



Year 3 Summer Term Curriculum Map

Subject Area	Learning Focus	Useful links (All links are external so please check them carefully before sharing with children ☺)
<p>Writing </p>	<p><u>Classic Stories</u></p> <p><u>The Lion, the Witch and the Wardrobe - C.S Lewis</u></p> <ul style="list-style-type: none"> - Writing to describe character. Children are going to write a character description of Mr Tumnus. - Writing to narrate dialogue. Children are going to write a short conversation between The White Witch and Edmund. - Writing to recount events in the first person. Children are going to write a diary as Lucy. <p><u>Traditional Tales.</u></p> <p><u>The True Story of the Three Little Pigs - Jon Scieszka.</u></p> <ul style="list-style-type: none"> - Writing to narrate. Children are going to write their own 'true story' e.g. goldilocks. <p><u>Golden Thread</u></p> <p><u>World Impact: Volcanoes.</u></p> <p>Writing to inform. Children to write a non-chronological report about volcanoes.</p>	<p>https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/</p> <p>https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zmyxxyc</p> <p>https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY%20national%20curriculum%20English%2020714.pdf</p>
<p>Grammar </p>	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes for example <i>super-</i>, <i>anti-</i>, <i>auto-</i> • Use of the forms a or an according to whether the next word begins with a consonant or a vowel for example, <u>a</u> rock, <u>an</u> open box 	<p>https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English%20Appendix%20%20Vocabulary%20grammar%20and%20punctuation.pdf</p> <p>https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zmyxxyc</p>

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- *Word families* based on common **words**, showing how words are related in form and meaning for example, *solve, solution, solver, dissolve, insoluble*
- Introduction to inverted commas to **punctuate** direct speech
- Expressing time, place and cause using conjunctions for example, *when, before, after, while, so, because*
- Expressing time, place and cause using adverbs for example, *then, next, soon, therefore*
- Expressing time, place and cause using prepositions for example, *before, after, during, in, because of.*
- 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.*)
- Extend a range of sentences with more than one clause by using a wider range of conjunctions - *when, if, because, although*
- Secure use of 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*

<https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY%20national%20curriculum%20English%2020714.pdf>

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

<https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-3-age-7-8/>

Reading



PROSODY: Improving fluency and expression when reading aloud.

VIPERS: Learning key comprehension skills through a variety of texts.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/>

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zmyxxyc>

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Maths



Fractions:

- Show practically or pictorially that a fraction is one whole number divided by another can be interpreted.
- Understand that finding a fraction of an amount relates to division
- Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10
- 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
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators (including on a number line)
- Count on and back in steps of different fractions.
- Solve problems that involve all of the above

Measurement:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-studyxyear-3-programme-of-study>

<https://play.trockstars.com/auth/school/teacher>

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

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- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Continue to estimate and measure temperature to the nearest degree (mC) using thermometers
- Understand perimeter is a measure of distance around the boundary of a shape
- Measure the perimeter of a simple 2-D shape
- Tell and write the time from an analogue clock, including using roman numerals from I to XII and 12 and the 24 hour clocks.
- Estimate/read time with increasing accuracy to the nearest minute
- Record/compare time in terms of seconds, minutes, 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
- Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence
- Recognise that ten 10p coins equal £1
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Solve problems involving money and measures and simple problems involving passage of time

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Geometry:

- Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects
- 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

Statistics:

- Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects
- 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

Science



Rocks


- 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.

<https://assets.publishing.service.gov.uk/media/5a806ebd40f0b62305b8b1fa/PRIMARYnationalcurriculumz->



[zScience.pdf](#)

<https://www.stem.org.uk/resources/community/collection/12367/year-3-rocks>

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	<p>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p>	
<p>Religious Education </p>	<p><u>Easter (Unit I)</u></p> <p>This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.</p> <p><u>Prayer (Unit G)</u></p> <p>This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.</p> <p><u>Pentecost (Unit K)</u></p> <p>In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.</p> <p><u>The Eucharist is a Thanksgiving to God (Unit J)</u></p> <p>In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/our-lady-of-the-wayside-catholic-primary-school/UploadedDocument/014d75bd-66d6-46a2-83cd-95d3b8cdda57/learning-and-growing-as-the-people-of-god.pdf</p>

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 <p>Geography</p>	<p><u>Volcanoes:</u></p> <p>In Year 3, pupils will learn about volcanoes. They will revisit and build upon their plate tectonic-knowledge taught in Year 3.</p> <p>They will learn how volcanoes are formed and will know regions of the world where there are active volcanoes today.</p> <p>Pupils will learn how volcanoes impact on people's lives, both in the past and in the present.</p>	
<p>Music</p> 	<p><u>Volcanoes:</u></p> <ul style="list-style-type: none">- Children are able to record their ideas using graphic notation.- Children are beginning to apply the inter-related dimensions of music to their piece.- Children are beginning to identify how and when the inter-related dimensions of music are used to create effects.- Children are confident to perform with their group.- Children can contribute ideas considering the theme of the piece. <p><u>Greek Myths:</u></p>	

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- Children are beginning to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme.
- Children are beginning to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.
- Children are beginning to identify musical conventions being employed in a variety of places.
- Children can play a drone maintaining a steady pulse.
- Children can sing with projection and clear dictation over a greater range of pitches.
- Children can contribute ideas individually and in a group with consideration of the structures and theme of the music.
- Children understand their role within the ensemble.

