
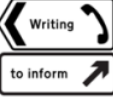




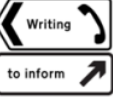

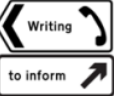




Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Core Book: Non-Fiction-Stone Age to Celts	Core Book: Esio Trot	Core Book: Romans on the Rampage	Core Book: The Butterfly Lion	Core Book: The Iron Man	Core Book: The Sheep-Pig
English: Reading End of Year Expectations	<p>I can read with sustained interest, a wide range of books for my own enjoyment and to support my learning.</p> <p>I can reflect on what I have read and think about the deeper meaning and subtle implications. (2d)</p> <p>I can appreciate the techniques and language the writer has used and the effect it has on the reader. (2g)</p> <p>I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. (2a)</p> <p>I can read further exception words, spotting the differences between spelling and sound.</p> <p>I can read aloud and independently a range of fiction, poetry, plays and non-fiction texts.</p> <p>I check that texts make sense to me and can discuss the meaning of words in context. (2a)</p> <p>I can retrieve information and key details from the text. (2b)</p> <p>I can make predictions from what has been read. (2e)</p> <p>I can identify words and phrases which help to capture the reader's interest and imagination. (2g)</p> <p>I can think about a character's actions and infer their feelings, thoughts and motives. (2d)</p> <p>I can take an active part in discussions about books that are read to me and ones I have read myself.</p> <p>I can talk about several books that I have finished.</p> <p>I can retell stories such as fairy tales, folktales or myths and legends.</p> <p>I use the blurb to help me select a good book.</p> <p>I can explain the features of a non-fiction book and how they are structured differently from fiction books. (2f)</p> <p>I can explain how the layout of a text contributes to the meaning. (2f)</p> <p>I can use non-fiction books to find information. (2b)</p>					
English (Writing)	 Poetry: Determination Poetry Narrative: Portal Story 	 Poetry: Descriptive Poetry Narrative: Quest Stories Non-Fiction: Persuasive Writing - Advert	 Narrative: Wish Stories (Roman Myths)  Non-Fiction: Non-Chronological Report	 Poetry: '6 ways to look at the moon' Narrative: Warning Story 	 Narrative: Defeat and enemy/monster story  Non-Fiction:	 Poetry: Resistance Poetry Narrative: Rags to Riches Tale

	Non-Fiction: Instructional Writing			Non-Fiction: Recount	Persuasive Writing - Letter	 Non-Fiction: Recount: Newspaper Writing
Text Features. Grammar and Punctuation Progression: Year 3	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	
	Consolidate Year 2 list Introduce: Fiction Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the	Consolidate Year 2 list Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination)	Consolidate Year 2 list Introduce: Prepositions Next to by the side of In front of during through throughout because of Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Nouns formed from prefixes e.g. auto... super...anti...	Consolidate Year 2 list Introduce: Colon before a list e.g. What you need: Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	<u>Consolidate:</u> Punctuation <ul style="list-style-type: none">Finger spacesLetterWordSentenceStatement question exclamation CommandFull stopsCapital letterQuestion markExclamation markSpeech bubble‘Speech marks’Bullet pointsApostrophe (contractions only)Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb	



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	<p>character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and</p>	<p>using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) - 'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p>	<p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Bossy verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions
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	<p>cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>	<p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p><u>Dialogue –powerful speech verb</u> e.g. <i>“Hello,” she whispered.</i></p>		
Maths	<p>Numbers and the number system</p> <ul style="list-style-type: none">➤ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)➤ read and write numbers up to 1000 in numerals and in words➤ identify, represent and estimate numbers using different representations➤ solve number problems and practical problems involving these ideas <p>Counting and comparing</p> <ul style="list-style-type: none">➤ compare and order numbers up to 1000➤ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number➤ solve number problems and practical problems involving these ideas <p>Calculating: Addition and Subtraction</p> <ul style="list-style-type: none">➤ add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds➤ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction➤ estimate the answer to a calculation and use inverse operations to check answers➤ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Calculating: Multiplication and Division</p> <ul style="list-style-type: none">➤ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	<p>Calculating: Multiplication and Division</p> <ul style="list-style-type: