



## St. Mary's Catholic Primary School - Year 3 Curriculum Map.

The themes/topics shown may change according to the children's needs and interests.  
PLEASE read the weekly email which will provide you with an updated guide to your child's learning week by week.

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>RE</b>	Creation Sacraments	Prayers, Saints & Feasts Advent	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments
<b>Class Story Books/ Author</b>	The Iron Man Ted Hughes	Leon and the Space Between Angela McAllister	Ice Palace Robert Swindells.	The Great Kapok Tree Lynne Cherry	Animal Lives – Sandy Ransford.	Escape from Pompeii Christianna Balit
<b>Reading (may be taught in different order based on AFL)</b>	Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books.	Use dictionaries to check meaning of words Identifies themes in a wide range of books, e.g triumph of good over evil or use of magical devices in tales.	Draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence.	Predicting what might happen from details stated and implies Read, reread and rehearse a variety of texts.	Retrieve and record information from nonfiction; use contents page and index.	Justify views about books. Discuss books and authors they might not choose independently.

<p><b>Composition Writing</b> (May be taught in different order based on AFL)</p>	<p><b>First task – recount of the summer holidays (assessment piece)</b>  <b>Hook – robot in playground. Scrapyard metal workshop.</b>  <b>Context:</b>  <b>The Iron Man</b>  <b>Genre: Narrative (Adventure) Looking at a significant author.</b>  <b>Focus:</b>  Write effective sentences.  STS:  Adjectives  Onomatopoeia  Questions  Complex sentences  Short sentences for effect  Setting the scene  <b>Application:</b>  <b>Rewriting part of the story</b>  <b>Stop at a certain chapter and re-write/innovate next chapter</b>  <b>Non – fiction:</b>  <b>Instructions on how to put together and create a robot model and packaging</b></p>	<p><b>Context:</b> ‘Leon and the Space between’  Hook – magician hook  Circus set up in classroom  <b>Genre:</b>  <b>Narrative</b>  <b>Mystery/Suspense</b>  <b>Focus:</b>  Suspense techniques  Adjectives, simile and metaphor. Suspense techniques.  Describing a magical world.  <b>Application:</b>  <b>Innovated and extended chapter writing</b></p> <p><b>Non – Narrative</b>  <b>Instructions on how to perform a magic trick/skill/dance (linked to circus skills)</b></p> <p><b>Poetry link – ‘Magic Box’ by Kit Wright</b></p>	<p><b>Context:</b> Ice Palace  Hook – ‘Snow day’  <b>Genre: Non Fiction (newspaper report)</b>  <b>Focus:</b>  Newspaper report (missing children – linked to novel) The 5 Ws (where, why, what, when, who)  Chronological order, past tense, third person, link paragraphs)  <b>Application:</b> News report (filmed) and newspaper report published.  <b>Context:</b>  <b>Ice Palace</b>  <b>Genre:</b>  <b>Adventure/Quest Narrative</b>  <b>Focus:</b>  Create settings, characters and plot. Extended character and setting description.  <b>Application:</b>  innovated quest story.  <b>Extra applications:</b>  <b>Extended writing in RE Book</b>  <b>Application –</b>  writing from different</p>	<p><b>Context:</b> The Great Kapok Tree  Hook – art/dt  <b>Genre: Non Fiction (letter to Government about deforestation and pollution)</b>  <b>Focus:</b>  Using conjunctions, adverbs and prepositions to express time, cause and place.  <b>Narrative – rainforest description</b>  <b>Rainforest poetry</b></p>	<p><b>Context:</b> Animal Lives  Hook – trip to Otter sanctuary  <b>Genre:</b>  <b>Narrative</b>  Extended character and setting description  <b>Focus:</b>  A range of sentence types, adventurous vocabulary, structure of text.  <b>Application:</b> Blue Planet style nature documentary  <b>Context:</b>  <b>Animal Lives</b>  <b>Genre: Non – Fiction (Non-Chronological report)</b>  <b>Animal fact file.</b>  <b>Focus:</b>  Structure of text  Sub headings, paragraphs.</p> <p><b>Extra applications –</b>  RE extended writing (Diary)</p>	<p><b>Context:</b> Escape from Pompeii  Hook – Roman theatre  <b>Genre:</b> Non-Narrative  <b>Letter writing (formal and informal)</b>  <b>Focus:</b>  Structure of piece  Formal and informal language  Accurate punctuation.  Clear points and focus of letter.  <b>Application:</b> diary entry/letter  Adventure/Fantast story  <b>Focus:</b> Full range of sentence types, correct use of tenses, adventurous vocabulary  <b>Application:</b>  published innovated story extract</p> <p><b>Performance Poetry</b></p> <p><b>Extra applications –</b>  Letter or advert linked to Greenpeace or a similar charity – link to Geography topic.</p>
