

Year 3 Curriculum Map 2018-19

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Rainforest	The Rainforest	Ancient Egypt	Ancient Egypt	Extreme Survival	Extreme Survival
English	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Narrative: Rainforests - <i>The Great Kapok Tree</i> by Lynne Cherry; <i>The Shaman's Apprentice</i> by Lynne Cherry and Mark J Plotkin Fairy Tales and Alternative Versions – <i>Guess Who's Coming for Dinner</i> by John Kelly & Cathy Tinknel; <i>The Wolf's Story: What Really Happened to Little Red Riding Hood</i> by Toby Forward <p><u>Non –Fiction</u></p> <ul style="list-style-type: none"> Non-Chronological Report – see Hamilton for 3 suggested units. Persuasive Writing - A range of letters for written for different purposes and audiences and using formal and informal language <p><u>Poetry</u></p> <ul style="list-style-type: none"> Creating Images - <i>Daddy Fell into the Pond</i> by Alfred Noyes; <i>The Bug Chant</i> by Tony Mitton; <i>I Like this Poem</i> by Kaye Webb. 		<p><u>Narrative</u></p> <ul style="list-style-type: none"> Stories from Other Cultures - <i>Seasons of Splendour</i> by Madhur Jaffrey; <i>The Tiger Child</i> by Joanna Troughton Plays & Dialogue – <i>Plays based on proverbs; Roald Dahl's stories in script form</i> (see Hamilton resources) <p><u>Non –Fiction</u></p> <ul style="list-style-type: none"> Instructions – instructional writing linked to cross-curricular areas. Newspaper Reports – <i>First News</i> (print and online) <p><u>Poetry</u></p> <ul style="list-style-type: none"> Traditional Poems - a selection of traditional poetry (see Hamilton resources) 		<p><u>Narrative</u></p> <ul style="list-style-type: none"> Adventure Stories - <i>Cogheart</i> by Peter Bunzl Stories By the Same Author - <i>Dinosaurs and All That Rubbish</i> and <i>I'll Take You to Mrs Cole</i> by Michael Foreman. <p><u>Non –Fiction</u></p> <ul style="list-style-type: none"> Recounts - <i>The Day I Swapped my Dad for Two Goldfish</i> by Neil Gaiman & Dave McKean; <i>The Diary of a Killer Cat</i> by Anne Fine Explanations - Explanations in different forms linked to cross-curricular learning. <p><u>Poetry</u></p> <ul style="list-style-type: none"> Poems to Express Emotion - <i>Michael Rosen's A to Z</i> 	
Mathematics	<p><u>Number – place value</u> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100</p> <p><u>Number – addition and subtraction</u> Add and subtract numbers mentally, including: a three-</p>	<p><u>Number – multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><u>Measurement</u> Measure, compare, add and subtract: lengths (m/cm/mm). Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Measure the perimeter of simple 2D shapes. Continue to measure using the appropriate tools and units, progressing to using a wider range of</p>	<p><u>Number – multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p><u>Measurement</u> Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. 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. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example to calculate the time taken by particular events or tasks).</p>	<p><u>Number – fractions</u> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 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> <p><u>Time</u> Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	<p><u>Number – fractions</u> Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.</p> <p><u>Geometry – properties of shape</u> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-term, three make three</p>	<p>Measurement Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm)</p> <p><u>Statistics</u> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables</p> <p><u>Time</u> Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>

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	<p>digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>measures, including comparing and using mixed and simple equivalents of mixed units.</p>			<p>quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p>	
Science	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
	<p>Our Changing World (Different to Plants Unit)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flower explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which 	<p>Plants</p> <p>Pupils should be taught to:</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 from plant to plant 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>Rock Detectives</p> <p>Pupils should be taught to:</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>Can you see me?</p> <p>Pupils should be taught to:</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 	<p>The Power of forces</p> <p>Pupils should be taught to:</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 	<p>Amazing Bodies</p> <p>Pupils should be taught 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; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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	<p>water is transported within plants</p> <ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 			<p>source is blocked by a solid object</p> <ul style="list-style-type: none"> find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> 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. 	
Art & Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>• <i>Develop ideas from starting points throughout the curriculum.</i></p> <p>• <i>Collect information, sketches and resources.</i></p> <p>• <i>Adapt and refine ideas as they progress.</i></p> <p>• <i>Explore ideas in a variety of ways.</i></p> <p>• <i>Comment on artworks using visual language.</i></p>					
	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour 	<p>Artist Study Henri Rousseau</p> <ul style="list-style-type: none"> Create original art work in the style of Henri Rousseau. 	<p>Architecture and Hieroglyphics</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<p>Artist Study Jamini Roy</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are 	<p>Sketching & Painting</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. 	

