

Year 3 Summer Term 2022 – Curriculum Map

Theme 1 – London’s calling

Golden thread question - Why should I visit London?

Spectacular starter Quiz & pictures of London landmarks	Marvellous Middle London cityscapes in the style of Stephen Wiltshire	Fantastic Finale Trip to Painshill Park
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English	<p>Reading- word reading Apply growing knowledge of pre-fixes both to read aloud and to understand the meaning of new words being used Read further exception words, noting unusual correspondence between spelling and sound</p> <p>Reading- Comprehension Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, toe, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Writing – Transcription Use further pre-fixes and understand how to use them Place the possessive apostrophe accurately in words with regular plurals</p> <p>Writing – handwriting Understand which letters, when adjacent to each other , are best left un-joined</p> <p>Writing – Composition Discuss and record ideas Organise paragraphs around a theme</p> <p>Writing – Vocabulary, grammar and punctuation Use and understand the grammatical terminology in appendix when discussing writing and reading Chose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</p>	<p>Book 1: ‘The Bluest of Blues’ by Fiona Robinson. Free verse poetry Writing and responding to letters in role Responding to an image Use fronted adverbials to add detail Identifying and applying features of biographies: Writing in the past tense, writing in first person, structuring writing into paragraphs and ensuring cohesion, conjunctions, using inverted commas to punctuate speech, writing events in chronological order. Edit and improve writing Oral retelling</p> <p>Book 2: ‘The Promise’ by Nicola Davies. Responding to an image Engaging in role play Using descriptive language including figurative language and expanded noun phrases Character exploration and comparison Writing in the form of a play script Persuasive writing</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>
Maths	<p>Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p>	Revision of key concepts in preparation for Year 4.

	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Solve problems that involve all of the above</p> <p>Time</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	
Computing	<p>Branching databases</p> <p>Making groups</p> <p>Creating and structuring a branching database</p> <p>Planning a branching database</p> <p>Making a branching database</p> <p>E-safety</p> <p>Know how to keep safe and where and how to get help</p> <p>Use IT safely including software features and settings</p>	<p>Data software - J2E</p> <p>E-safety -3D scheme</p> <p>Core theme 1 Unit 6 lessons 1 to 4</p>
Science	<p>Plants</p> <p>Features of a plant</p> <p>What a plant needs to survive</p> <p>Functions of parts of a plant</p> <p>Explore reproduction of plants</p> <p>Experiment – observe water transported in plants e.g. white carnations in coloured water</p> <p>Dissecting flower</p> <p>Plant seeds & compare growth without a variable (e.g. no light)</p> <p>Write up experiment</p>	<p>Plants</p> <p>Identifying</p> <p>Use simple keys and branching databases to identify things</p> <p>Pattern Finding</p> <p>Decide on which set of data to collect, what observations to make and what equipment to use</p> <p>Research</p> <p>Use someone else's data</p> <p>Draw conclusions from what has been found out from different sources</p> <p>Talk about what the information and data means using some</p>

		<p>scientific language</p> <p>Observation</p> <p>Talk about things changing and decide when questions can be answered by observing over time</p> <p>Draw simple conclusions from changes observed</p> <p>Talk about changes using scientific language</p> <p>Fair test</p> <p>Talk about links between cause and effect and pose a fair test question</p> <p>Decide on what equipment to use to make observations</p> <p>Suggest ways to improve fair test</p> <p>Plant vegetables in allotment (potatoes, carrots, leeks)</p>
Humanities	<p>Geography</p> <p>Label geographical areas on a map</p> <p>Describe the features of a country verbally and in written form</p> <p>Apply geographical vocabulary when describing</p> <p>Recognise land use patterns of a country</p> <p>Compare and contrast geographical features within a region</p> <p>Explain how geographical features have changed over time</p> <p>Observe, measure and record information</p>	<p>Map work – counties, cities, regions UK, symbols and keys</p> <p>Study of a region – The South</p> <p>Research a country in the UK, create a poster to visit</p> <p>Label the areas on a map</p> <p>Know countries & capitals of UK</p>
Art	<p>London Architecture</p> <p>Examine and discuss the work of Stephen Wiltshire</p> <p>Make marks and lines with a wide range of drawing implements.</p> <p>Experiment with and show an understanding of different grades of pencil when shading.</p> <p>Use close observation.</p>	<p>Line Drawings/Sketching – architecture Sir Christopher Wren</p> <p>Discuss paintings by Turner & Lowry</p> <p>London landmarks silhouette</p>
Exploring cultures	<p>Sikhism</p> <p>understand that there is a common theme running through the world religions</p> <p>Know key facts about the Sikh religion</p> <p>Know why the Khanda is important to Sikhs</p>	<p>Discussing the UN</p> <p>Recognising symbols</p> <p>Morality</p>
Relationships and Health Education	<p>Living in the Wider World: Diversity</p> <p>Show awareness of issues affecting communities and groups</p> <p>Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>Reflect on how people can take actions, make a positive contribution and have a say in what</p>	<p>3D Scheme</p> <p>Core theme 3 Unit 2 lessons 1 and 2</p> <p>Circle Time</p> <p>Grand Bricks</p>

	happens, both locally and nationally Recognise how new relationships may develop	
Physical Education	<p>Athletics Run, jump, and throw using a variety of techniques Know and understand how altering the movement of any parts of the body during performance affects end results Become increasingly competent and confident, and use a broad range of opportunities to extend agility, balance and coordination Learn how to use skills in different ways and link them to make actions Develop an understanding of how to improve in different physical activities</p> <p>Swimming</p>	<p>Using Fit for sport scheme Athletics Unit 7 Sports Day preparation</p> <p>Swimming lessons with specialist teacher</p>
Modern Language (French)	<p>Numbers, birthdays, hobbies Understand the days of the week in French Recognise the months of the year in French Discuss how old you are in French Use days of the week to talk about what we do e.g. school/sports Understand numbers 21-30 Understand basic grammar in French including feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>	<p>Revisit previous learning and practise sounds. Data handling – questionnaire on birthdays</p> <p>Language Angels</p>

Theme 2- Let it Grow

Golden Thread – How do plants grow?

