



## Year 3 Curriculum Map 2023-2024 onwards

Subject	Autumn	Spring	Summer
<b>Science</b>	<p style="text-align: center;"><b>Working scientifically</b> Observe and group rocks based on their properties</p> <p style="text-align: center;"><b>Rocks</b> <b>Animals including humans</b></p>	<p style="text-align: center;"><b>Working scientifically</b> How is water transported in plants?</p> <p style="text-align: center;"><b>Plants</b></p>	<p style="text-align: center;"><b>Working scientifically</b> How far can a magnet pull objects on different surfaces?</p> <p style="text-align: center;"><b>Light</b> <b>Forces and magnets</b></p>
<b>Geography</b>	<p style="text-align: center;"><b>Human and Physical Geography</b> Volcanoes and earthquakes</p>	<p style="text-align: center;"><b>Human and Physical Geography</b> <b>Locational knowledge</b> <b>Place Knowledge</b> South America and Brazil</p>	<p style="text-align: center;"><b>Locational knowledge</b> <b>Geographical skills and fieldwork</b> Study of our local area</p>
<b>History</b>	<p style="text-align: center;"><b>Anglo Saxons and Scots</b> Settlements, kingdoms, key aspects of Anglo Saxon life, Saxon Kings</p>	<p style="text-align: center;"><b>Know about changes in Britain from the Stone Age to the Bronze Age</b> Hunter-gathers/early farming, family life, defence and weaponry, clothing and food</p>	<p style="text-align: center;"><b>Knowledge and Understanding of British History</b> Understand how to place the Celts chronologically in relation to other events in early British history. Aspects of Celtic life</p>
<b>Design and Technology</b>	<p style="text-align: center;"><b>Shell/frame structure</b> Structures and bridges</p>	<p style="text-align: center;"><b>Mechanical systems (levers and linkages)</b> <b>Printing blocks</b> Pop-up book of a cave man story</p>	<p style="text-align: center;"><b>Cooking and Nutrition</b> Sandwich snacks -</p>
<b>Art and Design</b>	<p style="text-align: center;"><b>Drawing/Sculpture/Form</b> Art History and Artists – <b>Antony Gormley/Henry Moore/Barbara Hepworth/Alexander Calder/Dale Chihuly</b></p>	<p style="text-align: center;"><b>Painting /Sculpture/Form</b> Art History and Artists – <b>prehistoric artwork</b></p>	<p style="text-align: center;"><b>Print/Digital media</b> Art History and Artists – <b>William Morris</b></p>
<b>Music</b>	<p style="text-align: center;"><b>Let Your Spirit Fly</b> <b>Glockenspiel Stage 1</b></p>	<p style="text-align: center;"><b>Three Little Birds</b> <b>The Dragon Song</b></p>	<p style="text-align: center;"><b>Bringing Us Together</b> <b>Reflect, Rewind and Replay linked to end of year performance</b></p>
<b>Drama</b>		<p style="text-align: center;"><b>Sharing assembly</b></p>	<p style="text-align: center;"><b>End of year performance</b></p>
<b>Computing</b>	<p style="text-align: center;"><b>Digital Literacy</b> <b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p style="text-align: center;"><b>Information Technology</b> <b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame</p>	<p style="text-align: center;"><b>Computer Science</b> <b>Programming A – sequencing sounds</b> Creating sequences in a block-based programming language to make music</p> <p style="text-align: center;"><b>Information Technology</b> <b>Data</b> <b>Branching databases</b> Building and using branching databases to group</p>	<p style="text-align: center;"><b>Information Technology</b> <b>Creating media</b> <b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p style="text-align: center;"><b>Computer Science</b> <b>Programming B</b> <b>Events and actions in programs</b> Writing algorithms and programs that</p>