Design Technology

Digital World: Wearable technology

- Give a brief explanation of the digital revolution and/or remember key examples.
- Suggest a feature from the virtual micro:bit that is suitable for the product.
- Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.

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	<ul style="list-style-type: none">- Identify errors, if testing is unsuccessful, by comparing their code to a correct example.- Explain the basic functionality of their finished program.- Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.- Create annotated diagrams to help illustrate how their product is worn.- Describe what is meant by 'point of sale display' with an example.- Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.- Evaluate their design using a focus group.	
<p>Art</p> 	<p><u>Craft and Design: Ancient Egyptian Scrolls:</u></p> <ul style="list-style-type: none">- Children will be able to recognise and discuss the importance of Ancient Egyptian art.- Children will be able to consider the suitability of a surface for drawing.- Children will be able to record colours, patterns and shapes through observational drawing.- Children will be able to choose and use tools and materials confidently.	

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- Children will be able to begin to experiment with drawing techniques.
- Children will be able to create a selection of sketches that show idea exploration.
- Children will be able to produce a final design with a clear purpose.
- Children will be able to follow instructions with minimal support.
- Children will be able to discuss and evaluate the process and outcome of their work.
- Children will be able to produce a complete painted or drawn piece from a design idea.
- Children will be able to use colours and materials appropriately, showing an understanding of effective composition.
- Children will be able to have a clear idea of the subject of their zine, including a range of images and information.

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RHE

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.



**Physical
Education**

Yoga:

- Children will copy and link yoga poses together to create a short flow.
- Children can describe how yoga makes them feel.
- Children can move from one pose to another considering their breath.
- Children can provide feedback using key vocabulary.
- Children can work with others to create a flow including a number of poses.
- Children can show stability when holding their yoga poses.

Fitness:

- Children can collect and record their scores, recognising their strengths.

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- Children can compete in exercises with control.
- Children can persevere when they find a challenge hard.
- Children can provide feedback using key vocabulary.
- Children can use key points to help them improve their sprinting technique.
- Children can work safely with others.
- Children show balance when changing direction.
- Children understand that there are different areas of fitness.



Tennis:

- Children are learning the rules of the game and are beginning to use them to play fairly.
- Children can provide feedback using key vocabulary.
- Children can return a ball to a partner.
- Children can use basic racket skills.
- Children understand the aim of the game.
- Children understand the benefits of exercise.
- Children work cooperatively with their group to self-manage games.

Athletics:

- Children are developing jumping for distance.

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- Children can identify when they have been successful.
- Children can take part in a relay activity, remembering when to run and what to do.
- Children can throw a variety of objects, changing their action for accuracy and distance.
- Children can use different take off and landings when jumping.
- Children can use key points to help them improve their sprinting technique.
- Children can work with a partner and in a small group to share ideas.
- Children can show determination to achieve their personal best.



French

French Transport:

- Children will be able to explain strategies for working out the meaning of words.
- Children will be able to recognise nouns that are cognates or near cognates.
- Children will be able to recognise transport words in written form.
- Children will be able to join in with a song using actions to aid recall.

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- Children will be able to form simple statements about a picture, using and adapting a model.
- Children will be able to create a range of different phrases using a sentence builder.
- Children will be able to generally, speak words with accurate pronunciation.
- Children will be able to write a simple sentence, using a model for support and using two different accents.

Circle of Life:

- Children will be able to source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une)
- Children will be able to build a range of sentences from a model, selecting appropriate vocabulary.
- Children will be able to recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.
- Children will be able to attempt to decode new sentences by using their context and sentence structure.
- Children will be able to apply understanding of the sentence structure to generate new phrases.

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Computing

Comparison cards databases:

- Children will be able to explain what is meant by 'field', 'record' and 'data'.
- Children to compare paper and computerised databases.
- Children to be able to put values into a spreadsheet.
- Children should be able to sort, filter and interpret data in a spreadsheet.
- Children to be able to create a graph on Microsoft Excel.
- Children to be able to explain the purpose of visual representations of data.

Programming: Scratch:

- Children are able to explain what some of the blocks do in scratch.
- Children are able to explain what a loop is and to include on in their program.
- Children to suggest possible additions to an existing program by remixing code.
- Children to recognise where something on screen is controlled by code.
- Children to use a systematic approach to find bugs.

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	<p>- Children to understand the definitions of decomposition and algorithm and how they are used to create accurate code.</p>	
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