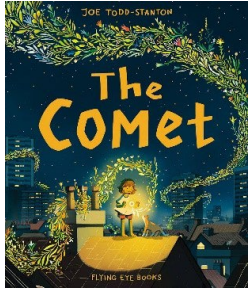
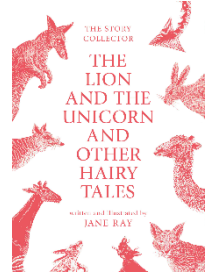
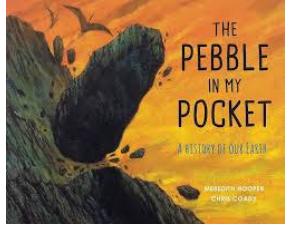
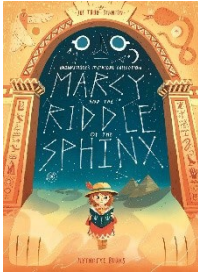
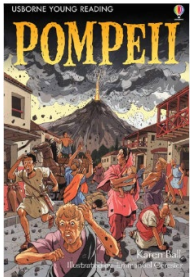


Year 3 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>The Comet</p>	 <p>The Lion and the unicorn and other hairy tales</p>	 <p>Pebble in my Pocket</p>	 <p>Marcy and the Riddle of the Sphinx</p>	 <p>Pompeii</p>	
English – writing opportunities	<p>Diary entry Letter Information text Narrative recount & narrative innovation Poetry</p>	<p>Narrative recount Letter Persuasive writing Creative writing, poetry</p>	<p>Non Chronological reports Black out Poem Diary Recount</p>	<p>Narrative</p>	<p>Scene description Eye witness account Diary Narrative</p>	<p>Tourist Leaflet Non-chronological report on volcanoes</p>
English - SPAG	<p>nouns, common and proper; recognising vowels and consonants determiners 'a' or 'an' appropriately; Capital Letters for proper nouns of people and places past tense with regular ed suffix direct speech plural nouns suffixes ness, er and tion; adverbs</p>	<p>'pronouns noun phrases Consolidate vowels and consonants Collect coordinating and subordinating conjunctions Identify main clauses Collect irregular past tense verb forms commas in a list Revise ? and ! Revise use of apostrophe for singular nouns Revise plural nouns, adding suffix correctly s/es/ies suffixes ness, er and tion; correct use of adverbs</p>	<p>distinguish between different noun types Introduce prepositions Identify the tenses used Continue to build irregular verb bank Identify main clauses and subordinate clauses Express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because; Read and spell some words with a prefix, e.g. super- , anti-, dis-, mis-, in Identify the subject of a sentence; make sure verb matches the subject e.g. We were going; Where were you? They did their homework.</p>	<p>Find adverbials Identify prepositions in context use the present /past perfect e.g. He has/had gone out to play, use comma before closing inverted commas, in direct speech use apostrophes Identify the main clause and subordinate clause Express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because Learn to read and spell some words with a prefix, discussing what that prefix means e.g. super- , anti-, dis-, mis-, in</p>	<p>possessive determiners e.g. my, your, her, their consistency of tense in narrative / report writing, explanation / instructions Include apostrophe for omission and possession Demarcate sentences with increasing security,</p>	<p>word classes in contexts Increasingly control a variety of verb forms i Practise changing extract from one tense to another use of a comma to separate main clause from subordinate clause In spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally</p>

<p>Maths – White Rose</p>	<p>Place Value, addition and subtraction I can represent numbers to 100 I can partition numbers to 100 I can use a number line to 100 I can count in 10s, 100s, 1000s I can count in 50s I can add 1s, 10s, 100s I can subtract 1s, 10, 100s Place Value I can apply number bonds within 10 I can partition numbers to 1000 I can represent numbers to 1000 I can spot patterns and make connections I can estimate answers</p>	<p>Multiplication and Division A I can use arrays I can count in multiples of 5,10, 3,4, 8 I can measure in mm, cm and m I can share and group objects I can multiply and divide by 2,3, 4, and 8 Length and Perimeter I can add and subtract lengths I can calculate perimeter I can find equivalent lengths</p>	<p>Multiplication and Division B, I can multiply and divide a 2-digit number by a 1-digit number with no exchange and with exchange I can measure mass in g and Kg I can measure capacity and volume in ml and l length and perimeter I can solve word problems and/or multi step problems. I can divide by various methods and recognise remainders. I can use mental strategies and estimate when appropriate.</p>	<p>Fractions A, I can understand numerators and denominators in non-unit fractions I can place fractions on a number line I can count in fractions on a number line I can apply fractions to solve I can partition the whole I can find unit and non-unit fractions of a set of objects scales I can find equivalent fractions using a bar model and a number line Mass and Capacity I can measure in kg and g I can measure capacity and volume in ml I can add and subtract capacity and volume I can represent equivalent fractions as bar models I can compare capacity and volume I can find equivalent capacities and volumes (ml and l</p>	<p>Fractions B, I can add and subtract fractions I can count in pounds and pence I can add and subtract money I can convert pounds and pence Money I can compare and order fractions I can use number lines to count forwards and backwards in fractions and to find equivalent fractions. I can compare and order fractions with same and different denominators and/or numerators.</p>	<p>Time, I can read Roman numerals to 12 I can tell the time to 5 minutes I can read time on a digital clock I can use am and pm I can explain parallel and perpendicular Shape I can draw polygons I can make 3D shapes I can solve problems with time I can compare angles Statistics I can explain horizontal and vertical I can interpret pictograms I can interpret bar charts and two-way tables I can draw bar charts I can collect and represent data</p>
