**YEAR 3 CURRICULUM MAP 2019-2020**

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|  | | **Autumn** | **Spring** | **Summer** |
| **Reading** | **Word reading** | **NC Appendix 1 (NC p 35) Some children still working within Read Write Inc** | | |
|  | **Comprehension** | **Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)** | | |
| **Writing** | **Transcription** | **Spelling programme (NC Appendix 1) Oxford owl, Lexia,** | | |
|  | **Composition** | **Writing: narrative and non-narrative (NC p 39) Traditional tales, fables, folk tales, stories with familiar settings, mystery and suspense, science fiction**  **Information texts ( guides) instructions, discussion, explanation, recount, non chronological report, biography, persuasion** | | |
|  | **VGP** | **NC Appendix 2** | | |
| **Speaking and Listening** | | **12 Statutory statements (NC p 17)** | | |
| [**Maths**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20Mathematics.doc) | | **Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics** | | |
| [**Science**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20QCA%20Science.doc) | | **Rocks-**  Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Compare and group together different kinds of rock on the basis of their appearance and simple physical properties.  Recognise that soils are made from rocks and organic matter.  **Animals, including humans**  Nutrition and skeletons, how our body moves. | **Forces and Magnets**  Compare how things move on different surfaces. | **Plants – (Outdoor Learning link)**  identify functions of different parts of flowering plants (roots, stem, leaves and flowers)  explore requirements for growth and how they vary between plants  investigate how water is transported within plants  explore the part flowers play in life cycle (pollination, seed formation and dispersal)  **Light – (Outdoor learning link)**  Observe changes across the four seasons  observe and describe weather associated with seasons and how day length varies  Light is needed to see things and darkness is the absence of light  light is reflected form surfaces  Recognise that Sun can be dangerous and that there are ways to protect eyes  shadows are formed when light is blocked by a solid object  Find patterns in the way the size of shadows change |
|  | | **Working Scientifically and Seasonal changes–** on going across the year | | |
| **Computing** | | **Online Safety & Core Skills**  Navigates the web and can carry out simple web searches to collect digital content.  Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.  **Digital Literacy & ICT**  Confidently shares theirexperiences of technology in school and beyond the classroom.  Talks about their work and makes improvements to solutions based on feedback received.  Confidently recognises different types of data (e.g. text, number).  Can use a range of input and output devices (keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).  Collects, organises and presents data and information in digital content.  Creates digital content to achieve a given goal through combining software packages.  Animate 2 Educate Logo | **Computer Science**  Confidently shares their experiences of technology in school and beyond the classroom.  Talks about their work and makes improvements to solutions based on feedback received.  Confidently recognises different types of data (e.g. text, number).  Can use a range of input and output devices (keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).  Collects, organises and presents data and information in digital content.  Creates digital content to achieve a given goal through combining software packages.  **Digital Literacy & ICT**  Confidently shares their experiences of technology in school and beyond the classroom.  Talks about their work and makes improvements to solutions based on feedback received.  Confidently recognises different types of data (e.g. text, number).  Can use a range of input and output devices (keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).  .Animate 2 Educate Logo | **Digital Literacy & ICT**  Animate 2 Educate LogoConfidently shares their experiences of technology in school and beyond the classroom.  Talks about their work and makes improvements to solutions based on feedback received.  Confidently recognises different types of data (e.g. text, number).  Can use a range of input and output devices (keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).  Collects, organises and presents data and information in digital content.  Creates digital content to achieve a given goal through combining software packages.  Confidently shares their experiences of technology in school and beyond the classroom.  Talks about their work and makes improvements to solutions based on feedback received.  Confidently recognises different types of data (e.g. text, number).  Can use a range of input and output devices (keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).  Collects, organises and presents data and information in digital content.  Creates digital content to achieve a given goal through combining software packages. |
|  | | **Online Safety –** covered across the year (link to PSHCE) | | |
| [**History**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20History.doc) | | **Who were Britain’s first builders?**  **NC ref**: Changes in Britain Stone Age to Iron Age  **Focus:** building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations | **Why did the Ancient Egyptians build pyramids?**  **NC ref:** Achievements of earliest civilisations - Ancient Egypt  **Focus:** key features of early civilisation, chronology ( sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences) | **Why is the North East special?**  **Art and architecture significant local landmarks.**  **Nc ref: Local history** |
| [**Geography**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20Geography.doc) | | **UK Discovery – is the UK the same everywhere?**  Focus: Physical geography - hills, coasts, rivers, farms, industry, population. | **Why do we have cities?**  UK towns, cities and countries.  Focus: countries, land use, settlement, contrasting cities. | **We’ve got it all! Why is the North East special?**  Regional focus with lead on rivers and coasts.  Focus: Fieldwork, water cycle, rivers- their formation and impact. |
|  | | **Geographical skills and fieldwork –**on going across the year | | |
| **[D.T.](D:\\submaps\\Year maps +hyperlinks to curriculum plans\\Delivering Design and Technology.doc)** | | **Structures-** eg make a stone age house | **Textiles – Link to Egyptian art –** clothing and printing. Make a garment fit for a Pharoah | **Control**– |
| [**Art**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20Art.doc) **and Design** | | **Drawing and Painting** – link to cave art  **Sculpture- eg** Stone age pot/necklace  **Artists – exploring different techniques** | **Drawing /painting/ sculpture** – range of media- Sphinxes | **Architects and designers**  **Printing** – landscape/buildings (Angel of the North, Anthony Gormley) |
|  | | **Create sketchbooks to record observations** | | |
| [**Music**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20Music.doc) | | Let Your Spirit Fly  Glockenspiel Stage 1 | Three Little Birds  The Dragon Song | Bringing us together  Reflect, Rewind ,Replay |
| **Languages** | | Core Units 1 and 2 | Core Unit 3  Animals | Food  At School |
| [**P.E.**](file:///D:/submaps/Year%20maps%20+hyperlinks%20to%20curriculum%20plans/Delivering%20QCA%20Physical%20Education.doc) | | **Invasion Games 3 touch ball QCA**  **(Netball focus)**  **Gymnastics – Balancing Act QCA** | **Dance – Machines Durham**  **Net/Wall Games – Mini tennis**  **Durham** | **Swimming (Summer 1)**  **Striking/Fielding Games – Run the Loop QCA**  **Athletics – Faster, Higher, Further**  **Durham** |
|  | | **OAA – Search and Rescue** | | |
| PSHCE | | **Our Happy School**  **(New Beginnings)**  **Out and About**  **(Getting on and falling out/Say no to Bullying)**  **Road Safety** | **Looking Forward**  **(Going for goals)**  **My friends and Family**  **(Relationships)** | **Healthy Bodies, Healthy Minds**  **(Good to be me)**  **Ready, Steady, Go**  **(Changes)** |
| **[R.E.](D:\\submaps\\Year maps +hyperlinks to curriculum plans\\Delivering RE.doc)** | | **What do Hindus believe?**  **How and why do Hindus celebrate Diwali?**  **How and why is Advent important to Christians?** | **What can we learn about Christian worship and beliefs by visiting churches?**  **What do Christians remember on Palm Sunday?** | **How do Hindus worship at home and in the mandir?** |