Spectacular starter Planting seeds	Marvellous Middle Food Technology	Fantastic Finale Trip to Painshill Park
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English	<p>Reading- word reading Apply growing knowledge of pre-fixes both to read aloud and to understand the meaning of new words being used Read further exception words, noting unusual correspondence between spelling and sound</p> <p>Reading- Comprehension Discuss words and phrases that capture the readers interest and imagination Recognise some different forms of poetry Check that text makes sense , discussing understanding and explaining of meaning of words in context</p> <p>Writing – Transcription Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Writing – handwriting Increase the consistency of their handwriting</p> <p>Writing – Composition Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Writing – Vocabulary, grammar and punctuation Use and understand the grammatical terminology in appendix when discussing writing and reading Use conjunctions, adverbs and prepositions to express time and cause Indicate possession by using the possessive apostrophe with plural nouns</p>	<p>Book 1: ‘The Boy At The Back of the Class’ by Onjali Q. Rauf</p> <p>Plan writing Note and develop initial ideas, using reading and research Draft and write by selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use dialogue Ask questions to improve understanding identifying how language, structure and presentation contribute to meaning Predict what might happen in a text Use a range of devices to build cohesion within and across paragraphs</p>

Maths	<p>Properties of shape Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Measurement: mass and capacity Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	Consolidation of key concepts
Computing	<p>Programming B Use repeat commands Describe the algorithm needed for a simple task Create and navigate through a maze using algorithms</p>	Programming software – Spheros, beebots
Science	<p><u>Animals Including Humans</u> Nutrition – identify that animals including humans need the right amount of nutrition</p>	<p><u>Animals Including humans</u> Identifying Talk about things that can be grouped Pattern Finding Research Use information sources to find information needed Present information in different ways Observation Make records using tables and bar charts</p>
Humanities	Continued from Summer 1	
Music	<p>Rhythm Recognise compound time Play a rhythm in compound time</p> <p>Instrumental work Begin to understand basic musical notation. Use tuned percussion instruments – glockenspiels</p> <p>Listen and Appraise Identify elements of music</p>	<p>Charanga Year 3 Unit 4 - The dragon song</p> <p>Playing glockenspiels</p>
Design and Technology	<p><u>Shell structures</u> Prior learning Experience of using different joining, cutting and finishing techniques with paper and card. Basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.</p>	<p>Packaging Create packaging Design, make and evaluate</p>

<p>Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p> <p>Making Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating.</p> <p>Evaluating Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose.</p> <p>Technical knowledge and understanding Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.</p> <p>Food technology</p> <p>Prior learning Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and <i>The eat well plate</i>. Have used some equipment and utensils and prepared and combined ingredients to make a product.</p> <p>Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web based recipes, to develop and communicate ideas.</p> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p>	<p>Follow a healthy recipe</p> <p>Evaluate against a success criteria</p>
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	<p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical knowledge and understanding</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p>	
Art	During first half of term	
Exploring Cultures	<p>Leadership in religion</p> <p>Identify qualities that may make a good leader</p> <p>Define what makes a good leader</p> <p>Decide what qualities make a good leader and discuss reasons why</p> <p>Examine the responsibilities of a good leader and how belief has an influence</p>	<p>Espresso faiths - create fact files and posters about a well-known leader.</p> <p>Explore Martin Luther King's famous 'I have a dream' speech.</p>
Relationships and Health Education	<p>Health and Wellbeing</p> <p><u>Growing and changing</u></p> <p>Understand that the rate at which we grow differs from person to person</p> <p>Recognise and respect similarities and differences between people</p> <p>Show awareness of changes that take place</p> <p>Listen to and show consideration for other people's views</p> <p><u>First aid</u></p> <p>Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>Behave safely and responsibly in different situations</p> <p>Make decisions, giving consideration to the impact they may have on others</p> <p><u>Choices and their impact</u></p> <p>Recognise the factors influencing opinion and choice, including the media</p> <p>Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>Relationships</p> <p><u>Collaboration – working together</u></p> <p>Work co-operatively, showing fairness and consideration to others</p> <p>Understand why it is important to work collaboratively</p> <p>Respond to challenges, including recognising, taking and managing risks</p> <p>Empathise with another viewpoint</p>	<p>3D scheme</p> <p>Core theme 1 Unit 7 lessons 1 and 2</p> <p>Core theme 1 Unit 8 lessons 1, 2 and 3</p> <p>Circle Time</p> <p>Grand Bricks</p>

	<p><u>Shared goals</u></p> <p>Know how to identify ways to improve the environment</p> <p>Know how to spot problems and find ways of dealing with them</p> <p>Suggest how to contribute to a range of activities that help them to become more enterprising</p>	
Physical Education	<p>Striking and fielding</p> <p>Pass and catch within small teams</p> <p>Know and understand how a batting turn is completed once a ball is returned to base</p> <p>Bat and run to distant bases</p> <p>Know and understand how hitting the ball further increases the chance of running further distances</p> <p>Continue to develop fundamental movement skills, becoming increasingly competent and confident.</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other</p> <p>Start to develop an understanding of how to improve, and learn how to evaluate and recognise own success</p>	<p>Fit for sport scheme</p> <p>Striking and fielding Unit 3 and 4</p>