

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▪ 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>	<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>
<p><u>Coding</u></p> <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. ▪ To use repeat blocks 	<p><u>No studied this half term</u></p>	<p><u>Cooking and Nutrition</u></p> <p><u>Eating Seasonally</u></p> <ul style="list-style-type: none"> ▪ To know that climate affects food growth. ▪ To know that not all our food is grown in the UK. ▪ To consider hygiene when preparing food. ▪ Use cooking equipment safely. ▪ To explain the benefits of seasonal foods. ▪ To create a recipe that is healthy and nutritious using seasonal fruit and vegetables. ▪ To safely follow a recipe when cooking.
<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><u>The Victorians:</u></p> <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. 	<p><u>Not covered in this half term.</u></p>	<p><u>Topic – Timbre, dynamics and tempo.</u></p> <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. 	<p><u>Relationships</u></p> <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. 	<p><u>What is the Trinity and why is it important to Christians?</u></p> <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>	
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<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>	
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