

## Year 3 Curriculum Map

### Summer Term 1

<u>Maths</u>	<u>English</u>	<u>Science</u>
<ul style="list-style-type: none"> <li>▪ Statistics – carried over from Spring 1               <ul style="list-style-type: none"> <li>○ Interpret pictograms.</li> <li>○ Draw pictograms.</li> <li>○ Interpret and present data using pictograms.</li> <li>○ Solve one-step and two-steps questions.</li> </ul> </li> <li>▪ Number and Place Value               <ul style="list-style-type: none"> <li>○ Revision of previously taught concepts.</li> </ul> </li> <li>▪ Addition and Subtraction               <ul style="list-style-type: none"> <li>○ Revision of adding and subtracting two numbers using column methods</li> <li>○ Estimating</li> <li>○ Pounds and pence</li> <li>○ Convert pounds and pence</li> <li>○ Add money</li> <li>○ Subtract money</li> <li>○ Find change</li> </ul> </li> <li>▪ Geometry               <ul style="list-style-type: none"> <li>○ Revision of 2D shapes.</li> <li>○ Make 3D shapes.</li> </ul> </li> <li>▪ Measurement               <ul style="list-style-type: none"> <li>○ Digital clocks – 12 hour and 24 hour.</li> <li>○ A.m. and p.m</li> <li>○ Years, months and days.</li> <li>○ Hours and minutes.</li> <li>○ Minutes and seconds.</li> </ul> </li> <li>▪ Measurement               <ul style="list-style-type: none"> <li>○ Revise length and width units of measure.</li> <li>○ Perimeter.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative – <i>Escape from Pompeii</i></li> <li>▪ Recount of the visit to The Black Country Museum.</li> <li>▪ Diary entry of a Victorian Working Child.</li> <li>▪ Writing a letter to Lord Shaftesbury.</li> <li>▪ Information text about Queen Victoria.</li> </ul>	<p><u>Light – continued from Spring 2.</u></p> <ul style="list-style-type: none"> <li>▪ Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>▪ Notice that light is reflected from surfaces.</li> <li>▪ Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>▪ To find patterns in the way that the size of shadows change.</li> </ul> <p><i>On completion of this topic, children will move onto their final topic of Plants which will carry on into Summer 2.</i></p> <ul style="list-style-type: none"> <li>▪ To revise the names of common plants.</li> <li>▪ To revise the names of parts of different plants.</li> <li>▪ To introduce the idea that different parts of plants have different functions.</li> <li>▪ To plan an observational investigation.</li> <li>▪ To conduct a fair test.</li> <li>▪ To recognise that leaves are needed for healthy plant growth.</li> </ul>

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Coding</u> <ul style="list-style-type: none"> <li>To review previous coding knowledge.</li> <li>To understand what a flowchart is and how flowcharts are used in computer programming.</li> <li>To understand that there are different types of timers.</li> <li>To be able to select the right type of timer for a purpose.</li> </ul>	<u>No studied this half term</u>	<u>Cooking and Nutrition</u> <u>Eating Seasonally</u> <ul style="list-style-type: none"> <li>To know that climate affects food growth.</li> <li>To know that not all our food is grown in the UK.</li> <li>To consider hygiene when preparing food.</li> <li>Use cooking equipment safely.</li> <li>To explain the benefits of seasonal foods.</li> <li>To create a recipe that is healthy and nutritious using seasonal fruit and vegetables.</li> <li>To safely follow a recipe when cooking.</li> </ul>
<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>The Victorians:</u> <ul style="list-style-type: none"> <li>Placing dates in chronological order on a timeline.</li> <li>To know who Queen Victoria was and how long she reigned.</li> <li>Compare a Victorian child's life with mine today.</li> <li>To learn about the types of work for children in Victorian times.</li> <li>To understand what life was like in a Victorian workhouse as a child.</li> <li>To compare Victorian schools with schools today- Victorian Day</li> <li>Visit to Black Country Museum and visit from Bromsgrove Society.</li> </ul>	<u>Not covered in this half term.</u>	<u>Topic – Timbre, dynamics and tempo.</u> <ul style="list-style-type: none"> <li>Understand what tempo and dynamics means.</li> <li>Create music to represent a change in dynamics and tempo.</li> <li>To select or make sounds on instruments or with their voice to sound like a bird.</li> <li>To learn a song about Victorian England.</li> <li>To select instruments to sound like a wagon being pushed by a child in a coal mine.</li> <li>To create a visual score.</li> <li>To create their own piece of music about life in a coal mine for Victorian children.</li> </ul>

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> <li>▪ Letter sounds of the French Alphabet.</li> <li>▪ Colours.</li> <li>▪ Telling the time.</li> <li>▪ French Pen-Pal letter writing.</li> </ul>	<u>Relationships</u> <ul style="list-style-type: none"> <li>▪ Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>▪ Identify and put into practice some of the skills of friendship.</li> <li>▪ Know and can use some strategies for keeping myself safe online.</li> <li>▪ Explain how some of the actions and work of people around the world help and influence my life.</li> <li>▪ Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>▪ Know how to express my appreciation to my friends and family.</li> </ul>	<u>What is the Trinity and why is it important to Christians?</u> <ul style="list-style-type: none"> <li>▪ What is the Trinity?</li> <li>▪ What happens in the biblical story of the baptism of Jesus?</li> <li>▪ How is the Trinity shown in the biblical story of the baptism of Jesus?</li> <li>▪ Why do Christians get baptised?</li> <li>▪ What are the similarities and differences between infant baptism and believer's baptism?</li> <li>▪ What might affect a Christian's decision about baptism?</li> </ul>

<u>Games</u>	<u>PE</u>	
<p><b><u>Tag Rugby</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of how to hold a rugby ball and use the learnt grip.</li> <li>▪ Pass a rugby ball with some accuracy using elements of the correct technique while stationary.</li> <li>▪ Catch a rugby ball with some success.</li> <li>▪ Pass a rugby ball while moving.</li> <li>▪ Show knowledge of the rule that a pass can only be made backwards.</li> <li>▪ Demonstrate some of the rules of tagging.</li> <li>▪ Demonstrate knowledge of how to intercept a pass.</li> </ul>	<p><b><u>Outdoor and Adventurous Activities</u></b></p> <ul style="list-style-type: none"> <li>▪ Teamwork- working through problems and working cooperatively (creating patterns).</li> <li>▪ Communication- communicating through non verbal methods (blindfold partner activities).</li> <li>▪ Planning and organisation- think through a problem and take on different roles to complete challenges (scavenger hunt).</li> <li>▪ Cooperation- work with others to solve a challenge (parachute activities).</li> </ul> <p><i>Swimming for children who still need to achieve their 25m badge.</i></p>	