none">➤ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods➤ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Exploring Money</p> <ul style="list-style-type: none">➤ add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Presentation of Data</p> <ul style="list-style-type: none">➤ interpret and present data using bar charts, pictograms and tables➤ solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables <p>Measuring Space</p> <ul style="list-style-type: none">➤ measure the perimeter of simple 2-D shapes <p>Exploring Fractions</p> <ul style="list-style-type: none">➤ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators➤ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	<p>Calculating fractions and decimals</p> <ul style="list-style-type: none">➤ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10➤ add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] <p>Exploring Time</p> <ul style="list-style-type: none">➤ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks➤ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight➤ know the number of seconds in a minute and the number of days in each month, year and leap year➤ compare durations of events [for example to calculate the time taken by particular events or tasks] <p>Investigating Angles</p> <ul style="list-style-type: none">➤ recognise angles as a property of shape or a description of a turn➤ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>Visualising and constructing</p> <ul style="list-style-type: none">➤ identify horizontal and vertical lines and pairs of perpendicular and parallel lines	

	<ul style="list-style-type: none">➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<ul style="list-style-type: none">➤ recognise and show, using diagrams, equivalent fractions with small denominators <p>compare and order unit fractions, and fractions with the same denominators</p>	<ul style="list-style-type: none">➤ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <p>Measuring Space</p> <ul style="list-style-type: none">➤ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <p>➤ Assess/Enrich and preventing the gap. Know the number of seconds in a minute and the number of days in each month, year and leap year</p>			
Science	<p>How are different rocks formed?</p> <p>National Curriculum: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>Knowledge & Skills: Chemistry -Rocks</p> <ul style="list-style-type: none">➤ compare and group rocks based on their appearance and physical properties, giving a reason.➤ describe how fossils are formed.➤ describe how soil is made.➤ describe and explain the difference between	<p>What happens without light?</p> <p>National Curriculum: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p> <p>Knowledge & Skills: Physics -Light</p> <ul style="list-style-type: none">➤ describe what dark is (the absence of light)➤ explain that light is needed in order to see➤ explain that light is reflected from a surface	<p>Why do I have a skeleton?</p> <p>National Curriculum: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Knowledge & Skills: Biology-Animals, including humans</p> <ul style="list-style-type: none">➤ explain the importance of a nutritious, balanced diet➤ explain how nutrients, water and oxygen are transported within animals and humans	<p>How do magnets work?</p> <p>National Curriculum: Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Knowledge & Skills:</p>	<p>When does Friction occur?</p> <p>Compare how things move on different surfaces notice that some forces need contact between two objects.</p> <p>Physics – Forces friction</p> <ul style="list-style-type: none">➤ explore and describe how objects move on different surfaces	<p>Why do plants have different parts?</p> <p>National Curriculum: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Knowledge & Skills: Biology-Plants</p>



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	<p>sedimentary and igneous rock.</p> <p>➤ describe and explain how different rocks can be useful to us</p> <p>Link: Properties of rocks to stone age tools in history topic</p>	<p>➤ explain and demonstrate how a shadow is formed.</p> <p>➤ explore shadow size and explain</p> <p>➤ explain the danger of direct sunlight and describe how to keep protected</p> <p>Link: Link to the topic of ‘Is fire a gift or a curse?’”</p>	<p>➤ describe and explain the skeletal system of a human</p> <p>➤ describe and explain the muscular system of a human</p>	<p>Physics-Magnets</p> <p>➤ explain how some forces require contact and some do not, giving examples</p> <p>➤ explore and explain how objects attract and repel in relation to objects and other magnets</p> <p>➤ predict whether objects will be magnetic and carry out an enquiry to test this out</p> <p>➤ describe how magnets work</p> <p>➤ predict whether magnets will attract or repel and give a reason</p>	<p>➤ describe the function of different parts of flowing plants and trees</p> <p>➤ explore and describe the needs of different plants for survival</p> <p>➤ explore and describe how water is transported within plants</p> <p>describe the plant life cycles, especially the importance of flowers</p>
