

St. Margaret's C.E. Primary School

YEAR 3 CURRICULUM MAP

		Autumn – Literacy Based Topic (L)	Spring – UK (G)	Summer – Ancient Egypt (H)
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Rocks (Chemistry)	Animals including humans- skeletons and nutrition (Biology) Forces and magnets (Physics)	Plants (Biology) Light (Physics)
		Working Scientifically – on going across the year		
Computing		Research and Presenting Use folders to organise files – particularly creating files for saving on system Safety Cyber café activity from thinkuknow Using Data Type data into tables Sort the data	Research and Presenting Use of Powerpoint to present more than one idea Safety Validity of websites and how to trust them View 'spoof' websites eg http://webfronter.com/rbkc/tomatoes/pider/ http://labspace.open.ac.uk/mod/oucontent/view.php?id=477874&section=11.6 Children design own versions Programming Use of WeDo Lego control Use the sensors to control operation	Research and Presenting Use Morpho to create a monologue Safety Sharing of data and plagiarism – create a fact file built from other websites. Understand issues of putting these on line. Create Wikipedia page? Using Data Use of data in Science/Maths Investigations
History		Change - Stone Age to Iron Age Who was here before me?		Earliest civilisation – Ancient Egypt
Geography		Locational knowledge - exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features	Looking at a region in a European country- France	Geographical skills and fieldwork -using maps, atlases and globes Examine Egypt on a map. Think about the River Nile.
		Geographical skills and fieldwork – on going across the year		
D.T.		Control - produce a book with moving parts	Cooking and nutrition- making bread	Textiles- linked to Egyptian art
Art and Design		Stone Age Cave drawings and paintings Iron Age Labyrinth patterns and collages Artists: Catherine Anderson	Architectural Sculpture – famous local landmarks; The Sage, The Gerkin. Sculpture and drawing. Artists: Norman Foster	Egyptian printings and pottery- Hieroglyph printed pots

Music	<p>Playing and performing – Three Little Birds Children will learn about the ‘Roots Reggae’ style of music. They will learn to sing ‘Three Little Birds’ by Bob Marley and will add instrumental parts, working towards a final performance. (Using Charanga - durhamonline music.co.uk)</p>	<p>Improvise and compose Children will be composing own rhythms and raps using stone age/cave man ideas.</p>	<p>First Access ‘African Drumming’ during Spring Term</p>	<p>Musical structure – Egyptians The children will celebrate the achievements of the ‘Amazing Egyptians’ and explore 20th century minimalist music. They will arrange and perform a layered pyramid structure</p>	<p>Playing and performing – Lean on Me Using ‘Charanga’ Children will have the opportunity to listen to and appraise a wide range of music. They will learn a song and add instrumental accompaniment. They will be encouraged to use instruments they have been learning at school and home to create a ‘class orchestra’.</p>	<p>Playing and performing – Three Little Birds Children will learn about the ‘Roots Reggae’ style of music. They will learn to sing ‘Three Little Birds’ by Bob Marley and will add instrumental parts, working towards a final performance. (Using Charanga - durhamonline music.co.uk)</p>
MFL	<p>All About Me (QCA Unit 1) <i>Introducing self and family</i> <i>Greeting people</i> <i>Counting 1-12</i></p>		<p>Games and Songs (QCA Unit 2) <i>Saying what there is</i> <i>Giving opinions</i> <i>More counting (13-20)</i></p>		<p>Portraits (QCA Unit 4) <i>Saying what you and other people have or don’t have</i> <i>Saying what something is or is like</i></p>	
P.E.	<p>Gymnastics Invasion games</p>		<p>Dance Net and wall games</p>		<p>Athletics Striking and Fielding</p>	
PSHCE	<p>Health and well being- keeping physically and emotionally safe and healthy Link to Computing: protecting information</p>		<p>Considering relationships: recognise and respond appropriately to a wider range of feelings in others.</p>		<p>Think about people in the wider world and their differing values and customs</p> <p>Consider the consequences of anti-social behaviour</p>	
R.E.	<p>What do Sikhs believe and how does this affect the way they live their lives? How and why is advent important to Christians?</p>		<p>What do Christians believe about Jesus? What do Christians remember on Palm Sunday?</p>		<p>How and why do Sikhs show care for each other?</p>	