Year Three: Curriculum Map 2015-16

Subject	Autumn 1st half	Autumn 2nd half	Spring 1st half	Spring 2nd half	Summer 1st half	Summer 2nd half
English	**Narrative – super hero writing** To plan and edit writing Setting and character descriptions Using adjectives and adverbs Letter writing – formal Diary entry in first person. Comic writing – speech bubbles Role play – thoughts, feelings and empathising with characters **Shape Poems – Roger McGough & Gina Dowthwaite**. Write descriptive sentences. Focus on powerful language. Similes and Metaphors. Use a Thesaurus to find synonyms. To use adjectives and adverbs **Information texts – based on volcano info texts** To gather information from sources. Write in full sentences/paragraphs Write in the style of information texts Draft and write non narrative material.	**Multi media text – Dragon Slayer** Planning and discussing writing Draft and write composing and orally rehearsing sentences Draft and write Narratives, creating settings, characters and plot. Evaluate and edit by assessing effectiveness of writing. Reading writing aloud to whole class with appropriate intonation and controlling the tone and volume so that the meaning is clear.	**Contemporary narratives and well- loved stories** - **Storm** - **Dragon Slayer** To plan and edit writing Use elements of VCOP Setting and character descriptions Using adjectives and adverbs Letter writing – formal/informal Diary entry in first person. Writing with inverted commas and appropriate punctuation	**Classic Tales – The Tempest** **Contemporary narrative – The Legend of Spud Murphy** To structure writing – including a beginning/middle/end (Problem and resolution Writing in paragraphs to group related material To note the difference between old English and modern day language Express time, place and cause using conjunctions.	**Contemporary Narrative – The Wolves in the Walls** **- Ottoline and the Yellow Cat** Setting descriptions Characters thoughts and feelings Postcards – informal Author study – Chris Riddell Predictions – text/storyline Lost/found posters Newspaper article Writing from different perspectives Recounts Book reviews Advertisements (Ottoline) Acrostic/shape poetry Maps - postcards	**Well-loved narrative – Fairy Tales and Aesops Fables** **Visual texts** Understand what a fable consists of To write own fables Understand the meaning behind the text. Rewrite the story as a playscript and act out in groups. Alternatively, create theatre programmes, tickets, posters etc. and put on a show. Produce animated fables using simple stop-frame animation software. Create contemporary adaptations of the fables. Create character profi les. Create a cartoon depicting one of the tales. Create 'mixed-up' fables, selecting elements from across the tales to create a 'new' fable. Re-write a fable in the first person – from the point of view of one character, then the other. Write in role: postcards, letters, emails, notes, messages in bottles, songs. Write poems around a tale. Write a non-chronological rep

Maths	**Number Sense** Count in multiples of 100, find 10 or 100 more or less than a number. Recognise place value in 3 digit numbers. Compare, order and write numbers to 1000. Solve number problems. **Additive Reasoning** Add & subtract numbers mentally. Add & subtract numbers with up to 3 digits, solve a range of number problems. Measure, compare, add & subtract lengths & money. Interpret & represent data in graphs & charts.	**Multiplicative Reasoning** Recall multiplication & division facts for the 3, 4 & 8 times tables. Calculate mentally using multiplication facts. Solve problems including with missing numbers **Geometric Reasoning** Draw & make 2D & 3d shapes. Recognise that angles are properties of a shape and describe a turn. Identify right angles and those which are more than and less than a right angle. **Number Sense** Revisit and consolidate previous learning. Extend by applying in a range of contexts. Tell the time using an analogue clock. Count up and down in tenths.	**Additive Reasoning** Revisit and consolidate previous learning. Extend by applying in a range of contexts. Solve increasingly complex problems. **Number Sense** Recognise & use fractions as numbers: unit fractions and non-unit fractions with small denominators. Add & subtract fractions with the same denominator.	**Multiplicative Reasoning** Continue to develop recall of multiplication and division facts for the 3, 4 & 8 times tables. Use known facts to solve problems in a range of contexts. Recognise, find & write fractions of a set of objects with small denominators. Solve problems involving fractions. **Geometric Reasoning** Revisit and consolidate previous learning. Extend by applying in a range of contexts. Identify horizontal & vertical & pairs of perpendicular & parallel lines.	**Number Sense** Revisit and consolidate previous learning. Extend by applying in a range of contexts. Estimate & read time with increasing accuracy to the nearest minute. Compare times in seconds, minutes and hours. Know 60 seconds = 1 minute, the number of days in each month, year & leap year **Additive Reasoning** Revisit and consolidate previous learning. Extend by applying in a range of contexts. Begin to use formal written methods for addition and subtraction,	**Number Sense** Continue to develop understanding of fractions moving on to recognise and show equivalent fractions with small denominators. **Multiplicative Reasoning** Continue to develop recall of multiplication & division facts. Begin to use increasingly formal methods for multiplying. **Geometric Reasoning** Consolidate understanding of angles as a measure of turn. Begin to measure the perimeter of 2D shapes.
IPC unit	**The Active Planet**	**The Nature of Life**	**Gateways to the World**	**Material World/Lets Plant it.**	**Shaping Up**	**Settlers and Scavengers**
Science	Enquiry skills, carrying out experiments, recording results and drawing conclusions. Learning about: What happens when a volcano erupts What happens when a	Be able to gather information. Understand the importance of collecting scientific evidence. Differences between living and non-living things. Processes and conditions that have	N/A	**Lets Plant it** Processes and conditions that have an effect on living things. Principles of nutrition, growth, movement and reproduction. Living things are supported by	Enquiry skills, carrying out experiments, recording results and drawing conclusions. Learning about: The human skeleton, organs and muscles. How the human heart	N/A

