

Year 3 curriculum map

| | Term 1 | Term 2 | Term 3-- | Term 4 | Term 5 | Term 6 |
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| 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> |

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| <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> |

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| | <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 some differences between a ‘Gospel’, and a letter. I know how Christians show their beliefs about God the</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 I know that humanists change their beliefs according to scientific discoveries.</p> | |

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| | <p>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> | <p>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 I can offer suggestions about what baptism and Trinity might mean</p> | <p>Skills I can make suggestions about what Sikhs believe about God.</p> | <p>cost and what Christians believe about the Kingdom of God and Earth. 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'.</p> | <p>I know the difference between atheists and agnostics. Skills</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 why volcanoes happen and where they occur. I know what earthquakes are and where they occur. Skills I can locate the world's volcanoes on a map 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.</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.</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</p> | |

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| | | | <p>I know the importance of trade during the Iron Age.</p> <p>Skills</p> <p>I can use archaeological evidence to learn about prehistoric houses and the Bronze Age.</p> <p>I can explain the limitations of archaeological evidence.</p> | <p>I know why and can suggest how the pyramids were built.</p> <p>I know how and why the Egyptians mummified people.</p> <p>Skills</p> <p>I can make inferences about Egyptian beliefs, using primary sources.</p> <p>I can evaluate the challenges of building an Egyptian pyramid</p> | <p>I can make inferences about life in Roman times.</p> <p>I can identify the Roman legacy in Britain.</p> | |
| <p>Art and DT</p> <p>Kapow</p> <p>Knowledge and Skills</p> | <p>Cooking and nutrition: Eating seasonally</p> <p>Knowledge</p> <p>I know why food comes from different places around the world.</p> <p>I know the benefits of seasonal foods.</p> <p>Skills</p> <p>I can design a recipe using criteria.</p> <p>I can use simple tools for peeling and cutting.</p> <p>I can evaluate a dish.</p> | <p>Sculpture and 3D: Abstract shape and space</p> <p>Knowledge</p> <p>I know what 3D art is and how to develop ideas in this media</p> <p>I know about sculpture</p> <p>Skills</p> <p>I can join 2D shapes to make 3D structures.</p> <p>I can join materials in different ways when working in 3D.</p> <p>I can evaluate and improve my artwork.</p> | <p>Prehistoric painting</p> <p>Knowledge</p> <p>I know about prehistoric man-made art.</p> <p>I know how to use scale to enlarge drawings in a different medium.</p> <p>I know that natural products produce pigments to make different colours.</p> <p>Skills</p> <p>I can select and apply a range of painting techniques.</p> <p>I can create a collaborative piece of artwork.</p> | <p>Textiles: Cross-stitch and applique – Egyptian collars</p> <p>Knowledge</p> <p>I know how to sew cross-stitch.</p> <p>I know what applique is</p> <p>I know how to make and use a template.</p> <p>Skills</p> <p>I can assemble fabric parts to make a product.</p> <p>I can decorate fabric using applique and cross-stitch.</p> | <p>Developing drawing skills</p> <p>Knowledge</p> <p>I know artists make art in more than one way and art has a range of purposes.</p> <p>I know how to create tone in drawing by shading.</p> <p>I know how texture can be created and used to make art.</p> <p>Skills</p> <p>I can apply my developing observational skills to apply an understanding of shape and communicate form.</p> | <p>Structures: Constructing a castle</p> <p>Knowledge</p> <p>I know how multiple shapes (2D and 3D) can be combined to form a strong and stable structure.</p> <p>Skills</p> <p>I can construct 3D nets.</p> <p>I can construct and evaluate my final product.</p> <p>I can design a castle.</p> |
| <p>Music</p> <p>Sing up-</p> <p>Knowledge and Skills</p> | <p>Ukulele</p> <p>Sound symmetry</p> <p>Knowledge</p> <p>I know what pitch, melody and symmetry are</p> <p>Skills</p> <p>I can compose a simple song using symmetry</p> <p>I can identify the pitch and melody of a song using symmetry</p> | | <p>Ukulele</p> <p>From a railway carriage</p> <p>Knowledge</p> <p>I know that music can be created from words</p> <p>Skills</p> <p>I can explore ways to create word based pieces of music</p> <p>I can explore ways to communicate atmosphere and effect</p> <p>I can listen to and compare how composers have created different word based compositions</p> | | <p>Ukulele</p> <p>Just three notes</p> <p>Knowledge</p> <p>I know how to invent simple patterns using rhythms and the notes C, D, E</p> <p>I know how to read a 'score'</p> <p>Skills</p> <p>I can recognise and copy rhythms</p> <p>I can compose simple pieces of music</p> | |
| <p>PHSE</p> | <p>Being Me in my World</p> <p>Knowledge</p> | <p>Celebrating Differences</p> <p>Knowledge</p> | <p>Dreams and Goals</p> <p>Knowledge</p> | <p>Healthy Me</p> <p>Knowledge</p> <p>I know things, people and places that I need to keep</p> | <p>Relationships</p> <p>Knowledge</p> | <p>Changing Me</p> <p>Knowledge</p> |

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| <p>Jigsaw knowledge and Skills</p> | <p>I know how my behaviour can affect how others feel and behave. Skills I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> | <p>I know different conflicts that might happen in a family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Skills I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</p> | <p>I know the different ways that help me learn and what I need to do to improve. Skills I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> | <p>safe from and can share some strategies for keeping myself safe and healthy and who to go to for help. Skills I can talk about how being anxious/scared and unwell feels.</p> | <p>I know how my life might be influenced positively by people I know and by people from other countries. Skills I can explain why my choices might affect my family, friendships and people around the world I don't know.</p> | <p>I know the correct terms for the private parts of my body and why these are private. I know why some types of touches feel ok and others don't. Skills I can tell you what I like/don't like about being a boy/girl, getting older and</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. To know how a computer network can be used to share information. To know some physical components of a network. Skills I can classify input and output devices. I can follow a process. I can explain what makes a secure password. I can explore how digital devices can be connected.</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. I know the importance of working consistently and carefully. 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>Programming: sequencing sounds Knowledge I know that commands have an outcome. I know that a programme has a start. I know that a sequence of commands can have an order. 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>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 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>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. Skills I can choose appropriate page settings. I can add content to a desktop publishing publication.</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. I know how to identify and fix bugs in a programme. 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> |

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| <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 sims/ diffs between customs and traditions in France and the UK Skill I can practise speaking with a partner. I can use short phrases to introduce myself</p> | <p>French adjectives of colour, size and shape Knowledge I know some French words for colour and shape Skill I can practise speaking with a partner using french words for colour and shape</p> | <p>French playground games - numbers and age Knowledge I know some words from simple songs, stories and rhymes in French I know numbers 1-20 in French Skill I can sing some simple French rhymes I can count from 1-20 in French</p> | <p>In a French classroom Knowledge I am beginning to know some masculine and feminine words linked to the school classroom Skill I can name items in the classroom in French</p> | <p>French transport Knowledge I know some French words linked to transport. Skill I can practise speaking with a partner. I can say some french words for transport</p> | <p>A circle of life in French Knowledge I am beginning to know some names of animals/ habitats in French. Skill I can practise speaking with a partner. I can name some animals in french</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> |