

Year 3 Curriculum Map

Summer Term 2

<u>Maths</u>	<u>English</u>	<u>Science</u>
▪ Multiplication and Division ○ Revision of multiplying a 2-digit number by a 1-digit number. ○ Link multiplication and division. ○ Divide a 2-digit number by a 1-digit number with no remainders. ○ Scaling. ▪ Fractions ○ Equivalent fractions on a number line. ○ Equivalent fractions as bar models. ○ Add fractions. ○ Subtract fractions. ○ Understand tenths. ▪ Measurement - Time ○ Revise telling the time on 12-hour and 24-hour clocks. ○ Solve problems with time. ▪ Statistics ○ Interpret bar charts. ○ Draw bar charts. ▪ Measurement ○ Digital clocks – 12 hour and 24 hour. ○ A.m. and p.m ○ Years, months and days. ○ Hours and minutes. ○ Minutes and seconds.	▪ Write to entertain (<i>Arthur and the Golden Rope</i>) ▪ Letter Writing (<i>A Walk in London</i>) ▪ Assessment	<u>Plants</u> ▪ To measure the height of plants and record findings. ▪ To plan an observational investigation. ▪ To conduct fair tests. ▪ To record results. ▪ To know that light is needed for a healthy plant to grow. ▪ To understand the need for plants to have a supply of air to grow healthily. ▪ To know that the stem of a plant carries water and minerals from the roots. ▪ To understand the ideal conditions for plant growth. ▪ To make accurate measurements. ▪ To understand the process of pollination in plants and the role of flowers in that process. ▪ To know that all living things need to reproduce in order to survive as a species. ▪ Know the names of the parts of a flower. ▪ Describe what each part of the plant does. ▪ To understand that seeds can be dispersed in a number of ways.

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Publishing Software</u> - Independently take photographs taking into account the audience and/or purpose of the image. - Use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher. - Understand the key features of Publishing Software. - Create posters, leaflets and other documents which require specific formatting.	<u>Drawing</u> <u>Growing Artists</u> <u>(Carried over from Summer 1)</u> To explore composition and scale to create abstract drawings.	<u>Structures</u> <u>Constructing a Castle</u> - To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. - To design a castle. - To construct 3D nets. - To construct and evaluate my final product. <u>Pneumatic Toys</u> - To understand how pneumatic systems work. - To understand that pneumatic systems can be used as part of a mechanism. - To know that pneumatic systems operate by drawing in, releasing and compressing air.
<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>Not covered this half term.</u>	<u>Map Skills</u> - Revise locating the UK and the major cities and seas surrounding the UK. - Identify OS symbols. - Use OS symbols. - Use Google Earth and maps to locate the school. - Identify physical and human features. - Consider how land uses changes over time. - Consider why land use changes over time.	<u>Topic – Structure</u> - To know the structure of a song. - To accompany a song with instruments. - To use voices and instruments to perform. - To learn a song in Binary form and perform as a round. - To understand Binary form. - To compose music.

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
▪ Recap asking and answering questions. ▪ Know how to ask and answer the question about where they live. ▪ Recap names of school objects. ▪ To know how to pronounce and spell correctly the names of colours. ▪ Ask and answer questions related to colours. ▪ To know how to pronounce and spell correctly the days of the week. ▪ To know how to pronounce and spell correctly the names of the months of the year. ▪ To know how to pronounce and spell the numbers to 20. ▪ To know how to pronounce and spell correctly the names of sports and hobbies. ▪ To learn about a cultural sporting event.	<u>Changing Me</u> ▪ I understand that in animals and humans lots of changes happen between birth and growing up, and that it is the female who has the baby. ▪ I understand how babies grow and develop in the mother's uterus. ▪ I understand what a baby needs to live and grow. ▪ I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies. ▪ I can identify how boys and girls bodies change on the outside during the growing up process. ▪ I can identify how boys and girls bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. ▪ I can start to recognise stereotypical ideas I might have about parenting and family roles. ▪ Identify what I am looking forward to when I move to my next class.	<u>How and Why do People Try to Make the World a Better Place?</u> ▪ How and why do people try to make the world a better place? ▪ What's wrong with the world? ▪ How can the 'Golden Rule' help people to work out how to make the world a better place? ▪ Tikkun Olam – how do Jewish people try to make the world a better place? ▪ Who inspired by Jesus' example of sacrifice? ▪ How do Muslims try to make the world a better place? ▪ How do non-religious people try to make the world a better place?

<u>Games</u>	<u>PE</u>	
<u>Striking and Fielding Rounders</u> ▪ Throw and catch a bean bag accurately. ▪ Use throwing skills in tasks that involve hitting targets and scoring points. ▪ Know the importance of warming up. ▪ Know the demands that exercise makes on their bodies. ▪ Describe what is successful in others' play and suggest improvements. ▪ Use throwing and catching skills in fielding games and relays. ▪ Work well as a team in fielding relays. ▪ Strike a ball with intent and throw it more accurately when fielding. ▪ Choose where to stand as a fielder, working well as a team to make it harder for the batter. ▪ Intercept and stop the ball with consistency and sometimes catch the ball.	<u>Athletics</u> ▪ Throw with increasing accuracy and coordination into targets set at different distances. ▪ Jog continuously and when required, show the difference between jogging and walking. ▪ Use different techniques, speeds and effort to meet challenges set for throwing. ▪ Describe what happens to their heart, breathing and temperature during different types of athletic activity. ▪ Identify different throwing actions. ▪ Identify and describe different running and jumping actions. ▪ Explain what is successful and what they need to do to perform better. ▪ Throw with increasing accuracy and coordination into targets set at different distances. ▪ Explain what is successful and what they need to do to perform better. ▪ Describe what happens to their heart, breathing and temperature during different types of athletic activity. Run continuously for about one minute and, when required, show the difference between running and jogging.	