	<p>animation that tells a story</p> <p><b>E-Safety</b></p> <p>Use technology responsibly</p> <p>Selective when using digital content</p>	<p>objects using yes/no questions.</p> <p><b>E-Safety</b></p> <p>Beginning to appreciate how search results are selected</p> <p>Safer Internet Day</p> <p>Beginning to recognize acceptable / unacceptable behaviour and content</p>	<p>use a range of events to trigger sequences of actions.</p> <p><b>E-Safety</b></p> <p>Understand how computer networks can provide multiple services, such as the world wide web</p> <p>Understand the opportunities computer networks offer for communication</p>
<b>PSHRE</b>	<p><b>Relationships (R)</b></p> <p><b>Health and Wellbeing (H)</b></p>	<p><b>Health and Wellbeing (H)</b></p> <p><b>Relationships (R)</b></p> <p><b>Living in the Wider World (L)</b></p>	<p><b>Health and Wellbeing (H)</b></p> <p><b>Living in the Wider World (L)</b></p> <p><b>Relationships (R)</b></p>
<b>PE</b>	<b>Netball/Football/Gymnastics 1/OAA</b>	<b>Swimming/Badminton/Dance 1/Gymnastics 2</b>	<b>Handball/Dance 2/Athletics/Rounders</b>
<b>MFL</b>	Greeting, numbers 1-10, classroom instructions, colours, nativity	Foods, fruits, days of the week, human body, zoo animals, months of the year	Respond to all vocabulary already introduced, begin to read and write simple learnt words
<b>RE</b>	<p><b>Where, how and why do people worship? (Muslims, Jews and Christians)</b></p> <p><b>Why do some people think life is like a journey? How do people mark the significant events of life? (Christians, Hindus, Muslims and non-religious people)</b></p>	<p><b>What is the 'Trinity' and why is it important for Christians?</b></p> <p><b>What kind of world did Jesus want?</b></p>	<p><b>Why do Christians call the day Jesus died Good Friday?</b></p> <p><b>How do festivals and family life show what matters to Jewish people?</b></p>
<b>Maths</b>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Money</p> <p>Statistics</p> <p>Measurement: Length and Perimeter</p> <p>Number: Fractions</p>	<p>Number: Fractions, Measurement:Time, Geometry:Properties of Shape, Measurement: Mass and Capacity</p>
<b>Spelling</b>	<p>Words with the /ai/sound spelt with ei.</p> <p>Words with the long/ai/sound spelt with ey.</p> <p>Words with the long/ay/sound spelt with ai</p> <p>Words with /a/sound spelt with ear.</p> <p>Homophone and near homophones.</p> <p>Creating adverbs using the suffix ly (no change to root word)</p> <p>Key words from spelling list</p> <p>Creating adverbs using the suffix – ly (root word ends in 'y' with a consonant letter before it).</p> <p>Creating adverbs using the suffix (root word ends in le).</p> <p>Creating adverbs using the suffix ly (root word ends in 'ic' or 'al').</p> <p>Common words associated with Christmas.</p> <p>Key words from spelling list</p>	<p>Words with short /i/sound spelt with a 'y'.</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (uns)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable double the final consonant).</p> <p>Creative negative meanings using prefix mis.</p> <p>Creating negative meanings using prefix dis.</p> <p>Words a /k/sound spelt with 'ch'.</p> <p>Key words from spelling list</p> <p>Homophones and near homophones.</p> <p>Adding the prefix bi (meaning 'two' or 'twice') and adding the prefix re (meaning 'again' or 'back')</p> <p>Words with a /sh/sound spelt 'ch'</p> <p>Key words from spelling list</p>	<p>Statutory Spelling Challenge Words (Key words)</p> <p>Consolidation of key words covered so far</p> <p>Words ending in –ary</p> <p>Words with a short /u/sound spelt with 'o'.</p> <p>Words with a short /u/sound spelt with 'ou'</p> <p>Word families based on common words showing how words are related in form and meaning.</p> <p>Words ending in the suffix – al</p> <p>Words ending with /zher/sound spelt with 'sure'.</p> <p>Words ending with a /cher/sound spelt with 'ture'.</p> <p>Words ending with a /cher/sound spelt as 'ture'</p> <p>Silent letters revision</p>
<b>VGP</b>	<p>Ready To Write – 4wks</p> <p>Determiners – 3wks</p> <p>Conjunctions – 5wks</p>	<p>Adverbs – 3wks</p> <p>Preposition – 3wks</p> <p>Speech – 3wks</p> <p>Tenses – 2wks</p>	<p>Nouns – 3wks</p> <p>Paragraphs – 4wks</p> <p>Word families – 2wks</p> <p>Prefixes – 4wks</p>

<b>Writing genres</b>	Reading focus week VIPERS Non-fiction instructions Non-fiction explanation text Fiction Letter writing Poetry – Haiku Non-chronological report - newspaper report Narrative - historical fiction	Poetry - shape Nonfiction persuasive/balanced argument Narrative - Adventure fiction Diary entry	Missing poster Setting description Newspaper report Non-fiction - persuasive letter Poetry - free verse Non-fiction - newspaper report Non-chronological report
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