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	<p>paint to produce washes for backgrounds then add detail.</p> <ul style="list-style-type: none"> • Experiment with creating mood with colour. 			<p>influenced by studies of others.</p>	<ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	
Computing	<p>Research and Power Point</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and 	<p>Animation</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • be discerning in evaluating digital content • use technology safely, respectfully and responsibly • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals 	<p>Serif Page Plus – Travel Leaflet</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Digital Photography</p> <p>Editing original photo</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Audio – Create rainforest inspired music.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • use technology safely, respectfully and responsibly 	<p>Programming</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals • solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

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	presenting data and information					
Design & Technology	<p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>• <i>Design with purpose by identifying opportunities to design.</i></p> <p>• <i>Make products by working efficiently (such as by carefully selecting materials).</i></p> <p>• <i>Refine work and techniques as work progresses, continually evaluating the product design.</i></p> <p>• <i>Use software to design and represent product designs.</i></p>					
		<p>Instruments with Pulleys</p> <ul style="list-style-type: none"> <i>Cut materials accurately and safely by selecting appropriate tools.</i> <i>Measure and mark out to the nearest millimetre.</i> <i>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</i> <i>Select appropriate joining techniques.</i> <i>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</i> 		<p>Food – prepare and cook savoury dishes</p> <ul style="list-style-type: none"> <i>Prepare ingredients hygienically using appropriate utensils.</i> <i>Measure ingredients to the nearest gram accurately.</i> <i>Follow a recipe.</i> <i>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</i> 		<p>Pneumatic animals</p> <ul style="list-style-type: none"> <i>Choose suitable techniques to construct products or to repair items.</i> <i>Strengthen materials using suitable techniques.</i>
Geography	<p>Locational knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>					

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	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
	NC content: Locational knowledge Locate the world's countries using maps focus on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human and physical geography Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts. Geographical skills and field work Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Milestones: •Ask and answer geographical questions about the physical and human characteristics of a location. •Explain own views about locations, giving reasons. •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. •Use a range of resources to identify the key physical and human features of a location. •Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. •Describe geographical similarities and differences between countries. •Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Map skills: -Look at the Americas as part of the world (google maps) -Compare the location of the UK to the location of the Americas. -Using a map of the world, label the Americas and the surrounding countries and bodies of water. -Using a map of the Americas, label key elements and use grid references and location language to describe their location. -Using a map of the world, identify the Equator and colour code hot and cold countries and discuss simple patterns as they move away from the Equator.	Milestones: <ul style="list-style-type: none">Ask and answer geographical questions about the physical and human characteristics of a location.Use a range of resources to identify the key physical and human features of a location.Name and locate the countries of Europe and identify their main physical and human characteristics.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Map skills: -Look at the location of Egypt today -Describe the location of the UK to Egypt's using directional language. <ul style="list-style-type: none">-Compare maps of Egypt today to maps of Ancient Egypt.	NC content: Locational knowledge Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle. Human and physical geography Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts. Geographical skills and field work Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Milestones: <ul style="list-style-type: none">Ask and answer geographical questions about the physical and human characteristics of a location.Use a range of resources to identify the key physical and human features of a location.Name and locate the countries of Europe and identify their main physical and human characteristics.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.Describe key aspects of rivers and mountains Map skills: -Look at the location of places with extreme weather conditions e.g. North or South Pole, Rainforest, deserts etc. -Compare their location with England and compare weather conditions -Relate weather conditions to where places are located in relation to the equator
History	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and		

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	<p>sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Milestones:</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <div> <div> <p><u>Milestones:</u></p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p><u>Chronology skills:</u></p> <p>Explore the life of a species of animal that has become extinct. Plot the events leading up to this using a time line. Use historical language to describe the events on a time line.</p> </div> <div> <p><u>NC content:</u></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><u>Milestones:</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p><u>Chronology skills:</u></p> <p>Place the time period on a time line along with those of time periods studied in previous years to a time line in relation to today. (Items must be in chronological order but the gaps do not have to be relational.) Children to recognise that time lines can be both vertical and horizontal.</p> </div> </div>
Languages	<ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> present ideas and information orally to a range of audiences* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language