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			perspectives (Mary/Joseph)			
<b>Phonics, Spelling, Punctuation and Grammar</b> <b>Year 3 Sentence types</b> <b>MC.</b> <u>_,_and_.</u> <b>MC,SC.</b> <b>MC Sub-co SC</b> <b>SC, MC</b> <b>MC-SC</b> <b>MC:_,_and_.</b> <b>MC,SC,MC.</b>	<u><b>Spellings</b></u> <ul style="list-style-type: none"> <li>Words with the long /eɪ/ sound spelt with ei</li> <li>Words with the long /eɪ/ sound spelt with ey</li> <li>Words with the long /eɪ/ sound spelt with ai</li> <li>Words with // sound spelt with ear</li> <li>Homophones &amp; near Homophones</li> </ul> <u><b>Grammar</b></u> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Full stops</li> <li>Capital letters</li> <li>Exclamation marks</li> <li>Question marks</li> <li>Sentence types (question, command, exclamation, statement)</li> <li>Coordination</li> </ul>	<b>Spellings</b> <ul style="list-style-type: none"> <li>Creating adverbs using the suffix -ly (no change to root word)</li> <li>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</li> <li>Creating adverbs using the suffix -ly (root word ends in 'le')</li> <li>Creating adverbs using the suffix -ly (exceptions to the rules)</li> </ul>	Teach prefixes 'sub-' and 'tele-' Practise Y2 apostrophes for contraction Look at a variety of strategies for learning words from the statutory word list /s/ sound 'ch' 's' 'ss' (ion/ure) Dictation Teach/practise '-ness', '-ful', '-less' and '-ly'  <u>Punctuation and Grammar</u> Difference between clause and phrase  Difference between fewer and less. Fewer is used for count nouns ( <i>few apples</i> ) and less is used for non-count nouns ( <i>less water</i> )  Personal pronouns	Look at a variety of strategies for learning words from the statutory word list Teach/Practise prefixes 'super-' and 'auto-' Proof reading  <u>Punctuation and Grammar</u> Specific and technical vocabulary  Knowing when to use "a" and "an"  Identify all the word classes of a simple sentence	Revise all suffixes taught so far 'ed', 'ing', 'es', 'ness', 'ful', 'less', 'ly'. Look at a variety of strategies for learning words from the statutory word list Revise apostrophes for contractions Rare GPCs /l/ sound Vowel digraph practise KS1  <u>Punctuation and Grammar</u> Identify the subject of the sentence  Inverted commas	Look at a variety of strategies for learning words from the statutory word list 'ou' sound Homophones Proofreading  <u>Punctuation and Grammar</u> Complex sentences using: <i>until, although, even if</i> . The conjunction is found in the middle of the sentence.  Fronted adverbial phrases – prepositional phrase, starting with an adverb ("ly")

	and subordination		(subject and object) and where to use them in the sentence			
<b>Mathematics</b>	Number/Place Value . Count from 0 in multiples of 4,8,50 & 100. Numbers greater or less than 10 or 100. Recognise place value of each digit in 3-digit numbers. Solve number problems.	Addition and Subtraction. Add and subtract mentally a 3-digit no. and ones, tens and hundreds.	Multiplication and division.  Recall and use x and ÷ for the 3, 4, 8 x tables: Use mental strategies and jottings - progressing to formal written method.	Fractions.  Count up and down in tenths. Find tenths (from dividing an object into 10 equal parts and dividing numbers by 10).  Fractions of a set of objects. Equivalent fractions with small denominators.	Measurement.  Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Add and subtract money.	Statistics.  Bar charts, pictograms and tables.
<b>Science</b>	<b>Forces and Magnets</b> Compare how things move on different surfaces Observe how magnets attract or repel each other and attract some materials and not others. .		<b>Rocks/Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<b>Animals/Humans and Light</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Recognise that shadows are formed when the light from a light source is blocked by a solid object.		
<b>Computing</b>	Word processing skills.	We are programmers (coding).	We are communicators (email).	We are communicators (email).	We are opinion pollsters.	We are bug fixers.
<b>Geography</b>	Sustainability Geog Scheme <b>Letter to Government about sustainability (extended cross curricular</b>		<b>Locational Knowledge/Map skills</b> <b>Why do some people live in Mega</b>	<b>Why are jungles so wet and deserts so dry? Scheme</b>		

