

YEAR 3 Curriculum Map (2021/2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Being Me In My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Difference Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Changing my ideas Preparing for transition
Communicating Effectively	<p>Listening and responding appropriately - Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps). Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed.</p> <p>Ask relevant questions to extend understanding and knowledge - Ask a range of different types of questions to find out specific information including 'how' and 'why'. Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question.</p> <p>Use relevant strategies to build vocabulary - Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes.</p> <p>Articulate and justify answers, arguments and opinions - Give reasons and explanations for choices and viewpoints in class discussions.</p> <p>Give well structured descriptions, explanations, and narratives for different purposes (including expressing feelings) - Tell a story with a clear structure including the setting and ideas linked in different ways. Discuss how a character may be feeling and why. Able to use conjunctions to increase the length and grammatical complexity of sentences (e.g. 'before', 'after', 'while', 'so').</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Understand how language is used to investigate and reflect on feelings.</p> <p>Speak audibly and fluently with an increasing command of standard English - Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Use phonological awareness skills when spelling, although some mistakes may still be made. Able to signal punctuation and emphasise meaning through the use of intonation.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates - Respond to the opinions of others in the group.</p> <p>Gain, maintain and monitor the interest of the listener(s) - Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils. Exaggerate to make a story more interesting.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others - Able to understand another's point of view and show whether they agree or disagree.</p> <p>Select and use appropriate registers for effective communication - Aware of the need to use more formal language with adults.</p>					
English - Reading - Fiction	Who's Afraid of the Big Bad Book - Lauren Child (4 weeks) - A twisted fairy tale with a meta feel, <i>Who's Afraid of the Big Bad Book</i> is a text that offers multiple opportunities to consider authorial intent. Lauren Child has a strong authorial voice and often directly addresses the reader. Expectations are set up at the beginning of the book, and subtly subverted, allowing for prediction, inference and discussion skills to be practised and	The Pebble In My Pocket - Meredith Hooper (4 weeks) - The science curriculum for Year Three includes learning about rocks which can be linked to aspects of physical geography. <i>The Pebble in My Pocket</i> is a book which covers difficult concepts using the familiar object of a pebble. Meredith Hooper uses metaphor to make the subject matter accessible while using terminology which will extend the children's vocabulary. The	Moon Juice - Kate Wakeing (poetry) - (3 weeks) - This collection contains poems which vary in style, tone and subject matter. There are poems which will relate to everyday experiences as well as those which will transport the reader to other worlds. The poems range from those that will make the reader laugh out loud to poems which give voice to difficult emotions. Kate Wakeing's ability to draw on taut rhythm and neat alliteration as well	Extra Yarn - Mac Barnett - (4 weeks) - At first <i>Extra Yarn</i> seems a simple story, but it has multiple layers of meaning. The text and illustrations leave readerly gaps which provide many opportunities for developing inference making skills and Annabelle is a worthy heroine who young readers will enjoy rooting for. <i>Extra Yarn</i> is a story which children will benefit from re-reading and having opportunities to explore. A single reading is	Cinderella Of The Nile - Beverley Naidoo (5 weeks) - <i>Cinderella of the Nile</i> , with its Egyptian setting, is an excellent fit with the Lower KS2 wider curriculum, but more importantly, the highly descriptive language both challenges pupils, and allows ample opportunities to explore imagery, symbolism, complex sentence structure (including the use of fronted adverbials), as well as expanding their vocabulary. Familiarity with the	Lighter Than Air - Matthew Clark Smith (3 weeks) - Sophie Blanchard was an extraordinary woman who is mostly forgotten despite her claim to being the very first female pilot in history. Matthew Clark Smith's rich, poetic prose brings a sense of wonder to the story of a woman happiest in the air. A great read about a woman's achievements long before aviators such as Bessie Coleman and Amelia Earhart. The story is taken to another