<p>Science – knowledge and skills White Rose</p>	<p>Skeletons Knowledge I know the names of bones in the human body and a range of animals. I know the functions of the skeleton. I know the names of animals with/without a spine. I know not all skeletons are the same. Skills I can ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Food waste Knowledge I know what food waste is. I know how we can reduce our food waste. Skills I can ask relevant questions and use different types of scientific enquiries to answer them. I can report on findings from enquiries in a variety of ways. Light Knowledge I know about different light sources.</p>	<p>Rocks Knowledge I know about different types of rocks. I know how to group rocks. Skills I can carry out a local rock survey. I can make systematic and careful observations. I can gather, record, classify and present data in a variety of ways to help in answering questions. Fossils Knowledge</p>	<p>Soil Knowledge I know about soil. I know about the importance of soil. Skills I can plan and carry out a soil experiment. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can talk about the results of an investigation. Plants Knowledge</p>	<p>Plants Knowledge I know about seeds and germination. I know about pollination. I know about the life cycle of plants. Skills I can plan, carry out and evaluate an experiment on plant growth. I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p>Forces Knowledge I know about some forces. I know what friction is. Skills I can plan, carry out and evaluate an experiment on friction I can identify differences, similarities or changes related to forces and friction I can use straightforward scientific evidence to answer questions or to support their findings. Magnets</p>

	<p>I can record findings in different ways I can talk about criteria for grouping, sorting and classifying.</p> <p>Movement</p> <p>Knowledge I know we have joints and these help us move</p> <p>Skills I can use secondary sources to help me answer questions that cannot be answered through practical investigations. I can share my findings</p> <p>Nutrition and Diet</p> <p>Knowledge I know about different food groups. I know about a balanced diet. I understand animals have different diets.</p> <p>Skills I can use scientific evidence to answer questions or to support my findings. I can identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>I know facts about the Sun. I know about how we see, shadows and opaque, translucent and transparent materials</p> <p>Skills I can plan, carry out and evaluate a shadow experiment I can identify differences, similarities or changes related to light/shadows I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>I know about different types of fossils. I know about different fossil formation.</p> <p>Skills I can ask relevant questions and use different types of scientific enquiries to answer them. I can report on findings from enquiries in different ways.</p>	<p>I know the names of the parts of a plant and their functions. I know how to complete a plant dissection. I know about stem and water transportation.</p> <p>Skills I can plan, carry out and evaluate an experiment on plant growth. I can use straightforward scientific evidence to answer questions or to support my findings. I can talk about criteria for grouping, sorting and classifying. I can ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>I can talk about criteria for grouping, sorting and classifying. I can ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Knowledge I know about magnets. I know about magnetic and non-magnetic materials. I know about north and south poles (attract and repel).</p> <p>Skills I can investigate metals. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can identify differences, similarities or changes related to magnets and metals I can set up simple practical enquiries, comparative and fair tests. I can report on my findings</p> <p>Biodiversity</p> <p>Knowledge I know what biodiversity is. I know how to increase it in my local area.</p> <p>Skills I can observe and record what I find in my local area. I can explore areas within my local area and say how they can be rewilded.</p>
<p>RE – Knowledge and Skills</p>	<p>People of God</p> <p>What is it like to follow God?</p> <p>Knowledge I know some links between the story of Noah and the idea of covenant. I know some links between the story of Noah and how we live in school and the wider world</p> <p>Skills</p>	<p>Incarnation</p> <p>What is the trinity?</p> <p>Knowledge I know how different texts in the Bible in relate to the family tree of Jesus. I know examples of how Christians prepare for Christmas during advent. I know some differences between a ‘Gospel’, and a letter.</p>	<p>Sikhism</p> <p>What is important for Sikh people? How do Sikh people worship and celebrate?</p> <p>Knowledge I know what things are important to Sikhs and show how this impacts their lives and actions. I know what the 5 k’s are and why they are important to Khalsa Sikhs. I know some clear links between the teachings of the Guru Granth Sahib and seva. I know some of the same/different things Sikhs do which show equality in the Langar.</p>	<p>Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>Knowledge I know about the entry into Jerusalem, and the death and resurrection of Jesus and what this might mean. I know some links between the story of the Day of Pente-</p>	<p>Humanism</p> <p>Knowledge I know what humanism is I know some of the values that humanists hold I know what humanists, believe in and that they believe science is the best method to understand the world</p>	

