

Curriculum intent/vision: to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. Help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle	Stone age survival	Marvellous metals	Sail the seven seas	Rainforest rampage	Magical journeys	Round the world with Flat Stanley
English Texts	Pebble in my pocket Ug: boy genius of the stone age (CLPE) Stig of the dump/Stone age boy	Iron man (CLPE) Tin forest (CLPE)	The Green ship (CLPE) Magical tales	The great kapok tree (CLPE) The vanishing rainforest In the forest The wonder garden	Leon and the place between (CLPE) Journey/Quest/Return	Egypt (first text) , Australia, Mexico, , China, Africa, France, Canada, Japan
Written Outcomes	Diary Instructions Comic strip	Persuasive letter List Poetry Newspaper report	Story maps Character description Narrative	Debate Report Argument	Poetry Recount Narrative – character description	Post card Narrative – setting Letters
GPS	<p>Ready to Write Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: •full stops •capital letters •exclamation marks •question marks How the grammatical patterns in a sentence indicate its function as a question How the grammatical patterns in a sentence indicate its function as a command How the grammatical patterns in a sentence indicate its function as an exclamation How the grammatical patterns in a sentence indicate its function as a statement Co-ordination (using or, and, or but) (2G3.4) Subordination (using when, if, that, or because) Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] Learn how to use the present and past tenses correctly and consistently including the progressive form</p>	<p>Determiners Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Terminology for pupils: •consonant •consonant letter •vowel •vowel letter Conjunctions Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using conjunctions to express time and cause Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Terminology for pupils: •conjunction •clause •subordinate clause</p>	<p>Adverbs Using adverbs to express time and cause Express time, place and cause using adverbs [for example, then, next, soon, therefore]. Prepositions Using prepositions to express time and cause Express time, place and cause using prepositions [for example, before, after, during, in, because of] Terminology for pupils: •preposition</p>	<p>Speech Introduction to inverted commas to punctuate direct speech Terminology for pupils: •direct speech •inverted commas (or ‘speech marks’) Tenses Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Using the present perfect form of verbs in contrast to the past tense</p>	<p>Nouns No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns. Paragraphs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p>	<p>Word Families Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Terminology for pupils: word family Prefixes Formation of nouns using a range of prefixes [for example super —, anti —, auto Spelling: Spell more prefixes Terminology for pupils: prefix</p>
Science	<p>Rocks and Soils Compare and group together different rocks on the basis of their appearance and simple physical properties Describe and explain how different rocks can be useful to us Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed Describe in simple terms how fossils are formed when things that have</p>	<p>Forces and magnets Compare how things move on different surfaces. Observe that magnetic forces can be transmitted without direct contact Observe how some magnets attract or repel each other? Can they classify which materials are attracted to magnets and which are not? Notice that some forces need contact between two objects, but magnetic forces can act at a distance Compare and group together a</p>	<p>Continuous provision to cover prior learning</p>	<p>Plants Identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers) Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) Explain how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in</p>	<p>Light Recognise that they need light in order to see things Recognise that dark is the absence of light Notice that light is reflected from surface 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 a solid object</p>	<p>Animals Including Humans Explain the importance of a nutritionally balanced diet Describe how nutrients, water and oxygen are transported within animals and humans Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat Describe and explain the skeletal system of a human Describe and explain the muscular</p>

	lived are trapped within rock Recognise that soils are made from rocks and organic matter	variety of everyday materials on the basis of whether they are attracted to a magnet Identify some magnetic materials Describe magnets have having two poles (N & S) Predict whether two magnets will attract or repel each other depending on which poles are facing		the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Find patterns in the way that the size of shadows change	system of a human
Geography	Volcanoes, mapping and how they are formed and erupt		Continents seas/oceans North and south hemispheres Time zones and equator	Mapping rainforest around the world Weather and rainfall compared to local environment Rainforest decline over time		Human and physical features of destinations, landmarks, research one destination in detail
History	Stone age	Iron age	Travels of an English explorer eg Captain Cook			Ancient Egypt
Art		Sculpture	Textiles	Printmaking		Cartouches Make yourself in to a Pharaoh Necklaces
D&T	Textiles – Trousers for Ug				Structures – circus structure or periscope/light box	World cuisine - food
Computing	Unit 3.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 3.2 Online Safety Weeks – 3 Programs – 2Connect (Mind Map) 2Blog (Blogging) Writing Templates Display boards Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate Unit 3.4 Touch-Typing Weeks – 4 Programs – 2Type	Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email	Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question	Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, Writing Templates Unit 3.8 Graphing Weeks – 3 Programs – 2Graph Writing Templates 2Blog (Blogging)
RE (Christianity and Islam)	Stories of key religious leaders Muhammad (pbuh), Muslims today Ways of describing God – the 99 beautiful names of Allah Christmas – messengers – Angels – sending news at Christmas		Events in the life of Jesus His life and actions Stories of Jesus Lent and Easter		Rules and how they influence actions Five pillars of faith, Two commandments of Jesus, Charity Special places, sacred spaces Personal spaces, the Mosque and the musulla, the Church	
PE	Invasion games – ball/equipment in hand Invasion games – on the floor	Net/wall games – table tennis and badminton Invasion games	Gymnastics Net/wall games volleyball, tennis, badminton	Dance Basic skills in fitness/flexibility and strength	Striking and fielding games OAA	Striking and fielding games Athletics
PSHCE	Me and my relationships Includes feelings/ emotions/conflict resolution/friendships I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	Valuing difference Includes British Values focus I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	Keeping myself safe Includes aspects of relationships education (Internet safety and drugs at KS2) I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	Rights and responsibilities Includes money/living in the wider world/ environment I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. I can give a few examples of how I've helped people who help me and how I can help myself.	Being my best Includes keeping healthy/ growth mindset/goal setting/achievement I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	Growing and changing Includes RSE related issues I can name a few things that make a positive relationship and some things that make a negative relationship. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.
Music	Environment The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. Building The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build in to a performance.	Sounds Hoe are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world. Poetry Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.	China The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of the Chinese New Year. Time The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns and use staff notation as part of a final performance.	In the past The origins of pitch notations are introduced as the children make hand signals and compose three note melodies. They learn basic dance steps and prepare a performance. Communication The children learn to make music inspired by technology and computing. They explore and compose sounds for eaicons, emoticons, mobile phone ringtones, computer games and apps.	Human body Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms and build a final skeleton dance. Singing French Un, deux, trois and away we go to enhance language through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.	Ancient worlds Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinato. Food and drink A feast of chants, songs and performances. Composing word rhythms, singing a round and creating musical recipes will develop the children's skills from breakfast through to dinner time.

Social action	Linking School - Link with All Saints Primary School Bradford					
Trips visits and visitors	Cathedral trip	https://youtu.be/fZPb95ES0_Q Support from local high school, to create own version of this animation	Nearby Park/wood	Debate with another class or school on the situation on the Amazon Rainforest	Circus skills visit	Cliffe Castle