



# Year 3 Curriculum Map

## SUGGESTED PROJECTS

HARD ROCK AND HEAVY METAL  
LET THERE BE LIGHT  
A TIME FOR GIVING  
MEAN AND MIGHTY METALS

RAMPAGING ROMANS  
POWERFUL PLANTS  
SCRUMDIDDLYUMTIOUS  
LIVING TOGETHER

<p><b><u>Science</u></b> Plants Rocks Forces &amp; Magnets Animals &amp; Humans Light</p> <p><b>Significant Scientists</b> Thomas Edison (Light) Isaac Newton (Forces) