

Springhill Catholic Primary School - Year 3 Curriculum Map 2023-2024

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Creation We are called to be part of God’s creation through our baptism We explore how Jesus called his disciples and how he calls us today.</p> <p>The Rosary</p>	<p>Prayers, Saints and Feasts Exploring the Sacrament of Reconciliation in bringing the People of God forgiveness and peace.Exploring the life and works of St Francis of Assisi (prayer for peace).</p> <p>Advent A time to prepare and a time to recognise Jesus in the world. The story of the Annunciation- a message of Good News of the child who is to come.</p>	<p>Christmas Through the shepherds, we reflect on Jesus’ birth Recap the story of the Annunciation- a prophecy foretold.</p> <p>Revelation The Presentation and Baptism of Jesus- God on Earth revealed We explore the Liturgy of the Word in revealing God today.</p>	<p>Lent Explore how Jesus changed the people he met. Explore how Jesus facilitated people getting to know The Father better.</p> <p>Holy Week The Last Supper and how we remember this event within the mass today.</p> <p>Easter The Risen Christ appears to his disciples The symbolism of the Easter Season- liturgical colours are explored.</p>	<p>Pentecost and Mission The effect of the Spirit through the story of the apostles in the upper room. The role of the Holy Spirit in guiding our journey of Faith. Exploring the significance of the Eucharistic Prayer.</p>	<p>Sacraments The Sacrament of the Eucharist explored through Jesus feeding the 5000 and how he continues to feed us today. Words and actions during the Mass today and their meaning/symbolism.</p>
Other Faiths	Hinduism: The Initiation Rite	Islam: The life and works of the Prophet Mohammad (pbuh)	Sikhism: Developing a spiritual life at the Gurdwara	Judaism: The importance of prayer to the Jewish people Hinduism: Worshipping at home and the Hindir		
Class Novel	<p>The Star in the Forest Go Ahead, Secret Seven! The Hunter with a Heart – A Stone Age story. <i>The Owl Who Was Afraid of the Dark</i> Interview with a Tiger</p>		<p>Famous Five Mystery Stories How to Train Your Dragon Dave Pigeon The Day the Crayons Quit Ottoline and the Yellow Cat</p>		<p>The Great Kapok Tree African Folk Tales The Egyptian Cinderella</p>	
Reading	<p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Fluency – pace of reading, scooping phrases, correct pausing, pitch and tone, reading</p>		<p>Identifies themes in a wide range of books, eg triumph of good over evil or use of magical devices in tales</p> <p>Draws inferences such as inferring characters’ feelings.</p>		<p>Retrieves and records information from non-fiction; uses contents page and index Justify their views about books Discuss books and authors they might not choose themselves</p>	