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	<p>refined. Character is developed not only through text, but through the illustrations and even the choice of font. An accessible amount of text, with some complicated phrasing, makes this an ideal book for developing fluency, and the familiar settings encourage children to draw on their previous reading and make comparisons.</p> <p>Captain Cat - Inga Moore (3 weeks) - This simple story is told in a relaxed, chatty tone and younger readers will find the story easy to understand, whilst some of the vocabulary will challenge and extend them. The illustrations are traditional, with a dreamy, romantic quality and offer the chance for readers to explore characterisation at a deeper level.</p>	<p>use of movement verbs to describe all aspects of the journey of the pebble will lead into dance and poetry work. The rich illustrations work well with the text to support the reader.</p> <p>The Adventures of Dish and Spoon - Mini Grey (3 weeks) - Mini Grey's picturebooks are a delight for older readers, full of verbal and visual wit and intertextual references. <i>The Adventures of the Dish and the Spoon</i> uses a nursery rhyme that many children will be familiar with as its starting point – and many children will already have imagined their own possibilities for the Dish and the Spoon. This story will add to their possibilities and inspire further!,<i>The Adventures of the Dish and the Spoon</i> references the promise of the American Dream, The Great Depression of the 1930s and popular culture and of course the nursery rhyme Hey Diddle Diddle. The ironic tone and language play combine to provide a multi-layered reading experience best enjoyed by readers aged 8 upwards</p>	<p>as skilfully composed word play make these poems a delight to read aloud and perform.</p>	<p>insufficient to develop a full understanding of its themes and messages.</p> <p>Blue John - Alexandra Neonakis (3 weeks) - Beautifully wrought poetic language and with universal themes to discuss, this is both a challenge and a delight for year 3 readers.</p>	<p>Cinderella story will allow children to make predictions and comparisons with a known text, identifying differences and similarities as they read, as well as help them to infer the feelings and motivations of Rhodopis. A non-European version of a well-known fairy tale allows for lots of discussion on how setting impacts on a story, and how stories change as they move between tellers and cultures.</p>	<p>level by Matt Tavares's vibrant illustrations which are atmospheric and give unique perspectives. Sophie Blanchard's accomplishments and passion for flight are brought beautifully to life by Tavares' soft watercolour, gouache, and pencil illustrations. These make expressive use of shadow and light, casting brooding clouds over solemn scenes or amplifying joyful moments with blue or golden skies. The strong references to STEM make this an appealing book to broaden pupils' scientific view of the world around them.</p> <p>The Steadfast Tin Soldier - Hans Christian Anderson (3 weeks) - Hans Christian Andersen wrote stories for all ages and his tales can be interpreted on different levels. This translation by Naomi Lewis retains Andersen's style and challenges the reader through its style and use of vocabulary. The illustrations reflect the tone of the story and convey mood and atmosphere effectively.</p>
<p>English - Reading - Non-Fiction</p>			<p>The Secrets of Stonehenge - Mick Manning and Brita Granstrom (4 weeks) - <i>The Secrets of Stonehenge</i> by the award-winning duo, Mick Manning and Brita Granstrom, combines well-researched information with context building illustrations to engage readers in LKS2. A diverse range of features is</p>			

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			used which provide plenty of scope for introducing children to nonfiction texts. These include questioning, conjecture, reference to sources, illustration, captions, glossary and timeline.			
English - Writing Fiction	The Blue Umbrella (Pixar Animation Studios) The True Story of the Three Little Pigs - Jon Scieszka	Street Beneath My Feet - Charlotte Guillain & Yuval Zommer Flood - Alvaro F. Villa	Stone Age Boy - Satoshi Kitamura The Secret of Black Rock - Joe Todd-Stanton	The Happy Prince - Jane Ray The Magic Paintbrush - Julia Donaldson	Star in the Jar - Sam Hay The Incredible Book Eating Boy - Oliver Jeffers	Wolves in the Walls - Neil Gaiman Theseus and the Minotaur - Hugh Lupton
English - Writing Non-Fiction	<i>Books on countries of the world with different climates</i>	<i>Books on Rocks</i>	<i>Books on the Stone, Iron and Bronze Age</i>		<i>Book on relationships</i>	<i>Books on inventors and buildings</i>
Maths	Unit 1 - Number - Place Value - number to 1000 Unit 2 & 3 - Number - Addition and Subtraction	Unit 4 - Number - Multiplication and Division	Unit 5 - Number - Multiplication and Division Unit 6 - Measurement - Money Unit 7 - Statistics	Unit 8 - Measurement - Length Unit 9 - Number - Fractions	Unit 10 - Number - Fractions Unit 11 - Measurement - Time	Unit 12 - Geometry - angles and properties of shape Unit 13 - Measurement - Mass Unit 14 - Measurement - Capacity Consolidation of key objective for Year 3
Science	Animals Including Humans - 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. Animals Including Humans - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Rocks - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Rocks - describe in simple terms how fossils are formed when things that have lived are trapped within rock. Rocks - recognise that soils are made from rocks and organic matter.	Light - recognise that they need light in order to see things and that dark is the absence of light. Light - notice that light is reflected from surfaces. Light - recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Light - recognise that shadows are formed when the light from a light source is blocked by an opaque object. Light - find patterns in the way that the size of shadows change.	Plants - identify and describe the functions of different parts or flowering plants, roots, stem/trunk, leaves and flowers. Plants - 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. Plants - investigate the way in which water is transported within plants. Plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Forces and Magnets - compare how things move on different surfaces. Forces and Magnets - notice that some forces need contact between two objects, but magnetic forces can act at a distance. Forces and Magnets - observe how magnets attract or repel each other and attract some materials and not others. Forces and Magnets - 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. Forces and Magnets - describe magnets as having two poles. Forces and Magnets - predict whether two magnets will attract or repel each other, depending on which poles are facing.	
<p>Working Scientifically - asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Working Scientifically - setting up simple practical enquiries, comparative and fair tests.</p> <p>Working Scientifically - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</p>						

