

## Year 3 Curriculum Map

### Spring Term 1

<u>Maths</u>	<u>English</u>	<u>Science</u>
<ul style="list-style-type: none"> <li>▪ Place Value               <ul style="list-style-type: none"> <li>○ Revision of place value.</li> <li>○ Revision of Number Line to 1000.</li> <li>○ Partitioning in different ways.</li> </ul> </li> <li>▪ Addition and Subtraction               <ul style="list-style-type: none"> <li>○ Revision of mental methods.</li> <li>○ Add two numbers using formal written methods across a 10 and 100 using exchanging.</li> <li>○ Subtract two numbers using formal written methods across a 10 and 100 with regrouping.</li> </ul> </li> <li>▪ Geometry               <ul style="list-style-type: none"> <li>○ Revision of lines and angles.</li> <li>○ Properties of 2D shapes.</li> <li>○ Drawing and making 3D shapes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-Chronological Report (<i>What Happened to a Pharaoh's Brain and Other Interesting Questions</i>)</li> <li>▪ Comparative Text               <ul style="list-style-type: none"> <li>○ Roman soldiers and Celtic warriors.</li> <li>○ Use of an and a.</li> <li>○ Retrieve information from a non-fiction text.</li> <li>○ Use of comparative language and comparative conjunctions.</li> </ul> </li> <li>▪ Narrative Text (<i>The Coming of the Romans</i>)               <ul style="list-style-type: none"> <li>○ Prefixes.</li> <li>○ Similes.</li> <li>○ Plan and editing.</li> </ul> </li> <li>▪ Persuasive Writing (<i>The Chieftain's Speech</i>)               <ul style="list-style-type: none"> <li>○ Rhetorical questions.</li> <li>○ Repetition for persuasion.</li> <li>○ Alliteration.</li> <li>○ Humility.</li> <li>○ Use of sentence openers.</li> <li>○ Persuasive language.</li> </ul> </li> </ul>	<u>Rocks &amp; Soils</u> <ul style="list-style-type: none"> <li>▪ Compare and group different types of rocks based upon their appearance.</li> <li>▪ Explain how rocks are formed.</li> <li>▪ Understand the properties of some rocks.</li> <li>▪ Compare different rocks based upon their physical properties.</li> <li>▪ Understand how fossils are formed.</li> <li>▪ Understand how soils are formed.</li> <li>▪ Observe the properties of different soils.</li> <li>▪ Working scientifically - skills</li> </ul>

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Coding</u> <ul style="list-style-type: none"> <li>How computers process instructions and commands.</li> <li>Programming by creating, editing and refining more complex sequences of instructions (KODU)</li> </ul>	<u>Sculpture and 3D</u> <u>Painting and Mixed Media</u> <u>Prehistoric Painting</u> <ul style="list-style-type: none"> <li>To understand and use scale to enlarge drawings.</li> <li>To explore how natural products use pigments to make different colours.</li> <li>To select and apply a range of painting techniques.</li> <li>To use painting skills when creating a collaborative artwork.</li> </ul>	<u>Electrical Systems</u> <u>Electric Poster</u> <ul style="list-style-type: none"> <li>First lesson in the series of lessons to be continued in Summer 1.</li> <li>To understand the purpose of information design.</li> </ul>
<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>The Romans</u> <p>How did the Roman Empire Impact Britain?</p> <ul style="list-style-type: none"> <li>Where the Roman Empire began.</li> <li>What was life like in Britain before the Romans?</li> <li>How did Britain become part of the Empire?</li> <li>What did the Romans build after they settled?</li> <li>What lasting impact did the Romans leave in Britain.</li> </ul>	<u>Not taught this half term.</u>	<u>Pentatonic Scales</u> <ul style="list-style-type: none"> <li>To show pitch and movement.</li> <li>To know the notes on the pentatonic scale.</li> <li>To learn a song using notes from the pentatonic scale.</li> <li>To play the notes of the pentatonic scale.</li> </ul>

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> <li>▪ Learn and pronounce correctly objects of the classroom.</li> <li>▪ Understand the grammatical notion of gender.</li> <li>▪ Learn to ask and say your age.</li> <li>▪ Recap of numbers to 10.</li> <li>▪ Recap of greetings.</li> <li>▪ Identify names of family members.</li> </ul>	<u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>▪ Challenges people face.</li> <li>▪ Dreams, goals and aspirations for the future.</li> <li>▪ Working collaboratively.</li> <li>▪ Evaluate their own learning and identify how it can be better next time.</li> </ul>	<u>Judaism</u> <ul style="list-style-type: none"> <li>▪ What do many people do to mark Shabbat?</li> <li>▪ What does Shabbat look like in the UK today?</li> <li>▪ What do different Jewish people celebrate at Rosh Hashanah?</li> <li>▪ What happens at Yom Kippur?</li> <li>▪ What is the story of Passover?</li> <li>▪ Why do many Jews celebrate Passover every year?</li> </ul>

<u>Games</u>	<u>PE</u>	
<u>Netball</u> <ul style="list-style-type: none"> <li>▪ Develop catching skills through the use of the chest pass, bounce and overhead pass.</li> <li>▪ To understand the different passing techniques.</li> <li>▪ To understand and apply the footwork rule and how to pivot.</li> <li>▪ To develop dodging techniques and how to mark correctly.</li> <li>▪ To develop shooting techniques.</li> <li>▪ To understand the different positions.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>▪ Body shapes and balances.</li> <li>▪ Explore a variety of rolls and jumps.</li> <li>▪ Link movements in a sequence.</li> <li>▪ Evaluate effectiveness and quality of performances, and make improvements as necessary.</li> </ul> <u>Swimming</u> <p>To develop their technique to swim 25m.</p>	