

Year 3 Curriculum Map

Summer Term 1

<u>Maths</u>	<u>English</u>	<u>Science</u>
<ul style="list-style-type: none"> ▪ Statistics – carried over from Spring 1 <ul style="list-style-type: none"> ○ Interpret pictograms. ○ Draw pictograms. ○ Interpret and present data using pictograms. ○ Solve one-step and two-steps questions. ▪ Number and Place Value <ul style="list-style-type: none"> ○ Revision of previously taught concepts. ▪ Addition and Subtraction <ul style="list-style-type: none"> ○ Revision of adding and subtracting two numbers using column methods ○ Estimating ○ Pounds and pence ○ Convert pounds and pence ○ Add money ○ Subtract money ○ Find change ▪ Geometry <ul style="list-style-type: none"> ○ Revision of 2D shapes. ○ Make 3D shapes. ▪ Measurement <ul style="list-style-type: none"> ○ Digital clocks – 12 hour and 24 hour. ○ A.m. and p.m ○ Years, months and days. ○ Hours and minutes. ○ Minutes and seconds. ▪ Measurement <ul style="list-style-type: none"> ○ Revise length and width units of measure. ○ Perimeter. 	<ul style="list-style-type: none"> ▪ Narrative – <i>Escape from Pompeii</i> ▪ Recount of the visit to The Black Country Museum. ▪ Diary entry of a Victorian Working Child. ▪ Writing a letter to Lord Shaftesbury. ▪ Information text about Queen Victoria. 	<p><u>Light – continued from Spring 2.</u></p> <ul style="list-style-type: none"> ▪ 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 shadows are formed when the light from a light source is blocked by a solid object. ▪ To find patterns in the way that the size of shadows change. <p><i>On completion of this topic, children will move onto their final topic of Plants which will carry on into Summer 2.</i></p> <ul style="list-style-type: none"> ▪ To revise the names of common plants. ▪ To revise the names of parts of different plants. ▪ To introduce the idea that different parts of plants have different functions. ▪ To plan an observational investigation. ▪ To conduct a fair test. ▪ To recognise that leaves are needed for healthy plant growth.

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Coding</u> <ul style="list-style-type: none"> To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers. To be able to select the right type of timer for a purpose. 	<u>Drawing</u> <u>Growing Artists</u> <ul style="list-style-type: none"> To recognise how artists use shape in drawing. To understand how to create tone in drawing by shading. To understand how texture can be created and used to make art. To apply observational drawing skills to create detailed studies. 	<u>Electrical Systems – carried on from Spring 1</u> <u>Electric Poster</u> <ul style="list-style-type: none"> To research a set topic to develop a range of initial ideas. To develop an initial idea into a final design. To assemble a final product and incorporate a simple circuit.
<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>The Victorians:</u> <ul style="list-style-type: none"> Placing dates in chronological order on a timeline. To know who Queen Victoria was and how long she reigned. Compare a Victorian child's life with mine today. To learn about the types of work for children in Victorian times. To understand what life was like in a Victorian workhouse as a child. To compare Victorian schools with schools today-Victorian Day Visit to Black Country Museum and visit from Bromsgrove Society. 	<u>Not covered in this half term.</u>	<u>Topic – Timbre, dynamics and tempo.</u> <ul style="list-style-type: none"> Understand what tempo and dynamics means. Create music to represent a change in dynamics and tempo. To select or make sounds on instruments or with their voice to sound like a bird. To learn a song about Victorian England. To select instruments to sound like a wagon being pushed by a child in a coal mine. To create a visual score. To create their own piece of music about life in a coal mine for Victorian children.

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> ▪ Letter sounds of the French Alphabet. ▪ Colours. ▪ Telling the time. ▪ French Pen-Pal letter writing. 	<u>Relationships</u> <ul style="list-style-type: none"> ▪ Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. ▪ Identify and put into practice some of the skills of friendship. ▪ Know and can use some strategies for keeping myself safe online. ▪ Explain how some of the actions and work of people around the world help and influence my life. ▪ Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. ▪ Know how to express my appreciation to my friends and family. 	<u>What is the Trinity and why is it important to Christians?</u> <ul style="list-style-type: none"> ▪ What is the Trinity? ▪ What happens in the biblical story of the baptism of Jesus? ▪ How is the Trinity shown in the biblical story of the baptism of Jesus? ▪ Why do Christians get baptised? ▪ What are the similarities and differences between infant baptism and believer's baptism? ▪ What might affect a Christian's decision about baptism?

<u>Games</u>	<u>PE</u>	
<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of how to hold a rugby ball and use the learnt grip. ▪ Pass a rugby ball with some accuracy using elements of the correct technique while stationary. ▪ Catch a rugby ball with some success. ▪ Pass a rugby ball while moving. ▪ Show knowledge of the rule that a pass can only be made backwards. ▪ Demonstrate some of the rules of tagging. ▪ Demonstrate knowledge of how to intercept a pass. 	<p><u>Outdoor and Adventurous Activities</u></p> <ul style="list-style-type: none"> ▪ Teamwork- working through problems and working cooperatively (creating patterns). ▪ Communication- communicating through non verbal methods (blindfold partner activities). ▪ Planning and organisation- think through a problem and take on different roles to complete challenges (scavenger hunt). ▪ Cooperation- work with others to solve a challenge (parachute activities). <p><i>Swimming for children who still need to achieve their 25m badge.</i></p>	