Geography	<p><i>Do maps show us the way?</i></p> <p>National Curriculum: Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Core Skills:</p> <p>➤ identify key features of a locality by using a map</p> <p>➤ begin to use a 4 figure grid references</p> <p>➤ accurately plot NSEW on a map</p> <p>➤ use some basic OS map symbols</p> <p>Core Knowledge:</p> <p>➤ To know and recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</p> <p>Enhancement: Orienteering around the school</p>	<p><i>What makes Italy inviting?</i></p> <p>National Curriculum: Locate the world’s countries, using maps to focus on Europe. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Core Skills:</p> <p>➤ use correct geographical words to describe a place and the things that happen there</p> <p>➤ confidently describe physical features in a locality</p> <p>➤ locate the Mediterranean and explain why it is a popular holiday destination</p> <p>Core Knowledge:</p> <p>➤ Know and confidently describe human features in a locality</p> <p>➤ Know why a locality has certain human features</p> <p>➤ Know how the lives of people living in the Mediterranean would be different from their own</p> <p>➤ Know and locate some well-known European countries</p>	<p><i>Is fire a gift or a curse?</i></p> <p>National Curriculum: describe and understand key aspects of: *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Identify the position and significance of Northern Hemisphere, Southern Hemisphere. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Core Skills:</p> <p>➤ use correct geographical words to describe a place and the things that happen there</p> <p>➤ use maps and atlases appropriately by using contents and indexes</p> <p>Core Knowledge:</p> <p>➤ Know how volcanoes are created</p> <p>➤ Know how earthquakes are created</p>		



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		<ul style="list-style-type: none"> ➤ Know and locate the capital cities of neighbouring European countries ➤ Know and be aware of different weather in different parts of the world, especially Europe <p>Enhancement: Parent Exhibition</p> <p>Link: Review with knowledge of the Roman Empire and significant Roman landmarks</p>	<ul style="list-style-type: none"> ➤ Know how volcanoes have an impact on people's life ➤ Know a number of countries in the Northern Hemisphere ➤ Know and locate some of the world's most famous volcanoes <p>Enhancement: Building and lighting a fire</p> <p>Link: Relate topic back to the technological advances with the use of fire in the Stone Age to Iron Age</p>
History	<p>What lies beneath? A study of the Stone, Bronze & Iron Ages</p> <p>National Curriculum: Changes in Britain from the Stone Age to the Iron Age This could include: *late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae *Bronze Age religion, technology and travel, e.g. Stonehenge *Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ➤ use their mathematical knowledge to work out how long ago events would have happened ➤ use research in order to find similarities and differences between two or more periods of history ➤ Conduct an archaeological dig to discover useful artefacts <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ describe events and periods using appropriate vocabulary ➤ recognise the part that archaeologists have had in helping us understand more about what happened in the past ➤ appreciate that the early Brits would not have communicated as we do or have eaten as we do ➤ suggest why certain events happened as they did in history <p>Enhancement: Archaeological dig in the grounds of the school</p>	<p>What did the Romans for us?</p> <p>National Curriculum: The Roman Empire and its impact on Britain This could include: *Julius Caesar's attempted invasion in 55-54 BC *the Roman Empire by AD 42 and the power of its army *successful invasion by Claudius and conquest, including Hadrian's Wall *British resistance, e.g. Boudica *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ➤ use a timeline within a specific time in history to set out the order things may have happened ➤ describe events from the past using dates when things happened ➤ use various sources of evidence to answer questions ➤ Explain the legacy of Roman Britain <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ describe events and periods using appropriate vocabulary ➤ suggest why certain people acted as they did in history ➤ realise that invaders in the past would have fought fiercely, using hand to hand combat <p>Enhancement: Exhibition with parents</p>	<p>Who does Britain belong to? Study of Anglo-Saxon Britain:</p> <p>National Curriculum: Britain's settlement by Anglo-Saxons and Scots This could include: *Anglo-Saxon invasions, settlements and kingdoms: place names and village life *Anglo-Saxon art and culture</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ➤ use various sources to piece together information about a period in history ➤ describe events and periods using the words: BC, AD and decade ➤ describe events from the past using dates when things happened ➤ Explain some significant legacies of the Saxon invasion <p>Knowledge</p> <ul style="list-style-type: none"> ➤ Know that Rome exiting Britain left it open to other invaders ➤ suggest why certain people acted as they did in history ➤ recognise that Britain has been invaded by several different groups over time
Art	<p>How did we tell stories before we could write?</p> <p>National Curriculum: <i>Pupils should be taught:</i> About great artists, architects and designers in history</p>	<p>Do artists make you want to visit Italy?</p> <p>National Curriculum: <i>Pupils should be taught:</i> About great artists, architects and designers in history</p>	<p>Anglo-Saxon Inspired Clay Shield</p> <p>National Curriculum: <i>Pupils should be taught:</i></p>



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	<p>Knowledge and skills: Painting – Cave Paintings and History of how they tell a story</p> <ul style="list-style-type: none">➤ Create a background using a wash➤ Use a range of brushes to create different effects in painting <p>Knowledge:</p> <ul style="list-style-type: none">➤ Explore work from other cultures➤ Explore work from other periods of time➤ Understand the viewpoints of others by looking at images <p>Link: <i>What lies beneath?</i></p>	<p>Knowledge and skills: Printing – Print Van Gogh's Sunflowers</p> <p>Knowledge:</p> <ul style="list-style-type: none">➤ Use a selection of materials to create organic and geometric prints. <p>Skills:</p> <ul style="list-style-type: none">➤ Choose a range of objects to create a printed picture. <p>Drawing- Print Van Gogh's Sunflowers</p> <p>Knowledge:</p> <ul style="list-style-type: none">➤ Draw a simple 3D shapes. <p>Skills:</p> <ul style="list-style-type: none">➤ Use 3D shapes to draw a variety of pictures.	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>3D - Knowledge</p> <ul style="list-style-type: none">➤ Use scoring, blending and slip to join clay➤ Use a variety of methods to create patterns and shapes in clay➤ Combine materials and processes to design and make 3D form➤ Sculpt clay and other mouldable materials using tools <p>3D - Skills</p> <ul style="list-style-type: none">➤ Join clay and construct a simple base for modelling other shapes➤ Explore cutting, shaping and impressing patterns into clay➤ Plan, design and make models from observation or imagination <p>Drawing - Knowledge</p> <ul style="list-style-type: none">➤ Draw a simple 3D shapes. <p>Drawing – Skills</p> <ul style="list-style-type: none">➤ Use 3D shapes to draw a variety of pictures <p>Draw objects from different angles</p>
Design & Technology	<p>Purse/Wallet</p> <p>Unit: Children to create a fastening purse or wallet</p> <p>National Curriculum: Select and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none">➤ To know how to specify a design to make it more appealing to a specific target group	<p>Is the chariot the best form of transport?</p> <p>Unit: Children to make a Roman chariot with moving wheels</p> <p>Key Knowledge:</p> <ul style="list-style-type: none">➤ Know the difference between fixed and freely moving axles, using technical vocabulary and know the difference between a fixed and loose pivot➤ Know about and research chariots to inform design so that is fit for purpose➤ Know the purpose of their product (product can be easily moved on wheels)	<p>Bridge Making</p> <p>Unit: Children to create a range of different bridges in groups</p> <p>National Curriculum: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Key Knowledge:</p> <ul style="list-style-type: none">➤ Know that there are many different types of bridges (beam, arch, cable-stayed, suspension, cantilever)➤ Know that there are many famous bridge engineers, e.g. Severn Bridge, Tower Bridge – John Wolfe Barry and Sir Horrace Jones



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	<ul style="list-style-type: none"> ➤ To know different types of stitches for the purpose of functionality and aesthetics ➤ Know and use technical vocabulary relevant to the project ➤ Know how to evaluate their product against the product criteria they have generated individually, as a means to improve their work <p>Key Skills:</p> <ul style="list-style-type: none"> ➤ Design and make a functional purse with a fastening communicating initial ideas through annotated sketches ➤ Use research into the features of a functional and appealing purse/wallet to inform design criteria ➤ Select and use a range of tools to perform tasks e.g. joining by sewing and cutting ➤ Investigate different stitches and their effectiveness in joining seams and how that then effects the durability of the product ➤ Evaluate the outcome of the product referencing the design criteria 		<ul style="list-style-type: none"> ➤ Know what components are needed to construct a moving vehicle and use this to select appropriate materials according to which are most suitable <p>Key Skills:</p> <ul style="list-style-type: none"> ➤ Generate initial ideas through annotated sketches and discussions and create a more detailed design criteria ➤ Develop and communicate ideas through drawings and mock-ups ➤ Choose and use a range of tools and equipment accurately to perform practical tasks, such as cutting and joining to allow movement and finishing ➤ Select from and using a range of materials and components, such as, paper, card, wood etc. according to their characteristics ➤ Use wheels and axles as mechanisms in their product ➤ Evaluate the success of their products against the design criteria ➤ Increased accuracy when measuring, marking out and cutting (i.e. measure in mm rather than cm or inches) <p>Enhancement: Have a visit to an Italian restaurant to create pizza</p>		<ul style="list-style-type: none"> ➤ Know that different materials can be used (steel, brick, wood, iron, rivets) ➤ Know how to work safely using tools and equipment ➤ Know how to strengthen a material or structure design using materials ➤ Understand how to assess the quantity of materials needed for a structure ➤ Know the design of particular bridges makes them particularly successful considering their design and purpose ➤ Know that cross-sectional diagrams, prototypes, pattern pieces and computer aided design can support their design process <p>Key Skills</p> <ul style="list-style-type: none"> ➤ Evaluate an existing bridge to inform plans and structures ➤ Compare the strengths of different shaped frameworks within 2D structures ➤ Sketch and annotate a plan of their planned bridge ➤ Use computer aided design to support their design process ➤ Write step-by-step instructions to follow for building the bridge (including tools and materials) ➤ Evaluate different materials and their suitability for use in a bridge ➤ Accurately join using appropriate and robust joins ➤ Work in a team to plan and build a bridge structure ➤ Build a bridge following a plan accurately ➤ Evaluate their completed project considering how successful their bridge is according to the original brief <p>Enhancement: Walk around Wantage to look at local bridges and how they are constructed</p>	
	<p>Music</p> <ul style="list-style-type: none"> ➤ Sing in 2-part harmony ➤ Sing with expression and attention to breathing 	<ul style="list-style-type: none"> ➤ Enhance performance of a poem using vocal patterns ➤ Explore how sounds are produced and instruments classified 	<ul style="list-style-type: none"> ➤ Perform a pentatonic song using pitched and unpitched accompaniment ➤ Perform / improvise an ostinato 	<ul style="list-style-type: none"> ➤ Use voice creatively and expressively in a variety of contexts ➤ Create a piece of music using a symbol score 	<ul style="list-style-type: none"> ➤ Sing with expression and attention to breathing ➤ Develop lyrics of a song 	<ul style="list-style-type: none"> ➤ Sing with expression and attention to breathing ➤ Sing a round in 3 parts ➤ Accompany a song with a melodic ostinato



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	<ul style="list-style-type: none"> ➤ Use voice and action to perform simple rhythms with a beat ➤ Combine rhythm patterns in layers ➤ Use instruments to make descriptive sounds ➤ Explore the timbre of different instruments ➤ Create a sound picture ➤ Develop lyrics of a song ➤ Explore music structure in sequences / layers ➤ Accompany a story / poem with a range of percussion instruments ➤ Create a descriptive piece of music using a range of pitched / non-pitched instruments ➤ Select instruments of specific timbre to best accompany a song ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Explore contrasting moods and effect as part of a performance ➤ Combine 2 rhythmic patterns using body percussion and instruments in a performance ➤ Explore music structure in conversational / call and response form ➤ Create a call and response I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Perform ostinato individually and in combination ➤ Identify different metres ➤ Play parts in different metres simultaneously ➤ Compose, notate, read and play graphic notation ➤ Read rhythmic patterns from simple staff notation ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Perform a piece of music using a symbol score ➤ Read rhythmic patterns from simple staff notation ➤ Read and use simple pitch notation ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Explore music structure in call and response form ➤ Read and use simple pitch notation ➤ Explore music in binary form ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Perform an ostinato ➤ Perform ostinato individually and in combination ➤ Arrange an accompaniment with attention to balance and musical effect ➤ Combine sounds to create different musical textures ➤ I can evaluate and improve my own and others performances
Religious Education Diwali Hinduism Investigate what happens during the festival of Diwali	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Diwali Hinduism Investigate what happens during the festival of Diwali	Has Christmas lost its true meaning? Christmas Christianity Find out what the true meaning of Christmas is to	Could Jesus heal people? Were these miracles or is there some other explanation? Jesus' Miracles Christianity Retell Bible stories when miracles have happened and	What is 'good' about Good Friday? – Forgiveness Christianity Recall key events in the Easter story and understand	Would visiting the River Ganges feel special to a non-Hindu? Pilgrimage to the River Ganges Hinduism	How can Brahman be everywhere and in everything? Hindu Beliefs Hinduism Learning to understand the Hindu belief that there is



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	and whether the celebrations bring a sense of belonging to Hindus.	Christians and compare this with what Christmas means to us.	question whether Jesus really did perform miracles.	why Jesus' crucifixion symbolises hope for Christians.	Learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	one God with many different aspects.
