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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 Quit  Story Pattern: Wishing Tale  Focus:  Paragraphs, apostrophe for possession | Text: The Manor House  Story Pattern:  Tale of Fear  Focus: Setting | | Text: Nail Soup  Story Pattern:  Rags to Riches  Focus: Style – varying sentence and speech | Text: The Sheep Pig  Story Pattern:  Focus: Description /letter writing | | Text: Zelda Claw  Story Pattern: Defeating a Monster Tale  Focus:  Suspense | Text: Lazy Jack  Story Pattern:  Rags to riches  Focus: Openings and endings, speech | |
| **Non-fiction** | Text type: writing a letter | The Mystery in the woods  Text type:  Newspaper report | | How to make Nail Soup?  Text type:  Instructions | Read All About it  Text type:  Newspaper report | |  | Invitation to Jack’s wedding  Text type:  Persuasive | |
| **Maths** | | Place Value  Addition and subtraction | Addition and subtraction  Multiplication and division | | Multiplication and division  Length and Perimeter | Fractions  Mass and Capacity | | Fractions  Money  Measurement: Time | Measurement: Time  Geometry: shape  Statistics | |
| **Science** | | **How do our bodies keep us healthy?**  asking relevant questions and using different types of scientific enquiries to answer them  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 tables  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  identifying differences, similarities or changes related to simple scientific ideas and processes  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. | **What are forces?**  asking relevant questions and using different types of scientific enquiries to answer them  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 loggers  reporting 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 questions  identifying differences, similarities or changes related to simple scientific ideas and processes  using straightforward scientific evidence to answer questions or to support their findings.  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. | | **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 loggers  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  reporting 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 questions  using 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 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. | | | **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 tests  making 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 tables  reporting 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 questions  identifying 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 plants  explore 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 tests  making 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 tables  reporting 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 questions  using 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 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. | |
| **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 time  describe 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 water  use 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 world  use 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 America  describe 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 cities  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 America  describe 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 water  use 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 observations  Use sketchbooks to review and revisit ideas  Improve their mastery of art and design techniques, including painting with a range of materials  Learn about great artists in history | | | **How did L S Lowry create his art?**  Use sketchbooks to review and revisit ideas  Improve their mastery of art and design techniques, including painting with a range of materials  Learn 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 groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand 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 groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate 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 work  apply 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 groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  understand 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 products  evaluate 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** | |  |  | |  |  | |  |  | |