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	thermometers Working Scientifically - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Working Scientifically - recording findings using simple scientific language, drawing, labelled diagrams and tables. Working Scientifically - reporting on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions. Working Scientifically - using results to draw simple conclusions, make predictions for new values and suggest improvements. Working Scientifically - identifying differences, similarities or changes related to simple scientific ideas and processes. Working Scientifically - using straightforward scientific evidence to answer questions.					
Humanities (history & geography)	Climate zones	North America	The Ages - Stone to Iron		Rio and South -East Brazil	Local history
Religious Education	What does it mean to be Hindu?		Why is Jesus important to Christians?	Why do religious people celebrate?	How do people express their faith through the arts?	What do religions teach about the natural world and why should we care about it?
Computing (including Online Safety)	We are Programmers We are the Year 3 Rule Writers	We are Bug Fixers We are Digital Friends	We are Presenters We are Internet Detectives	We are Who We Are We are Aware of Our Digital Footprint	We are Co-Authors We are Netiquette Experts	We are Opinion Pollsters We are Avatar Creators
Art	Vincent Van Gogh - to create sketch books to record their observations and use them to review and revisit. Vincent Van Gogh - to improve their mastery of art and design techniques, including painting with a range of materials. Vincent Van Gogh - learn about great artists in history.		Plant Art - to create sketch books to record their observations and use them to review and revisit. Plant Art - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Plant Art - learn about great artists in history.			Famous Buildings - to create sketch books to record their observations and use them to review and revisit. Famous Buildings - to improve their mastery of art and design techniques, including drawing and painting with a range of materials. Famous Buildings - learn about great architects in history.
Design and Technology		Seasonal Stockings - 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. Seasonal Stockings - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer-aided design. Seasonal Stockings - select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishings) accurately. Seasonal Stockings - select from and use a wider range of materials and components,		Making Mini-Greenhouses - 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. Making Mini-Greenhouses - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer-aided design. Making Mini-Greenhouses - select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishings) accurately. Making Mini-Greenhouses - select from and use a wider range of materials and	Seasonal Food - understand and apply the principles of a healthy and varied diet. Seasonal Food - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Seasonal Food - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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		including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Seasonal Stockings - investigate and analyse a range of existing products. Seasonal Stockings - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Making Mini-Greenhouses - investigate and analyse a range of existing products. Making Mini-Greenhouses - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Making Mini-Greenhouses - understand how key events and individuals in design and technology have helped shape the world. Making Mini-Greenhouses - apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		
Languages	Pupils start learning the other key phonic sounds and recap those that were taught in Year 2. Pupils read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. Pupils learn to use basic greetings and pupils do role play to improve memorization. Pupils study Christmas in Spain and other Spanish speaking countries.		Pupils learn nouns (pencil case items) and they embed their vocabulary when using the question Tienes? answering with En mi estuche/bolso (no) tengo... with plurals and connective y (and). Pupils learn how Easter is celebrated in Spanish speaking countries.		Pupils are taught about animals and colors. Pupils focus on the linguistics for gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). Pupils focus on grammatical concepts are all based around a core vocabulary. Pupils are taught key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but). Pupils are encouraged at all times to strive to work independently, work in pairs and small groups sharing knowledge, and to speak aloud when possible	
Music	Recorder (LW?) Learning to play the recorder focusing on early instrumental skills	Songs (Cgristmas) Songs and activities that can be used for daily activities	Recorder (LW?) Learning to play the recorder focusing on early instrumental skills	Mamma Mia (Pop) A range of styles and genres to develop listening, appraising, composing, improving and performing	Three Little Birds (Reggae) listening, appraising, composing, improving and performing	Don't Stop Believing (Rock) A range of styles and genres to develop listening, appraising, composing, improving and performing
Physical Education	Football (Invasion) Gymnastics: Symmetry & Asymmetry	Handball (Invasion) Communication (Outdoor Adventure Activity)	Dance: Wild Animals Basketball (Invasion)	Dance: Weather Tag Rugby (Invasion)	Tennis (Net/Wall) Problem Solving (Outdoor Adventure Activities)	Athletics Cricket (Striking & Fielding)

Life Skills

Year 3	Learn to tie shoe laces (PSHE)	Score a goal (P.E)	Listen to an author (live performance) (English)	Watch a pantomime (English & D&T)	Learn to tell the time (Maths)	Learn about a famous artist (Art)	Learn how to control a ball with my feet (P.E)	Join an extracurricular activity (PSHE & PE)	Sew a button (D&T)	Have a visit from an author (English)	Go pond dipping (Science)
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