	punctuation, recognising and correcting errors in reading. Sight word reading of key words.		Predicting what might happen from details stated and implies			
Composition/ Writing	The use of adjectives to describe 'The star in the forest' by Helen Kellock Writing skills Use of adjectives to describe settings and characters	Setting and character description 'The Owl who was afraid of the Dark' by Jill Tomlinson Writing skills <u>Descriptive techniques</u> Appropriate adjectives Appropriate adverbs Commas in a list	Mystery stories 'A Mystery at the Palace' Writing skills 3 sentences same idea Using ? and ! Sentences of 3	Atmosphere based on an animation Writing skills Describe characters Describe settings Sentences of 3	Fables Rudyard Kipling's 'Just So' stories Writing skills Paragraphs which/because conjunctions	Traditional Tales 'The Egyptian Cinderella' by Shirley Climo (Cross-curricular link with history) Writing skills Paragraphs Appropriate openers Commas after openers
	Non-chronological reports Pre-historic Stone Age animals (cross-curricular link with history) Writing skills which, because and, but, so, if, when	Persuasive letters and Instructions 'The Owl who was Afraid of the Dark' by Jill Tomlinson Writing skills Commas in a list Appropriate openers Commas after openers	Recount: Diaries Links with RE Writing skills Conjunctions Using pronouns Poetry – themed around winter	Persuasion Holiday advert Writing skills Sentences of three Appropriate adjectives ? and !	Recount: Letter Writing skills Conjunctions Sentences of three	Non-chronological report The Egyptians (cross-curricular links with history) Writing skills Pronouns Synonyms to avoid repetition Commas in a list Poetry - Haiku
Grammar and punctuation	Formation of nouns using a range of prefixes (super/auto/anti)	Conjunctions, adverbs, prepositions (time/place/cause)	Pronouns and nouns for cohesion	A or an (consonant or vowel)	Word families	Use of present perfect forms of verbs e.g. <i>he has gone out to play</i>
Mathematics (Many be taught in different order based on AfL)	Times tables recap: 1 weeks Multiplication – equal groups and arrays 10, 5 and 2 times tables (start times tables homework) Place Value Recap 1 week Recap numbers to 100 (read, write, represent,	Measure – mass and capacity: 2 weeks Measuring mass Comparing mass Measuring capacity Comparing capacity Place Value 1 week Count in 20s, 50s and 25s	Times tables: 2 weeks Doubling and halving Multiply and divide by 4 4 times table Multiply and divide by 8 8 times table Multiplication and division: 2 weeks Recap times tables facts (2, 5, 10, 4, 8, 11) Comparing statements	Multiplication and division: 2 weeks $2d \times 1d$ $2d \div 1d$ Correspondence problems Word problems Learn 7x 11 times table (Y4) Measure – length: 2 weeks	Measure – mass and capacity: 2 weeks Add/subtract mass Add/subtract capacity Fractions: 3 weeks Make equal parts Halves Quarters Thirds Unit fractions	Fractions: 2 weeks Compare and order fractions Add / subtract fractions Measure – time (12-hour analogue clock): 2 weeks Months and years Hours in a day