PSHE	Being Me in My World I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn.	Celebrating Difference I can explain why it is important to feel valued. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help	Dreams and Goals I can explain the different ways that help me learn and what I need to do to improve. 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 I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	Relationships I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know	Changing Me I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Physical Education	Gym - adapt sequences to suit different types of apparatus and criteria. Compare and contrast gymnastics sequences. Netball - throw and catch with control. Aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.	Dance - improvise freely and translate ideas from a stimulus into movement. Dodgeball/ Bench ball - throw and catch with control. Aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.	Dance - share and create phrases with a partner and small group. repeat, remember and perform phrases Hockey - aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.	Gym - explain how strength and suppleness affect performance. Compare and contrast gymnastics sequences. Tag Rugby - aware of space and use it to support team-mates and to cause problems for the opposition. Throw and catch with control. Use rules fairly.	OAA - follow a map in a familiar context. Use clues to follow a route. Follow a route safely. Tri Golf - use rules fairly. Throw/catch/strike with control.	Athletics - run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do.
Computing	<u>Computing systems and networks – Connecting computers</u>	<u>Creating Media - Animation</u> <ul style="list-style-type: none"> Can a picture move? Frame by frame What's the story? 	<u>Desktop Publishing</u> <ul style="list-style-type: none"> Words and pictures Can you edit it? Great template! 	<u>Branching Databases</u> <ul style="list-style-type: none"> Yes or no questions Making groups 	<u>Programming A – Sequence in Music</u> <ul style="list-style-type: none"> Introduction to Scratch 	<u>Programming B – Events and Actions</u> <ul style="list-style-type: none"> Moving a sprite

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	<ul style="list-style-type: none"> How does a digital device work? What parts make up a digital device? How do digital devices help us? How am I connected? How are computers connected? What does our school network look like? <p>National Curriculum:</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, 	<ul style="list-style-type: none"> Picture perfect Evaluate and make it great Lights, camera, action! <p>National Curriculum:</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Literacy:</p> <ul style="list-style-type: none"> Pupils should be taught to draft and write by: in narratives, creating settings, characters and plot Pupils should be taught to: proof-read for spelling and punctuation errors <p>History:</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Can you add content? Lay it out Why desktop publishing? <p>National Curriculum:</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information <p>Literacy:</p> <ul style="list-style-type: none"> Pupils should be taught to draft and write by: in non-narrative material, using simple organisational devices [for example, headings and subheadings] Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Proofread for spelling and punctuation errors <p>Knowledge & Skills:</p>	<ul style="list-style-type: none"> Creating a branching database Structuring a branching database Presenting information <p>National Curriculum:</p> <ul style="list-style-type: none"> Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly <p>Knowledge & Skills:</p> <ul style="list-style-type: none"> To create questions with yes/no answers I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can create two groups of objects separated by one attribute To identify the object attributes needed to collect relevant data I can select an attribute to separate objects into groups 	<ul style="list-style-type: none"> Programming Sprites Sequences Ordering commands Looking good Making an instrument <p>National Curriculum:</p> <ul style="list-style-type: none"> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Knowledge & Skills:</p>	<ul style="list-style-type: none"> Maze movement Drawing lines Adding features Debugging movement Making a project <p>National Curriculum:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Knowledge & Skills:</p>