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	<ul style="list-style-type: none"> □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally* and in writing □ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 					
	<p>Animal Magic</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to identify how music can be used descriptively, eg to represent different animal characteristics • how to use the musical elements to describe animals • how to use movement to describe different animals • how to use movement to describe different animals • how to match sounds and movement descriptively • how to match sounds and movement descriptively • how to use narration with sounds and movement (multimedia) • to select particular ways in which the elements can be combined expressively 	<p>Play it Again</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • about repeated rhythmic patterns • about rhythmic patterns • how rhythms can be described through rhythmic symbols (notations) • about rhythmic patterns • how rhythms can be described through rhythmic symbols (notations) • that repeated patterns are often used in music • to compose music using rhythmic ostinato based on spoken phrase 	<p>The Class Orchestra</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • about musical accompaniments • to explore melodic phrases • to explore rhythmic patterns • to consider the intended effect • about expressive use of elements • about expressive use of elements • about presentation • how to present a class performance 	<p>Dragon Scales</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • about pentatonic scales and how they are used in music • how simple tunes can be based on a pentatonic scale • how to create different textures using the pentatonic scale • how to create a class performance 	<p>Painting with Sound</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • that music, like pictures, can describe images and moods • to relate sounds to visual images • to select appropriate instruments • how sounds can be combined to make textures • how mood and emotion can be illustrated in music • how pitched sounds can be combined • how rhythmic sounds can be combined • how sounds can be used expressively 	<p>Salt, Pepper, Vinegar Mustard</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to sing and play a range of singing Games • that singing games have specific musical characteristics that contribute to their success • to clap/tap the pulse and how to create rhythmic ostinati • how to make up tunes for their own singing games and add appropriate actions
PE	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>					
	<p>Games</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination. 					

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	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve 					
	Dance Pupils should be taught to: <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Gym Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Gym Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Athletics Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Athletics Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Outdoor & Adventurous Pupils should be taught to: <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.
RE						
	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism

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	<p>Mutual Respect and Tolerance</p> <p>Feelings and Emotions - Proud Code of Conduct - Friends</p> <p>Anger (anger management, relaxation techniques)</p> <p>Low Self-esteem (negative feelings, depression, bereavement)</p> <p>Responsibility for my own behaviour.</p> <p>Links to Rights of the Child</p> <p>2: The convention applies to everyone, whatever their race, religion and abilities.</p> <p>Pupils should be taught to:</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and</p>	<p>Healthy Lifestyle and Individual Liberty</p> <p>Clean Bodies (smoking), Clean Clothes (soiling, wetting)</p> <p>Taking Care of Your Hair and Teeth (head lice)</p> <p>Favourite Sports</p> <p>Sleep</p> <p>Eat Well, Stay Well (obesity, poor diet, under-nourishment)</p> <p>Foods to keep me healthy</p> <p>Links to Rights of the Child</p> <p>24: Children have the right to good quality health care and to clean water, nutritious food, and a clean environment so that they will stay healthy.</p> <p>Pupils should be taught to:</p> <p>1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>3g) school rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>The Role of Democracy</p> <p>A Community is ... Multi-cultural Communities - Chinese We Are All Equal and Different Disability Our Neighbourhood The Emergency Services</p> <p>Links to Rights of the Child</p> <p>14: Children have the right to think and believe what they want and practise their own religion.</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities;</p> <p>3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>4e) to recognise and challenge stereotypes.</p>	<p>Careers and Business</p> <p>What Would I Like To Be? ...</p> <p>Looking After My Money</p> <p>Ways of Saving</p> <p>Working Within A Budget</p> <p>Producers and consumers</p> <p>Running A Business</p> <p>Links to Rights of the Child</p> <p>29: Education should develop each child's personality and talents to the full.</p> <p>Pupils should be taught to:</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly</p>	<p>The Rule of Law</p> <p>Personal Organisation – At Home Why Do We Need Rules? To Investigate Children's Rights – UN Convention Helping Agency Living by the rules.</p> <p>Links to Rights of the Child</p> <p>5: Governments should respect the rights and responsibilities of families to direct and guide their children, so that they learn to use their rights properly.</p> <p>Pupils should be taught to:</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p>Worldwide Community</p> <p>Looking</p> <p>Our Neighbourhood</p> <p>Pollution</p> <p>Vandals and Litter Louts</p> <p>Keeping Safe In The Environment</p> <p>Improving Our School Environment</p> <p>Links to Rights of the Child</p> <p>6: All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Pupils should be taught to:</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2i) to appreciate the range of national, regional, religious and ethnic identities in the UK.</p>
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	<p>others, to care about other people's feelings and to try to see things from their points of view.</p> <p>4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>					
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