	<p>identify the value, partition, compare, order and place / estimate on number lines)</p> <p><u>Place value: 2 weeks</u></p> <p>Counting in hundreds</p> <p>Numbers to 1,000 (read, write, represent, identify the value, partition, compare objects and numbers, order, place / estimate on number lines)</p> <p>Count forwards and backwards in 10s and 100s</p> <p>Find 1, 10, 100 more/less than a given number</p> <p>Identify previous and next multiple of 10 / 100</p> <p><u>Mental addition and subtraction: 3 weeks</u></p> <p>Add/subtract multiples of 100</p> <p>Recap numbers bonds bridging 10</p> <p>Add/subtract 9 and 11</p> <p>Number bonds to 100</p> <p>Mentally add/subtract with 2-digit numbers</p> <p>Add/subtract 3d and ones</p> <p>Addition in a column</p> <p>Subtraction in a column</p> <p>Add/subtract 3d and tens</p> <p>Add/subtract 3d and hundreds</p>	<p>Dividing 100 and 1000 into 2, 4, 5, and 10 equal parts</p> <p><u>Addition and subtraction: 3 weeks</u></p> <p>Estimating</p> <p>Checking answers</p> <p>Missing numbers - using the inverse</p> <p>Efficient methods</p> <p>Pattern spotting</p> <p>Solving addition and subtraction word problems</p> <p>Read, and write numbers to at least 1000 in numerals and words.</p> <p>Solve HTO + HTO</p> <p>Solve HTO – HTO (inc. exchanging)</p> <p><u>Multiplication</u></p> <p>Solve simple multiplications;</p> <p>Recap 2x, 5x, 10x, Learn 4x, 8x</p> <p><u>Time 1 week</u></p> <p>Read time to the nearest minute and use am/pm, morning, afternoon, noon and midnight.</p>	<p>Scaling (1d / 2d x 10 and 1d x 100)</p> <p>Related calculations</p> <p><u>Statistics: 2 weeks</u></p> <p>Count in 2s, 5s and 10s</p> <p>Tally charts and pictograms</p> <p>Bar charts</p> <p>Tables</p>	<p>Measure length (m, cm, mm)</p> <p>Draw lengths (cm and mm)</p> <p>Equivalent lengths (m, cm, mm)</p> <p>Compare lengths</p> <p>Add/subtract lengths</p> <p><u>Measure – money: 2 weeks</u></p> <p>Counting money</p> <p>Converting between pounds and pence</p> <p>Add/subtract money</p> <p>Giving change</p>	<p>Non-unit fractions</p> <p>$\frac{1}{2}$ equivalent to $\frac{2}{4}$</p> <p>Counting in fractions</p> <p>Making the whole</p> <p>Tenths (fractions and decimals)</p> <p>Fractions on a number line</p> <p>$\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of amounts</p> <p>Unit fractions of a set of objects / amount</p> <p>Non-unit fractions of a set of objects / amount</p> <p>Fraction word problems</p> <p>Equivalent fractions (bar models, number lines, circles)</p> <p><u>Multiplication</u></p> <p>Know all times table facts up to 12 x 12.</p>	<p>O'clock, half past, quarter past, quarter to</p> <p>Tell the time to 5 minutes</p> <p>Tell the time to the minute</p> <p>Use am / pm</p> <p>Finding the duration</p> <p>Comparing durations</p> <p>Start and end times</p> <p>Problem solving with time</p> <p><u>Geometry – shape: 2 ½ weeks</u></p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Horizontal and vertical</p> <p>Parallel and perpendicular</p> <p>Recognise and describe 2d shapes</p> <p>Similarities and differences</p> <p>Recognise and describe 3d shapes</p> <p>Make 3d shapes</p>
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<p>Science</p>	<p>Rocks and soils How are rocks formed? How are rocks similar and different? How are fossils formed? What is soil made from?</p>	<p>Magnets What are forces and what can they do? How do different surfaces affect how an object moves? What happens when you place two magnets together? Which materials are attracted to magnets? Which materials can magnetic force pass through?</p>	<p>Animals including humans Why do animals (including humans) need the right types and amount of nutrition? Why do animals (including humans) need the right amounts and types of food? Why do animals need to eat different foods? How much sugar is in the drinks we consume and how does it affect our body?</p>	<p>Plants What are the different parts of a flower and what are their function? How is water transported in plants? What are the parts of a flower? What is pollination? What are the differences between insect-pollinated plants and wind-pollinated plants? What is the life cycle of a flowering plant?</p>	<p>Animals including humans What is a skeleton? Why do we need one? What are joints and where are they located in our body? What are muscles? Why do we need them?</p>	<p>Light and Shadow What is light and why do we need it? What happens to light when it hits different surfaces? How are shadows formed? Why are some lights brighter than others?</p>
<p>Computing <i>E-safety links throughout the year</i></p>	<p>Computing systems and networks – Connecting computers Challenging learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Students begin this unit by comparing digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches.</p>	<p>Creating media - Stop-frame animation Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>Data and information – Branching databases Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p>Data and information – Branching databases Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p>Creating media – Desktop publishing During this unit, learners will become familiar with the terms ‘text, images, and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and</p>	<p>Programming B - Events and actions in programs This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the</p>

					images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.
Geography	<p>The UK and the wider world Where do we live? What topographic features are in our area? Rivers and mountains of the UK Key mountains of the world Key rivers of the world</p>	<p>Local Study - Southampton Land Use What types of settlements are there? Current and past land use of our local area (field work) How is the local land use changing nowadays? What have been the pros and cons of changing land use over the years?</p>			<p>Comparing Southampton and Coll What do we know about Coll? What do we know about Southampton? What is it like to live on Coll? What are the main differences between Southampton and Coll? What can we do to improve air quality in our locality?</p>	
History	<p>Stone Age to Iron Age What are the key periods from the Stone Age to the Iron Age? What was the purpose of cave paintings and what can we learn from them? How and why did tools change in the Stone Age? From Skara Brae, what can we learn about how people lived in the Neolithic Age? What is Stonehenge and why was it built? What changes were there between the Stone Age and the Bronze Age? What was the Iron Age and how did the way people live change?</p>				<p>Ancient Egyptians When was Ancient Egypt and how does life compare to life in the Bronze Age? What can we learn about the beliefs in Ancient Egypt? What was mummification and why was it used? How did Ancient Egyptians communicate and what can we learn from this? Why were the pyramids built? What can we learn from Tutankhamun's tomb? Was Tutankhamun an important person in Ancient Egypt and why is he so popular today?</p>	
Art	<p>Draw the human face with accurate proportions Draw facial features in detail. Mix tints Use colours to imitate an artist Understand how and why positive space is used in art. Create a relief print Create patterns through collage</p>	<p>Use smudging and contouring to create tone. Accurately draw still life. Draw implied texture Create a mixed-media mono print Mix tints. Paint colours found in still life. Create a clay slab with texture</p>			<p>Use pen to draw texture Mix warm and cool colours Create a montage Create a printing block with symmetry Make half-drop patterns Use appropriate joining techniques for clay</p>	

