materials. • Layer prints (e.g. line monoprints, block/relief prints) and media (e.g. oil pastel, charcoal) to create texture. • Use coiling and pinching techniques to create hollow, clay 3D vases with form. • Use tools to carve relief marks (lines and shapes) into soft modelling materials to create patterned 3D artwork with form. • To paint designs and patterns onto 3D artwork. **ARTISTS COVERED:** Vincent Van Gough, Elyse Dodge, Karen Lynch, John Campbell **GOLDEN THREADS:** Exploration, Inspiration, Interpretation, Creation, Reflection	n/a

ENRICHMENT OPPORTUNITIES
STEM week Rocks and fossils workshop