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	<p>evaluating and presenting data and information</p> <p>Maths: Number and place value:</p> <ul style="list-style-type: none"> ➤ solve number problems and practical problems involving these ideas <p>Art</p> <ul style="list-style-type: none"> ➤ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Knowledge & Skills:</p> <ul style="list-style-type: none"> ➤ To explain how digital devices function ➤ I can explain that digital devices accept inputs ➤ I can explain that digital devices produce outputs ➤ I can follow a process ➤ To identify input and output devices ➤ I can classify input and output devices ➤ I can describe a simple process ➤ I can design a digital device ➤ To recognise how digital devices can change the way that we work ➤ I can explain how I use digital devices for different activities 	<p>Knowledge & Skills:</p> <ul style="list-style-type: none"> ➤ To explain that animation is a sequence of drawings or photographs ➤ I can draw a sequence of pictures ➤ I can create an effective flip book—style animation ➤ I can explain how an animation/flip book works ➤ To relate animated movement with a sequence of images ➤ I can predict what an animation will look like ➤ I can explain why little changes are needed for each frame ➤ I can create an effective stop-frame animation ➤ To plan an animation ➤ I can break down a story into settings, characters and events ➤ I can describe an animation that is achievable on screen ➤ I can create a storyboard ➤ To identify the need to work consistently and carefully ➤ I can use onion skinning to help me make small changes between frames ➤ I can review a sequence of frames to check my work ➤ I can evaluate the quality of my animation ➤ To review and improve an animation 	<ul style="list-style-type: none"> ➤ To recognise how text and images convey information ➤ I can explain the difference between text and images ➤ I can recognise that text and images can communicate messages clearly ➤ I can identify the advantages and disadvantages of using text and images ➤ To recognise that text and layout can be edited ➤ I can change font style, size, and colours for a given purpose ➤ I can edit text ➤ I can explain that text can be changed to communicate more clearly ➤ To choose appropriate page settings ➤ I can explain what 'page orientation' means ➤ I can recognise placeholders and say why they are important ➤ I can create a template for a particular purpose ➤ To add content to a desktop publishing publication ➤ I can choose the best locations for my content 	<ul style="list-style-type: none"> ➤ I can create a group of objects within an existing group ➤ I can arrange objects into a tree structure ➤ To create a branching database ➤ I can select objects to arrange in a branching database ➤ I can group objects using my own yes/no questions ➤ I can prove my branching database works ➤ To explain why it is helpful for a database to be well structured ➤ I can create yes/no questions using given attributes ➤ I can explain that questions need to be ordered carefully to split objects into similarly sized groups ➤ I can compare two branching database structures ➤ To identify objects using a branching database ➤ I can select a theme and choose a variety of objects ➤ I can create questions and apply them to a tree structure ➤ I can use my branching database to answer questions ➤ To compare the information shown in a 	<ul style="list-style-type: none"> ➤ To explore a new programming environment ➤ I can identify the objects in a Scratch project (sprites, backdrops) ➤ I can explain that objects in Scratch have attributes (linked to) ➤ I can recognise that commands in Scratch are represented as blocks ➤ To identify that commands have an outcome ➤ I can identify that each sprite is controlled by the commands I choose ➤ I can choose a word which describes an on-screen action for my plan ➤ I can create a program following a design ➤ To explain that a program has a start ➤ I can start a program in different ways ➤ I can create a sequence of connected commands ➤ I can explain that the objects in my project will respond exactly to the code ➤ To recognise that a sequence of commands can have an order ➤ I can explain what a sequence is ➤ I can combine sound commands 	<ul style="list-style-type: none"> ➤ To explain how a sprite moves in an existing project ➤ I can explain the relationship between an event and an action ➤ I can choose which keys to use for actions and explain my choices ➤ I can identify a way to improve a program ➤ To create a program to move a sprite in four directions ➤ I can choose a character for my project ➤ I can choose a suitable size for a character in a maze ➤ I can program movement ➤ To adapt a program to a new context ➤ I can use a programming extension ➤ I can consider the real world when making design choices ➤ I can choose blocks to set up my program ➤ To develop my program by adding features ➤ I can identify additional features (from a given set of blocks) ➤ I can choose suitable keys to turn on additional features ➤ I can build more sequences of commands to make my design work