	rock melts How volcanoes give off poisonous gases	an effect on living things. Principles of nutrition, growth, movement and reproduction. Living things that are supported by different environments. Ways in which animals and plants are suited to different environments. Animals and plants that are supported by the environment around school.		their environments. Food chains in the natural environment. Effects of light, air, water and temperature on plants. Understand about the function of leaves. **Material World** Find materials that conduct electricity. Materials that conduct heat. Temperature is a measure of heat. Compare properties of materials. Distinguish between solids, liquids and gasses. Materials are suited for different purposes. Magnetic and non magnetic materials. Construct electrical circuits. Know that forces have direction. Know about the effects on friction.	works. What is meant by a balanced diet How to look after our teeth. About the harmful effects of cigarettes and alcohol. How much physical exercise we need. About the effects of physical activity on our heart rate.	
History/ Geography	**History** Finding out about the destruction of Pompeii. **Geography** How the earth is formed. What a volcano island is and where they can be found. What causes an earthquake? How earthquakes can be measured	N/A	**Geography** How airports have been affected by human activity. How localities affect the lives of people. Weather and climatic conditions of countries. Use scales to locate geographical locations. How the environment is being harmed/improved. How localities have been affected by natural features and processes.	N/A	N/A	**History** Finding out about the characteristics and cultures of people in the Stone, Bronze and Iron Age. Find out about how people lived in different periods. Similarities and differences between societies that existed in the Ages. Past can be considered in terms of different time periods. Learn about the past using different sources.

Art/Design Technology (DT)	**Art** Finding out about hot and cold colours Using different materials and techniques to represent a volcano **DT** What makes building strong? Protective clothing and equipment How to put together a survival kit.	**DT** Design products for particular needs. Use labeled sketches as designs. Identify everyday products that we use to meet specific needs	**Art** Know artists and their work connected to the Airline business. **DT** Use labelled sketches as deigns. To design and make products for specific needs.	N/A	N/A	**Art** Know about artists and craftsmen from the different periods. Use materials and processes to suit purpose.
Music	Exploring descriptive sounds Using instruments to make sound pictures Composing music		Exploring Rhythmic patterns		Class orchestra	
ICT	E-safety	Programming	We are Communicators	Programming	We are Presenters	We are Researchers
RE	The Natural World		Festivals		Symbolism	
PE	Pathways, hockey, netball		Dance unit 3, OAA 1, Tennis		Athletics, rounders, swimming	
French	Greetings, French names and Classroom instructions, Numbers 1 – 12, Days and months, Christmas		Colours, Personal information (about names, age and where they live), Numbers to 31 (Y5 and 6 to 69) Classroom objects		Animals, Parts of the body, Fruit Birthdays (also revising numbers and months)	
PSCHE Learning about values	Pride Friendship	Generosity Contentment	Honesty Love	Tolerance	Perseverance Self-belief	Creativity Individuality