

Curriculum Map Year 3 2020-2021

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
R.E.	Homes Promises Judaism		Visitors Listening and sharing Giving all		Choices and Energy Special Places	
English	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like. (Composition)</p> <p>I can understand when to use 'a' or 'an' in front of a word. (Vocabulary, Grammar and Punctuation)</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of. (Vocabulary, Grammar and Punctuation)</p>	<p>I can use paragraphs to organise my writing so that blocks of text group related material. (Composition)</p> <p>I can re-read my work to improve it for my audience. (Composition)</p> <p>I can use paragraphs. (Vocabulary, Grammar and Punctuation)</p> <p>I can use speech marks correctly sometimes. (Vocabulary, Grammar and Punctuation)</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it. (Composition)</p>	<p>I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p> <p>I can draft and write descriptive work that creates settings, characters and plots.</p> <p>I can identify word families based on root words</p>	<p>I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.</p> <p>I can use headings and sub-headings.</p>	<p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.</p>	<p>I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</p> <p>I can use the present perfect form of verbs</p>
Spelling	Suffixes with double letters Synonyms 'i' and 'y' words 'sh' and 'ch' words		prefixes un-, dis-, mis-, re-, pre- 'u' sound spelt 'ou' 'k' sound spelt 'ch' e.g. scheme		suffix -ly 'zh' and 'ch' e.g. treasure 'zhun' e.g. division	

				'ay' sound spelt 'ei', 'eigh' or 'ey'		
Maths	Count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number. Recognise the place value of each digit of a number with hundreds, tens and units. Compare and order numbers up to 1000. Find, show and estimate numbers using objects and pictures. Read and write numbers to 1000 in numerals. Read and write numbers to 1000 in words. Solve number and word problems. Add and subtract numbers in my head, including a three digit number and ones. Add numbers with up to three digits using formal column methods. Add and subtract numbers in my head, including a three digit number and tens. Subtract numbers with up to three digits using formal column methods. Add and subtract numbers in my head, including a three digit number and hundreds.	Estimate the answer to a calculation and use this and inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Recall and use multiplication and division facts for the 3, 4 and 8 times tables. Calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers. (Multiplication and Division) Solve problems, including missing number problems, involving multiplication and division, including factors and ratio. Count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Write and find fractions of a set of data and can recognise fractions with small denominators. Find and use fractions of numbers such as $\frac{1}{4}$ of $8 = 2$ and $\frac{3}{4}$ of $8 = 6$. Identify and show equivalent fractions. Add fractions with the same denominator within one whole. Subtract fractions with the same denominator within one whole.	Subtract fractions with the same denominator within one whole. Compare and order fractions with the same denominator. Solve fraction problems. Measure, compare, add and subtract: lengths (m/cm and mm); mass (kg/g); volume and capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract money giving change, using pounds and pence. I can do this with real coins and notes. Tell the time on a clock face. Do this if it uses the Roman numerals from I to XII and I can use 12-hour or 24 hour clocks. Write the time on a clock face. I can do this if I use Roman numerals from I to XII and I can use 12-hour or 24 hour clocks.			
Science: topics	Plants	Rocks	Animals & Humans	Light	Forces	Health
Working Scientifically	Working scientifically: asking relevant questions using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate	Working scientifically: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Working scientifically: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Working scientifically: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes		

	measurements using standard units, using a range of equipment, including thermometers and data loggers	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	using straightforward scientific evidence to answer questions or to support their findings
History: topics	Topic Focus: Geography	Who lived first in Britain? Invaders and Settlers: Romans	An overseas study: Ancient Egypt
History: key skills	<p>Know the names people use for some different periods in history.</p> <p>Can tell you the order of the different periods of history they have learned about.</p> <p>Can compare different periods of history (picking out some things that are the same and some things which changed between different periods).</p> <p>Know some dates and historical words and phrases and use them correctly.</p>	<p>Can talk and write about some important events, people and changes that took place in the period of history they are studying.</p> <p>Can usually give a few reasons for these important events and changes and can point out a few results (effects) of these changes.</p>	<p>Can point out pictures, maps, texts and artefacts* which can tell them about life in the past.</p> <p>Can use pictures, text, books, and artefacts to help them answer questions in history.</p> <p>Can make some inferences from the information they find from pictures, text, books, and artefacts.</p>
Geography: topics	The rainforest Brazil	Topic focus: History	An overseas study: Ancient Egypt Countries of the world
Geography: key skills	<p>Can describe the physical and human features of the local area.</p> <p>Can compare two places and describe some differences between them.</p> <p>Can suggest a reason for some of these differences in terms of the geography they know.</p>	<p>Can give a few examples of how people try to make their environment (the place they live) better and how they try to care for the environment.</p> <p>Can describe how an environment has changed.</p> <p>Can say what they think about how people's lives have been affected by this change.</p>	<p>Can find information and write and draw to give my answer, when they have a question to answer in geography.</p> <p>Can use some geographical terms and words in their work.</p>
Computing	Internet safety Cyberbullying awareness	Word, Excel, PowerPoint	Internet research Simple programming
D.T.: topics	Sandwich Making	Making Ancient Jewellery	Canopic Jars
D.T.: skills	Can use ideas from their research work (investigating and evaluating existing products) to make good designs.	Can use information from researching/evaluating existing products to help make good choices.	Can explain how evaluating their design and product as they making it, helped them to modify and improve the final product.

	<p>Can think of some suitable ideas and they are beginning to develop the ideas they think of. Their designs show that they understand that the product must meet the needs and wants of particular users.</p> <p>Their sketches of design ideas include some labels or notes and are clear enough for others to be able to understand the details of their designs.</p> <p>Can talk about some of their design decisions (e.g. about choice of materials and sizes of parts, etc) in some detail.</p>		<p>Can think ahead and plan the order of things they will need to do to make their product. (On their planning sheet list all or (or nearly all) of the steps - mostly in the correct order).</p> <p>Pick appropriate tools, equipment, materials, components and techniques from the choice they are given.</p> <p>Work quite accurately with tools and equipment to measure, mark out, cut and shape materials and to put together components.</p> <p>Final product "works" properly. (It is suitable for its purpose.)</p> <p>Final product shows signs of quality: it looks good and is accurately made.</p>		<p>Can make sensible judgements about how well their products work.</p> <p>Can talk about some ways that their product matches the needs and wants of the user.</p> <p>Can make some comments about its appearance and the quality of its finish.</p>	
Art: topics	Rainforest art	Charcoal art	Kandinsky's art	Banksy	Sculptures	
Art: Skills	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (learning).</p> <p>Explain what he/she likes or dislikes about their work (learning).</p> <p>Explore shading using different media (techniques).</p>		<p>Experiment with different materials to create a range of effects and use these techniques in a completed piece of work (learning).</p> <p>Compare and recreate forms of natural and manmade objects (techniques).</p> <p>Create a collage using overlapping and layering (techniques).</p>		<p>Know about some of the great artists, architects and designers in history and describe their work (learning).</p> <p>Create printing blocks using relief or impressed techniques (techniques).</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours (techniques).</p> <p>Add detail to work using different types of stitch, including cross-stitch (techniques).</p>	
Music	Singing in parts	Playing Recorder	Graphic scores		Note recognition	Copying rhythms
P.E.	Invasion Games	Net/ball Games	Gymnastics		Egyptian dance	Athletics
	Swimming to Stage 4					