

Somers Park Primary School
Year 3 Curriculum Map 2016- 2017



Year 3	Autumn		Spring		Summer	
School events		Library visit to Malvern Library	Smite Farm - Geology Workshop (Worcestershire Wildlife Trust)			Sports Day Hills Walk Wheely wheely fun French week – trip to French bakery
Theme title	Ancient Egyptians		Antarctica		Rainforests	
English	Stories with familiar settings Text - <i>Sheep Pig</i> by Dick King-Smith Narrative, characters, settings, sentence composition.	Myths and legends Test - Beowulf, Ancient Greek myths Story planning, speech punctuation. Newspaper articles Persuasive writing Non-fiction writing	Instructions Adventure texts (Treasure Island and Blackbeard's Last Stand) Diaries, endings and predictions, characters and description	Roald Dahl Magic Finger / Giraffe, Pelly and Me Formal letters, dictionary work, book review, text comparison and comprehension Poetry: Free verse	Dialogue and Play Scripts The Great Snakeskin by John Agard Retell a play as a story Retell a story as a play Stories from Other Cultures (The Old Man and the Magic Bowl) Write a story based on stories from other cultures.	Poetry Calligrams, shape poems, personification Newspaper articles
Ongoing- Reading (word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Maths	Place value Addition/subtraction Mental calculations Fractions	Division/ multiplication 2D/3D shape Measures/ time Data Handling Geometry	Addition/subtraction Mental calculations Fractions	Division/ multiplication Measures/ time Angles Data Handling Geometry	Addition/subtraction Mental calculations Fractions Algebra	Division/ multiplication Measures/ time Ratio and proportion Data Handling Geometry
Ongoing- Number and Place Value						
Science	<p><u>Animals including humans (nutrition, skeletons, muscles)</u></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; identify that humans and some other animals have skeletons and muscles for support, protection and movement. 		<p><u>Rocks and soils</u></p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p><u>Growing plants</u></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary 		<p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	

		<p>from plant to plant</p> <ul style="list-style-type: none"> investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Light</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.
Computing	<p>Using i-pads – taking pictures and videos considering the purpose and quality of the footage. Review, edit and sequence. Combine text, graphics to create printed documents and multimedia presentations. Using blog on the school website (online space) to share work and ideas. Create and publish an online portfolio of work. E-safety – Understand the importance of personal safety when communicating and sharing information with others.</p>	<p>E-safety – Understand the importance of personal safety when communicating and sharing information with others. Combine text, graphics to create printed documents and multimedia presentations. Graphics – Use a range of paint tools to create pictures independently. Use the Internet to search and find a range of information on a given topic. Combine text, graphics to create printed documents and multimedia presentations. Handling data – research information, enter into a database. Use it to ask questions and produce bar charts.</p>	<p>Predict and test short sequences of linked instructions (coding) to achieve intended outcomes using Espresso and Scratch and Codebugs E-safety – Understand the importance of personal safety when communicating and sharing information with others. Structure of the Internet and servers Compose music for a specific purpose (Garage band – i-pads)</p>
Humanities	<p><u>Ancient Egyptians</u></p> <p>The achievements of this early civilization. What civilization means. When and where they appeared. Where is Egypt? How long ago was it on a timeline? Places in Egypt, The Pyramids. Gods. Houses. Food, Tutankhamun, Looking at historical evidence and sources.</p>	<p><u>Antarctica</u></p> <p>Identify position and significance of Arctic and Antarctic circle; climate (desert), location, adaptation of animals, science research station, explorers, population. Use maps, atlases, globes and computer mapping to locate countries and describe features. Land use and distribution of natural resources. Identifying human and physical characteristics and key topographical features particular to the area.</p>	<p><u>Rainforests</u></p> <p>Discover key information about world rainforests and present a David Attenborough style rainforest documentary; understand the four main layers of a rainforest and create a diorama; explore the life of tribal families who live in the rainforest and compare the way they live to our lives; learn about the climate of the rainforest; learn about the destruction of the rainforest and what we can do to help.</p>
RE	<p>Enquiry questions: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does joining the Khalsa make a person a better Sikh? Has Christmas lost its true meaning?</p>	<p>Enquiry questions: Could Jesus really heal people? What is 'good' about Good Friday?</p>	<p>Enquiry questions: How can Brahman be everywhere and in everything? How important is sharing to Sikhs? Would visiting the River Ganges feel special to a non-Hindu? What is the best way for a Sikh to show commitment to God?</p>
Art and DT	<p>Improve their mastery of art and design techniques including sculpture making Tutankhamun Masks</p> <p>Create sketch books to record their observations of Tomb paintings.</p>	<p>Use different materials to create Northern light chalk pictures. Drawing faces</p> <p>Cooking (link to Science plants) understand and apply the principles of a healthy and varied diet</p>	<p>Make a rainforest diorama showing the layers of the rainforest.</p> <p>Animals of the rainforest mixed media artwork.</p> <p>The Storm by Rousseau - looking at mixing paints</p>

	<p>Winter scene paintings looking at shape and form of trees.</p> <p>Sewing Christmas trees - select textiles according to their functional properties and aesthetic qualities</p>	<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>and shape/form.</p>		
Music	<p>Rhythm workshops with Chase teachers and students</p> <p>Christmas songs with Mr Cowell - Sing musically with increasing confidence and control.</p>		<p>Perform in solo and ensemble contexts. Harmonised singing including a concert at the Chase with Chase teachers and students, using their voices with increasing accuracy, fluency, control and expression.</p>		<p>Composition - Using Garage Band (i-pads). They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>'Sounds of the rainforest' music workshop.</p>	
PSHE	<p>Being me in my world ('I can' statements)</p> <p>I can recognise my worth and identify positive things about myself and my achievements.</p>	<p>Celebrating Difference ('I can' statements)</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.</p>	<p>Dreams and Goals ('I can' statements)</p> <p>I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>Healthy me ('I can' statements)</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.</p>	<p>Relationships ('I can' statements)</p> <p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.</p>	<p>Changing me ('I can' statements)</p> <p>I can understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I can express how I feel when I see babies or baby animals</p>