	<p>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. I can ask questions and suggest some answers I can discuss my own and others' ideas</p>	<p>I know how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Skills I can make links between the Bible stories studied and the ways in which they show characteristics and qualities in their own lives. I can offer suggestions about what baptism and Trinity might mean I can ask questions and suggest some of my own responses. I can discuss my own and others' ideas.</p>	<p>Skills I can make suggestions about what Sikhs believe about God. I can ask questions and suggest some of my own responses. I can discuss my own and others' ideas.</p>	<p>cost and what Christians believe about the Kingdom of God and Earth. I know about what the description of Pentecost in Acts 2 might mean. I know some examples of what Pentecost means to some Christians now. Skills I can express some of my own ideas I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. I can ask questions and suggest some of my own responses. I can discuss my own and others' ideas.</p>	<p>I know that humanists change their beliefs according to scientific discoveries. I know the difference between atheists and agnostics. Skills I can ask questions and suggest some of my own responses I can discuss my own and others' ideas</p>	
<p>Geography Kapow Knowledge and Skills</p>	<p>Where does our food come from? Knowledge I know our food choices impact the environment. I know trading responsibly is important I know advantages and disadvantages of buying locally and imported food. Skills I can locate countries on a world map I can map the distance food has travelled using a scale bar. I can use data collection methods to find where our food comes from.</p>	<p>Are all settlements the same? Knowledge I know some different types of settlements. I know some human and physical features of the local area. I know why physical and human features are in particular locations. Skills I can compare land use in two different locations. I can identify features on an OS map. I can locate some cities and geographical regions in the UK</p>				<p>Why do people live near volcanoes? Knowledge I know the name of the layers of the Earth. I know how and where mountains are formed. I know why volcanoes happen and where they occur. I know what earthquakes are and where they occur. Skills I can talk about the negative/positive effects of living near a volcano. I can map the location of rocks around the school grounds and discuss my findings</p>

<p>History Kapow Knowledge and Skills</p>			<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Knowledge I know that prehistory was a long time ago and was the beginning of the history of mankind. I know how bronze transformed prehistoric life. I know the importance of trade during the Iron Age. Skills I can use archaeological evidence to learn about prehistoric houses and the Bronze Age. I can explain the limitations of archaeological evidence.</p>	<p>What did the ancient Egyptians believe? Knowledge I know when and where the ancient Egyptians lived. I know about ancient Egyptian beliefs including gods or goddesses. I know why and can suggest how the pyramids were built. I know how and why the Egyptians mummified people. Skills I can make inferences about Egyptian beliefs, using primary sources. I can evaluate the challenges of building an Egyptian pyramid</p>	<p>Why did the Romans settle in Britain? Knowledge I know why the Romans invaded Britain. I know how Roman soldiers were equipped for war. I know about Roman army battle formations. Skill I can make inferences about life in Roman times. I can identify the Roman legacy in Britain.</p>	
<p>Art and DT Kapow Knowledge and Skills</p>	<p>Cooking and nutrition: Eating seasonally Knowledge I know why food comes from different places around the world. I know the benefits of seasonal foods. Skills I can design a recipe using criteria. I can use simple tools for peeling and cutting. I can evaluate a dish.</p>	<p>Sculpture and 3D: Abstract shape and space Knowledge I know what 3D art is and how to develop ideas in this media I know about sculpture Skills I can join 2D shapes to make 3D structures. I can join materials in different ways when working in 3D. I can evaluate and improve my artwork.</p>	<p>Prehistoric painting Knowledge I know about prehistoric man-made art. I know how to use scale to enlarge drawings in a different medium. I know that natural products produce pigments to make different colours. Skills I can select and apply a range of painting techniques. I can create a collaborative piece of artwork.</p>	<p>Textiles: Cross-stitch and applique – Egyptian collars Knowledge I know how to sew cross-stitch. I know what applique is I know how to make and use a template. Skills I can assemble fabric parts to make a product. I can decorate fabric using applique and cross-stitch.</p>	<p>Textiles: Cross-stitch and applique – Egyptian collars Knowledge I know how to sew cross-stitch. I know what applique is I know how to make and use a template. Skills I can assemble fabric parts to make a product. I can decorate fabric using applique and cross-stitch.</p>	<p>Growing Artists Knowledge I know how artists use shapes in drawing. I know how to create tone in drawing by shading. I know how texture can be created and used to make art. I know how to use composition and scale to create abstract art. Skills I can apply observational drawing skills to create detailed studies.</p>

