## Year Curriculum Map – Year 3



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
		The Stone Age	The Romans	Cities & Urban Areas	Rocks, Soils and Fossils	Plants & Gardens	We Are Astronauts		
Literacy	Core Texts	Stone Age Boy  Stone Age Boy  Stone Age Boy  Stone Age Boy	Romulus and Remus  Romulus  and Remus  In Make Career  In Address Street  In Address Stre	Ted Hughes the Iron	Stone Girl, Bone Girl  STONE GIRL  BONE GIRL  A Rock Is Lively  A Rock  A Rock Is Lively	Stories from India  Mangoes, Mischief, and Tales of Friendship  Stories from India	Blast off into Space with Mae Jemison  We Are Here		
	Writing	Fiction: Poetry  Non-Fiction: Non- Chronological Reports, Information Leaflets	Fiction: Narrative – Historical stories and Myths/Legends.  Non-Fiction: Persuasive Writina	Fiction: Science Fiction, Character Descriptions, Setting Descriptions, Diaries.  Non-Fiction: Recount	Fiction: Narrative – True Life Stories, Diary entries. Non-Fiction: Explanation Texts (Rock Cycle and Rock formation).	Fiction: Stories and legends from other cultures.  Non-Fiction: Instruction texts.	Non-Fiction: Biographies, Autobiographies, Information Leaflets.		
	Grammar	Paragraphs by grouping information. Use of subheadings to organise writing.	Time, Place and cause: Conjunctions, adverbs and prepositions.	Introduce inverted commas to punctuate speech and dialogue.	Formation of nouns using prefixes. Using a or an. Root words and word families	Identify and use Present perfect verbs.	Review all grammar.		
	Reading	<ul> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>develop positive attitudes to reading by: listening and discussing a range of text types; reading books structured in different ways and for a range of purposes; using dictionaries; increasing familiarity with myths and legends and retelling orally; identifying themes; preparing poems and scripts to read aloud and perform; discussing words and phrases that capture reader's interest; and recognise different forms of poetry.</li> <li>understand what they read independently: checking the text makes sense, discussing understanding and meaning of words; asking questions; drawing inferences (characters' feelings, thoughts and motives from actions), justifying inferences with evidence; predicting from details stated and implied; identifying main ideas from more than one paragraph and summarising; identifying how language, structure, and presentation give meaning.</li> <li>Retrieve and record information from non-fiction.</li> </ul>							
		Participate in discussion about both books that are read to them and they can read for themselves, taking turns and listening to what others say.							
	Handwriting	Nelson: See Progression	Nelson: See Progression	Nelson: See Progression	Nelson: See Progression	Nelson: See Progression	Nelson: See Progression		

	Spelling	Adding the prefixes dis and in. Adding im to root word beginning with m or p.	Adding the suffixes ous and <i>ly</i> . Words ending in <i>ture</i> . Homophones.	Adding ation to verbs. Words with the c and sh sound spelt ch. The short i sound spelt y.	Adding the suffixes –ion and –ian. Adding the prefix re. Homophones.	Adding the prefixes anti, super and sub.	Reviewing all spelling.
Mathematics	3	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication.	Number: Division. Measurement: Money	Statistics Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shapes Measurement: Mass and Capacity.
Science		Mirror, Mirror (Light) What is light?  - Recognise that we need light to see 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 ways to protect our eyes.  - Recognise that shadows form when a light source is blocked by an opaque object.  - Find patterns in the way that the size of shadows change.	Food and Our Bodies How does our body make energy?  - Identify that animals, including humans, need the right types and amount of nutrition; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Opposites Attract (Forces and Magnets) Can you see a force?  - Compare how things move on different surfaces Notice contact and non-contact forces Observe how magnets attract or repel each other and attract some materials and not others Compare and group materials based on whether they are magnetic, and identify magnetic materials Describe magnets as having two poles - Predict whether two magnets will attract or repel depending on which poles are facing.	Rocks, Soils and Fossils Why was Mary Anning such an inspirational lady?  - Compare and group together rocks (appearance and simple physical properties) Describe in simple terms how fossils form when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	Plants Why do plants have pollen?  - Identify and describe the functions of different parts of flowering plants Explore the requirements of plants for life and growth and how they vary between plants Investigate how water is transported within plants Explore the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	We Are Astronauts What do scientists still not understand about the universe? - asking relevant questions and using different types of scientific enquiries to answer them Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
Humanities	History	Stone Age to Iron Age How did people create the first tools?  Changes in Britain from the Stone Age to the Iron Age.	The Roman Empire What does it mean to rule an empire?  The Roman Empire and its impact on Britain.				Local History: London Docklands Why should we be proud of our local history?  A local history study.
	Geography			Urban City Case Studies What makes cities special?  Describe and understand key aspects of physical and human geography.	Rural Areas Case Study What threatens rural landscapes?  Describe and understand key aspects of physical and human geography.	Global Trade and London Docklands How has trade shaped the world? Locate the world's countries, using maps including environmental regions, key physical and	

						human characteristics, countries, and major cities.	
	RE	Beliefs about 'God'. What do people believe		Religious Texts: The Bible Why is the Bible important?	Religious Practices: Prayer Why do people pray?		Religious Communities: Christianity What does it mean to be Christian in Britain today?
PSHE		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Swimming Athletics	Real PE: Personal Dance	Real PE: Social Swimming/Tennis	Real PE: Cognitive Swimming/Tennis	Real PE: Creative Football	Real PE: Physical Outdoor Adventure and Activity
Creative Arts	Art and Design		Artist Focus: Leonardo Da Vinci		Graffiti & Street Art - Banksy		Local Art: Peter Dunn Dragon's Gate and Dragon's Sculptures (Clay).
	Design and Technology	<b>Textiles:</b> Natural Dyes & Weaving		<b>Design &amp; Make</b> : Making A Static Electricity Game		Design & Make: Churches Project – Sir Christopher Wren	
	Music	Charanga Units of Learning	Recorders Stage 1	Charanga Units of Learning	g	I	
Computing		Computing Systems and Networks: Connecting Computers	Creating Media: Desktop Publishing	Creating Media: Animation (Iron Man)	<b>Data and Information</b> : Branching Databases	Programming A: Sequence in Music	Programming B: Events and Actions
Spanish (Supplemented with Duolingo)		Introductions and Greetings Common Phrases Travel Spanish Story	Restaurant Family Shopping Spanish Poetry	School People Greetings Spanish Song	Travel 2 Schedules People 2 Intercultural Understanding: Spanish Speaking Countries	People 3 School 2 Family 2 Intercultural Understanding: Spanish & Latin American Culture	Work Project-base learning
		<ul> <li>Repeat key words and phrases modelled by the teacher clearly and confidently.</li> <li>Imitate the sounds of Spanish as closely as possible from a variety of sources (Duolingo, native speaker, videos of native speakers).</li> <li>Write key words independently, understanding what they mean, sometimes guessing meaning from context.</li> <li>Translate a word or sentence with support from a word bank.</li> <li>Identify some Spanish-speaking countries, and how this differs from the UK.</li> <li>Speak, listen, and respond attentively to Spanish with enthusiasm, both with adults and their peers.</li> </ul>					

Trips, Visits, Experiences and Cultural Capital  Museum of London: Prehistory Stories  Roman Amphitheatre Trip or Roman Experience Day	Urban Geography Fieldwork: Tower Hamlets Urban Area Field Study	Natural History Museum	HMS Wellington: Global Trade	Museum of London Docklands: Lifts and Loading
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