	writing)		cities? (Scheme)			
History		A non-European society that contrasts with British history Mayan Civilization <b>Extended writing</b> <b>Mayan diary</b>				Roman Empire and its impact On Britain
Art	<b>Robot portraits</b> Chalk Light and shade <b>(Drawing focus)</b> (pencil, charcoal, inks, chalk, pastels, ICT software) Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces <b>Artists – Monochrome/greyscale. Henry Moore/Bridget Riley</b>	<b>Magic landscapes</b> <b>Colour focus</b> (painting, ink, dye, textiles, pencils, crayon, pastels) colour mixing – Make colour wheels – Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing <b>Artists - Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</b>	<b>Ice/Snow study</b> <b>Texture focus</b> (textiles, clay, sand, plaster, stone) Use smaller eyed needles and finer threads – weaving – Tie dying, batik <b>Artists - Linda Caverley, Molly Williams, William Morris, Gustav Klimt</b>	<b>Rainforest art</b> <b>Form focus</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Shape, form, model and construct ( malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics <b>Artists - Henry Moore, Barbara Hepworth, Andy Goldsworthy,</b>	<b>Animal focus</b> <b>Printing focus</b> (found materials, fruit/veg, wood blocks, press print, lino, string) relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints <b>Artists - Picasso, Dan Mather, Andy Warhol</b>	<b>Fire painting</b> <b>Pattern focus</b> ( paint, pencil, textiles, clay, printing) pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry <b>Artists - Joan Miro, Bridget Riley, Escher, Paul Klee,</b>
DT	Junk modelling – making a mini robot and designing the packaging	Making a ‘magic box’	Designing and stitching together a patchwork blanket	Designing fruit cocktails – linked to tropical fruit in the jungle.	Creating an animal with moving parts	Making a volcano
PE	Dance – Robot Dancing Ball skills	Gymnastics Space and Ball skills	Gymnastics Football skills	Dance – animal themed Tennis skills	Multi-skills Athletics	Dance – Volcano linked Athletics

<b>PHSE/SMSC</b>	Being Me in My World.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships.	Changing Me,
<b>Music</b>	Weather – soundscape compositions.	Introduction to the keyboard – learning notes and key skills.	Rhythm & Layers – The use of different rhythms in music and how they can be layered.	Link with SoundStorm Music Hub. Workshops and learning delivered by outside practitioners.	Find your voice – Singing a range of songs and exploring good vocal technique.	Animal magic – Composing descriptive sounds using a range of classroom instruments.
<b>French</b>	Je parle français: oracy, literacy, KAL, LLS (class instructions, greetings, introducing oneself, phonics, songs and poems, age, adjective endings, numbers, Christmas).	Je parle français: oracy, literacy, KAL, LLS (class instructions, greetings, introducing oneself, phonics, songs and poems, age, adjective endings, numbers, Christmas).	Je me présente: oracy, literacy, KAL, LLS (Epiphany, age, where you live, nationality, numbers, class items, nouns, days & months, songs, poems, phonics, verbs, Easter).	Je me présente: oracy, literacy, KAL, LLS (Epiphany, age, where you live, nationality, numbers, class items, nouns, days & months, songs, poems, phonics, verbs, Easter).	En famille: oracy, literacy, KAL, LLS (my family, dates, colour adjectives, noun groups, July 14 <sup>th</sup> celebrations).	En famille: oracy, literacy, KAL, LLS (my family, dates, colour adjectives, noun groups, July 14 <sup>th</sup> celebrations).