<p>Music Sing up- Knowledge and Skills</p>	<p>Ukulele Sound symmetry Knowledge I know what pitch, melody and symmetry are Skills I can compose a simple song using symmetry I can identify the pitch and melody of a song using symmetry</p>		<p>Ukulele From a railway carriage Knowledge I know that music can be created from words Skills I can explore ways to create word based pieces of music I can explore ways to communicate atmosphere and effect I can listen to and compare how composers have created different word based compositions</p>		<p>Ukulele Just three notes Knowledge I know how to invent simple patterns using rhythms and the notes C, D, E I know how to read a 'score' Skills I can recognise and copy rhythms I can compose simple pieces of music</p>	
<p>PHSE Jigsaw knowledge and Skills</p>	<p>Being Me in my World Knowledge I know that the school has a shared set of values I know why rules are needed and how these relate to choices and consequences I know that actions can affect others' feelings I know that others may hold different views Skills I can develop compassion and empathy for others I can work collaboratively I can make other people feel valued I can set myself goals Self-identity and worth</p>	<p>Celebrating Differences Knowledge I know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do I know that conflict is a normal part of relationships I know that some words are used in hurtful ways and that this can have consequences Skills I can use the 'Solve it together' technique to calm and resolve conflicts I can 'problem-solve' a bullying situation asking for support if I need it</p>	<p>Dreams and Goals Knowledge I know that I am responsible for my own learning I know how to take steps to overcome obstacles I know what dreams and ambitions are important to me Skills I can break down a goal into small steps I can manage feelings of frustration I can imagine how it will feel when I achieve my dream/ambition</p>	<p>Healthy Me Knowledge I know how exercise affects my body I know that there are different types of drugs I know that there are things, places and people that can be dangerous I know when something feels safe or unsafe Skills I can respect my own body and appreciate what it does I can take responsibility for keeping myself and others safe I can identify how I feel about drugs I can say how being anxious or scared feels</p>	<p>Relationships Knowledge I know that different family members carry out different roles or have different responsibilities I know some of the skills of friendship, e.g. taking turns, being a good listener I know some strategies for keeping myself safe online I know that I and all children have rights (UNCRC) I know how to access help if I am concerned about anything on social media or the internet Skills I can identify my own wants and needs and how these may be similar or different from other children in school and the global community I can keep myself safe online I can share my appreciation for my friends and family</p>	<p>Changing Me Knowledge I know the physical differences between male and female bodies I know that private body parts are special and that no one has the right to hurt these I know who to ask for help if I am worried or frightened I know there are different types of touch and that some are acceptable, and some are unacceptable I know that a baby's needs are different to mine Skills I can say who I would go to for help if worried or scared I can say what types of touch I find comfortable/ uncomfortable I can confidently ask someone to stop if they are being hurt or frightened</p>
<p>Computing Teach computing Knowledge and skills</p>	<p>Connecting computers Knowledge To know how some digital devices function. To begin to know how digital devices can change the way that we work.</p>	<p>Creating media: stop-frame animation Knowledge I know that animation is a sequence of drawings or photographs. I know that animated movement can be related to a sequence of drawings.</p>	<p>Programming: sequencing sounds Knowledge I know that commands have an outcome. I know that a programme has a start.</p>	<p>Data and information: branching databases Knowledge I know how to create questions with yes/no answers. I know how to identify the attributes needed to collect data about an object. Skills</p>	<p>Creating media: desktop publishing Knowledge I know how text and images convey information. I know that text and layout can be edited. I know how different layouts can suit different purposes.</p>	<p>Programming: events and actions in programmes Knowledge I know to explain how a sprite moves in an existing project. I know how to adapt a programme to a new context.</p>