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	<ul style="list-style-type: none"> ➤ I can recognise similarities between using digital devices and using non-digital tools ➤ I can suggest differences between using digital devices and using non-digital tools ➤ To explain how a computer network can be used to share information ➤ I can recognise different connections ➤ I can explain how messages are passed through multiple connections ➤ I can discuss why we need a network switch ➤ To explore how digital devices can be connected ➤ I can recognise that a computer network is made up of a number of devices ➤ I can demonstrate how information can be passed between devices ➤ I can explain the role of a switch, server, and wireless access point in a network ➤ To recognise the physical components of a network ➤ I can identify how devices in a network are connected together ➤ I can identify networked devices around me 	<ul style="list-style-type: none"> ➤ I can explain ways to make my animation better ➤ I can evaluate another learner's animation ➤ I can improve my animation based on feedback ➤ To evaluate the impact of adding other media to an animation ➤ I can add other media to my animation ➤ I can explain why I added other media to my animation ➤ I can evaluate my final film <p>Education for a Connected World links:</p> <p>Managing online information</p> <ul style="list-style-type: none"> ➤ I can use key phrases in search engines. ➤ I can use search technologies effectively. <p>Copyright and ownership</p> <ul style="list-style-type: none"> ➤ I can explain why copying someone else's work from the internet without permission can cause problems. ➤ I can give examples of what those problems might be. ➤ When searching on the internet for content to use, I can explain why I 	<ul style="list-style-type: none"> ➤ I can paste text and images to create a magazine cover ➤ I can make changes to content after I've added it ➤ To consider how different layouts can suit different purposes ➤ I can identify different layouts ➤ I can match a layout to a purpose ➤ I can choose a suitable layout for a given purpose ➤ To consider the benefits of desktop publishing ➤ I can identify the uses of desktop publishing in the real world ➤ I can say why desktop publishing might be helpful ➤ I can compare work made on desktop publishing to work created by hand <p>Education for a Connected World links:</p> <p>Managing online information:</p> <ul style="list-style-type: none"> ➤ I can use key phrases in search engines ➤ I can use search technologies effectively <p>Copyright and ownership:</p> <ul style="list-style-type: none"> ➤ When searching on the internet for content to use, I can explain why I 	<p>pictogram with a branching database</p> <ul style="list-style-type: none"> ➤ I can explain what a pictogram tells me ➤ I can explain what a branching database tells me ➤ I can compare two ways of presenting information 	<ul style="list-style-type: none"> ➤ I can order notes into a sequence ➤ To change the appearance of my project ➤ I can build a sequence of commands ➤ I can decide the actions for each sprite in a program ➤ I can make design choices for my artwork ➤ To create a project from a task description ➤ I can identify and name the objects I will need for a project ➤ I can relate a task description to a design ➤ I can implement my algorithm as code 	<ul style="list-style-type: none"> ➤ To identify and fix bugs in a program ➤ I can test a program against a given design ➤ I can match a piece of code to an outcome ➤ I can modify a program using a design ➤ To design and create a maze-based challenge ➤ I can make design choices and justify them ➤ I can implement my design ➤ I can evaluate my project
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	Ça va mal I am feeling bad				Quelle est la date aujourd’hui? What is the date today? Aujourd’hui c’est le 24 septembre. Today is the 24 th September			
	Un 1							
	Deux 2							
	Trois 3							
	Quatre 4							
	Cinq 5							
	Six 6							
	Sept 7							
	Huit 8							
	Neuf 9							
	Dix 10							
	Onze 11							
	Douze 12							
	Treize 13							
	Quatorze 14							
	Quinze 15							
	Seize 16							
	Dix-sept 17							
	Dix-huit 18							
	Dix-neuf 19							
	Vingt 20							
Curriculum Enhancements	Fire lighting and archaeological dig experiences in school.	TBC	Trip to learn about Roman history.	Visit to Pizza Express	Parent Exhibition	Trip to Wantage Museum to learn about local Anglo-Saxon history.		
			Science trip We The Curious (Formerly @Bristol) for science					