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| Delves Lane Primary School | Year 3 Curriculum Map | Delves Lane Primary School |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reading and phonics** |  |  |  |  |  |  |
| **Writing** | **Fiction** | Text: The Day the Crayon’s QuitStory Pattern: Wishing TaleFocus: Paragraphs, apostrophe for possession | Text: The Manor House Story Pattern:Tale of FearFocus: Setting  | Text: Nail SoupStory Pattern:Rags to RichesFocus: Style – varying sentence and speech | Text: The Sheep PigStory Pattern: Focus: Description /letter writing | Text: Zelda ClawStory Pattern: Defeating a Monster Tale Focus:Suspense | Text: Lazy JackStory Pattern:Rags to richesFocus: Openings and endings, speech |
| **Non-fiction** | Text type: writing a letter | The Mystery in the woodsText type:Newspaper report | How to make Nail Soup?Text type:Instructions | Read All About itText type:Newspaper report |  | Invitation to Jack’s weddingText type:Persuasive |
| **Maths** | Place ValueAddition and subtraction | Addition and subtraction Multiplication and division | Multiplication and divisionLength and Perimeter | FractionsMass and Capacity | FractionsMoneyMeasurement: Time | Measurement: TimeGeometry: shapeStatistics |
| **Science** | **How do our bodies keep us healthy?**asking relevant questions and using different types of scientific enquiries to answer themgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsidentifying differences, similarities or changes related to simple scientific ideas and processesidentify 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 eatidentify that humans and some other animals have skeletons and muscles for support, protection and movement. | **What are forces?**asking relevant questions and using different types of scientific enquiries to answer themsetting up simple practical enquiries, comparative and fair testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processesusing straightforward scientific evidence to answer questions or to support their findings.compare how things move on different surfacesnotice that some forces need contact between two objects, but magnetic forces can act at a distanceobserve 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 materialsdescribe magnets as having two polespredict whether two magnets will attract or repel each other, depending on which poles are facing. | **What can we find beneath our feet?**setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsusing straightforward scientific evidence to answer questions or to support their findings.compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesdescribe in simple terms how fossils are formed when things that have lived are trapped within rockrecognise that soils are made from rocks and organic matter. | **How do plants grow and reproduce?**asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.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 plantsexplore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **Can I change my shadow?**asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsusing straightforward scientific evidence to answer questions or to support their findings.recognise that they need light in order to see things and that dark is the absence of lightnotice that light is reflected from surfacesrecognise 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 objectfind patterns in the way that the size of shadows change. |
| **History** | **How did metal change the Stone Age?**changes in Britain from the Stone Age to the Iron Age | **What did the Ancient Egyptians achieve?**the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | **What did the earliest civilisations achieve?**the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |
| **Geography** | **What’s around our local area?**name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over timedescribe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider worlduse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Can we live beside a volcano?**identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americadescribe and understand key aspects of:* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **Who are our European neighbours?**locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesunderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americadescribe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| **Art** | **How can we create patterns?**improve their mastery of art and design techniques, including painting with a range of materials | **How did Van Gogh create his art?**Create sketch books to record their observationsUse sketchbooks to review and revisit ideasImprove their mastery of art and design techniques, including painting with a range of materialsLearn about great artists in history | **How did L S Lowry create his art?**Use sketchbooks to review and revisit ideasImprove their mastery of art and design techniques, including painting with a range of materialsLearn about great artists in history |
| **Design and Technology** | **How can I make a monster move?**use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesevaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand how key events and individuals in design and technology have helped shape the world | **Why are greenhouses transparent?**innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesinvestigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their workapply their understanding of how to strengthen, stiffen and reinforce more complex structures | **How can we make a pizza perfect?**use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesunderstand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.investigate and analyse a range of existing productsevaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| **RE** | What do we know about Jesus? | Why did Mary and Joseph travel to Bethlehem? | What are the important times in the life of a Muslim? | Why is the Last Supper significant? | Why are signs and symbols important to religions? |
| **PE** | Tag rugby | Dodgeball | Dance | Cricket | Gymnastics | Tennis |
| **PHSE** | Being me in my world | Celebrating differences | Dreams and goals | Relationships | Healthy me | Changing me |
| **Computing** | **Coding – Unit 3.1** | **Email - Unit 3.5** | **Graphing - Unit 3.8** | **Presenting – Unit 3.9** | **Simulations – Unit 3.7** |
| **Music** |  |  |  |  |  |  |
| **MFL** |  |  |  |  |  |  |