	<p>To know how a computer network can be used to share information. To know some physical components of a network.</p> <p>Skills I can classify input and output devices. I can describe and follow a process. I can explain what makes a secure password. I can design a digital device. I can explore how digital devices can be connected.</p>	<p>I know the importance of working consistently and carefully.</p> <p>Skills I can plan an animation. I can create an effective stop-frame animation. I can review and improve an animation including the impact of adding other media.</p>	<p>I know that a sequence of commands can have an order.</p> <p>Skills I can explore a new programming environment. I can change the appearance of my project. I can create a project from a task description.</p>	<p>I can plan the structure of a branching database. I can create a branching database. I can explain why it is helpful for a database to be well structured.</p>	<p>Skills I can choose appropriate page settings. I can add content to a desktop publishing publication.</p>	<p>I know how to identify and fix bugs in a programme.</p> <p>Skills I can create a programme to move a sprite in four directions. I can develop my programme by adding features. I can design and create a maze-based challenge.</p>
<p>MFL Kapow Knowledge and skills</p>	<p>French Greetings Knowledge I know how to introduce myself to a partner with simple phrases. I know some familiar French words in written form. I know some similarities and differences between customs and traditions in France and the UK</p> <p>Skill I can listen and respond to single words and short phrases. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy</p>	<p>French adjectives of colour, size and shape Knowledge I know some French words for colour and size</p> <p>Skill I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy</p>	<p>French playground games - numbers and age Knowledge I know some words from simple songs, stories and rhymes in French</p> <p>I know some familiar French words in written form.</p> <p>Skill I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p>In a French classroom Knowledge I am beginning to know some masculine and feminine words linked to the school classroom</p> <p>I can recognise some familiar French words in written form.</p> <p>Skill I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p>French transport Knowledge I am beginning to know some words linked to transport. I can recognise some familiar French words in written form</p> <p>Skill I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p>A circle of life in French Knowledge I am beginning to know some names of animals/habitats in French.</p> <p>I can recognise some familiar French words in written form.</p> <p>Skill I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>

<p>PE Getset4PE Knowledge and Skills</p>	<p>Netball Knowledge I know the role of an attacker when in possession. I know that scoring goals is an attacking skill I know about the role of a defender. I know that intercepting is a defending skill and can explore ways to do this. I know how to score goals Skills I can develop movement skills to lose a defender. I can apply skills and knowledge to play games using netball rules.</p>	<p>Dance Knowledge I know how to link appropriate actions and dynamics to create a dance idea. I know some choreographing ideas to develop a dance. Skills I can use canon and unison to make our line dance look interesting. I can use straight pathways and clear changes in direction in a line dance I can share ideas of actions and dynamics to create a dance that shows a location. I can repeat and create actions to represent an idea I can create actions in response to a stimulus and move in unison with a partner. I can structure a dance to represent a theme.</p>	<p>Gymnastics Knowledge I know some point and patch balances I know how to step into shape jumps with control. I know how to step into shape jumps Skills I can transition smoothly into and out of balances. I can include rolls in sequence work using apparatus. I can develop the straight, barrel, and forward roll. I can create interesting point and patch balances. I can create a partner sequence using the skills I have learnt, apparatus and including a hoop.</p>	<p>Tennis Knowledge I know how to score and use simple rules. I know how to work co-operatively with others to begin to manage a game. Skills I can use a racket with increasing racket and ball control. I can explore rallying using a forehand. I can explore returning the ball using a forehand. I can explore returning a ball using a backhand.</p>	<p>Rounders Knowledge I know how to score points in a striking and fielding game. I know the role of a bowler in the fielding team. I have a developing understanding of tactics and am beginning to use them in game situations. Skills I am developing how to bat to score points. I am beginning to develop fielding skills to limit the batter's score. I can apply skills and knowledge to play games using rounders rules.</p>	<p>Athletics Knowledge I know about a range of athletic activities. Skills I am developing my sprinting technique and improving on my personal best. I am developing my changeover technique in relay events. I am developing my jumping technique in a range of approaches and take off positions. I am developing throwing for distance and accuracy. I am developing my throwing for distance in a pull throw.</p>
<p>Cultural capital</p>	<p>Greengrocer/pantiles</p>	<p>In school pantomime</p>		<p>Maidstone museum</p>	<p>Roman workshop</p>	<p>African drumming workshop</p>