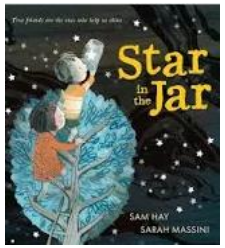
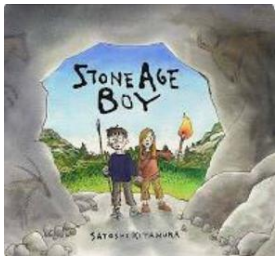
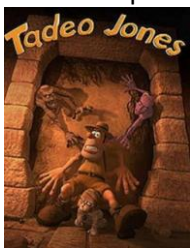
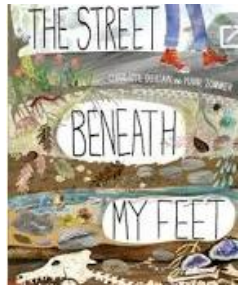
Year 3 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Write Stuff Core Texts		The colour collector – poetry 		Inside the Pyramid – film clip 		
English – writing opportunities						
English - SPAG	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	‘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	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.	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	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,	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

Maths – White Rose	**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	**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	**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.	**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	**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.	**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
Science – knowledge and skills White Rose	**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 an-swer them. I can report on findings from enquiries in a variety of ways. **Movement** **Knowledge**	**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	**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** 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.	**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 relat-ed to forces and friction I can use straightforward scientific evidence to answer	**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**

	I know we have joints and these help us move **Skills** I can use secondary sources to help me answer questions that cannot be answered through practical investigations. I can share my findings **Nutrition and Diet** **Knowledge** I know about different food groups. I know about a balanced diet. I understand animals have different diets. **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.	scientific enquiries to answer them. I can record findings in different ways I can talk about criteria for grouping, sorting and classifying. **Light** **Knowledge** I know about different light sources. I know facts about the Sun. I know about how we see, shadows and opaque, translucent and transparent materials **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.	**Plants** **Knowledge** 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. **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 clas-si-fying. I can ask relevant questions and use different types of scientific enquiries to an-swer them.	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. **Biodiversity** **Knowledge** I know what biodiversity is. I know how to increase it in my local area. **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.	questions or to support their findings. **Magnets** **Knowledge** I know about magnets. I know about magnetic and non-magnetic materials. I know about north and south poles (attract and repel). **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 relat-ed to magnets and metals I can set up simple practical enquiries, comparative and fair tests. I can report on my findings	**Knowledge** I know about different types of fossils. I know about different fossil formation. **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.

RE – Knowledge and Skills	**People of God** **What is it like to follow God?** **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 **Skills** I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	**Incarnation** **What is the trinity?** **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 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	**Sikhism** **What is important for Sikh people? How do Sikh people worship and celebrate?** **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. **Skills** I can make suggestions about what Sikhs believe about God.		**Kingdom of God** **When Jesus left, what was the impact of Pentecost?** **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 Pentecost 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'.	**Humanism** **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. I know the difference between atheists and agnostics. **Skills**
Geography Kapow Knowledge and Skills	**Who lives in Antarctica?** **Knowledge** I know about the equatorial, tropical, hot desert, temper-ate and polar climate zones I know that countries near the Equator have less seasonal change than those near the poles. I know some differences be-tween the Northern and Southern hemisphere. **Skills** I can locate key physical fea-tures in significant environ-mental regions. I can locate the Arctic and Antarctic Circle.	**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.				**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

	I can begin to use maps at more than one scale.	I can locate some cities and geographical regions in the UK				grounds and discuss my findings
History Kapow Knowledge and Skills			**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.	**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	**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.	
Art and DT Kapow Knowledge and Skills	**Textiles: Cross-stitch and applique – cushions (DT)** **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.	**Developing drawing skills (ART)** **Knowledge** I know artists make art in more than one way and art has a range of purposes. I know how to create tone in drawing by shading. **Skills**	**Painting and mixed media: exploring texture with paint and collage (ART)** **Knowledge** I know how texture can be created and used to make art. I know how to use the appropriate vocabulary to describe	**Craft and design: Ancient Egyptian scrolls (ART)** **Knowledge** I know about Ancient Egyptian art. I know how to experiment with different drawing techniques I know that people can use art to explore stories, big ideas and to teach things	**Mechanical systems: Make a moving monster (DT)** **Knowledge** I know how to create a design criteria. I know how to develop prototypes using materials with similar properties. I am beginning to know how mechanisms works – levers and linkages	**Cooking and nutrition: Eating seasonally (DT)** **Knowledge** I know why food comes from different places around the world. I know the benefits of seasonal foods. **Skills**

	I can decorate fabric using applique and cross-stitch.	I can shade with reasonable accuracy using the 4 shading rules I can begin to create line, shape and tone with digital tools	different texture in art and the environment **Skills** I can identify warm and cool colours I can use different tools and materials to create texture and patterns	**Skills** I can construct new paper using paper, water and glue I can use a sketch book to try different techniques and materials I can evaluate my work	**Skills** I can use a ruler to measure and mark length with precision. I can join materials securely by choosing the appropriate methods and materials	I can design a recipe using criteria. I can use simple tools for peeling and cutting. I can evaluate a dish.
Music Sing up- Knowledge and Skills	**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		**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		**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	
PHSE Jigsaw knowledge and Skills	**Being Me in my World** **Knowledge** 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.	**Celebrating Differences** **Knowledge** 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.	**Dreams and Goals** **Knowledge** 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.	**Healthy Me** **Knowledge** I know things, people and places that I need to keep 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.	**Relationships** **Knowledge** 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.	**Changing Me** **Knowledge** 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
Computing Teach computing Knowledge and skills	**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.	**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.	**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.	**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**	**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**	**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.

	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.	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.	**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.	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.	I can choose appropriate page settings. I can add content to a desktop publishing publication.	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.
MFL Kapow Knowledge and skills	**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	**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	**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	**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	**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	**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
PE Getset4PE Knowledge and Skills	**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**	**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.	**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.	**Tennis** **Knowledge** I know how to score and use simple rules. I know hot 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.	**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.	**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 can develop movement skills to lose a defender. I can apply skills and knowledge to play games using netball rules.	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.	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.	I can explore returning the ball using a forehand. I can explore returning a ball using a backhand.	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.	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.
Cultural capital		In school pantomime	High Rocks - local	Maidstone museum - out	Roman workshop – in school	