<p>DT</p>	<p>Christmas Decoration Create a design that meets a range of needs and wants Use computer software to plan and share a detailed design Join textiles using a running stitch Create and use a template Use a seam allowance Use wadding when shaping a product Identify how changes improved the final product</p>		<p>Food Technology – Cottage Pie and Savoury Muffins Understand why we need a varied and healthy diet Learn how to safely peel and grate Cut using a bridge grip Cut using a claw grip Learn how to mash</p>		<p>Stone Age Tool Identify what a product needs to work well Measure and cut wood with accuracy Make wood joints stronger Develop a step-by-step plan Choose most appropriate joining technique Choose suitable techniques to construct mechanisms Add a moving part to create a mechanism Improve the product by making changes</p>	
<p>PE</p>	<p>Gymnastics Symmetry and asymmetry – balance and travel Travel with change of front and direction Games <u>Basketball</u> Chest pass, bounce pass, shoulder pass <u>Football</u> Receive and return ball to partner Pass and travel with the ball</p>		<p>Dance Moving the body towards and away from a point using different body parts Controlling the body to perform isolated movements (Bollywood) Follow choreography to 8 beats using jumps, leaps, hops and squats (The Hopak)</p>		<p>Athletics Net and court games Tennis Forehand and backhand Vary the length and angle of shots</p>	
<p>PHSE/SMSC/SRE</p>	<p>Me and My Feelings Identify that feelings/emotions are part of a person’s health and wellbeing. Recognise that feelings usually change throughout the day. Give examples of everyday things that can affect feelings Describe what can help people to feel good/better Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings</p>	<p>Living in the wider world My Neighbourhood – Different groups we belong to Diversity – the benefits of diversity Relationships Words that cause damage Self-respect</p>	<p>Relationships Friends, families and others Types of families Positive, healthy friendships (online and offline) Sharing online Strategies for dealing with emotions</p>	<p>Medicines and Drugs How our bodies tell us that we are ill Where prescription and pharmacy drugs come from What these drugs and medicines are used for</p>	<p>Living in the wider world Jobs that people may have from different sectors (challenge stereotypes) Saving and spending money</p>	<p>Growing and Changing Personal identity Positive changes Change is normal How the brain changes and grows when we learn</p>

French	<p>Phonetics to learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience</p> <p>I am learning French will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the French is spoken</p>	<p>Animals</p> <p>Children will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. The children will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article.</p>	<p>Instruments</p> <p>Children will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. The children will be able to recognise, recall, remember and spell up to 10 instruments with their definite article</p>	<p>I am able to...</p> <p>Short sentences</p> <p>The children will learn 10 familiar activities that they are able or are not able to do in French.</p>	<p>Fruit</p> <p>The children will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. The children will have the knowledge and skills to be able to say which fruits they like and do not like.</p>	<p>Ice-creams</p> <p>The children will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. The children will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>
Music	<p>Composition. Combining and using musical elements to create own music.</p>	<p>Christmas preparation including singing together, learning new songs, preparing/rehearsing for quality performance and performing for an audience, live or recording for ONLINE performances.</p>	<p>Graphic Scores. Composers who use graphic scores. Introduction to graphic scores and understanding each sound is represented by a symbol. Creating and performing graphic scores.</p>	<p>Exploring Rhythmic Patterns. Improvising and creating simple patterns and melodies. Using body and voice to beat steady patterns considering note length and using terms-Crotchet, minim and quaver.</p>	<p>Reading notation and beginning to understand and use the stave to play music.</p>	<p>Boom whakers and glockenspiels. Music lessons are used for Mass preparation including music, singing and developing quality celebration.</p>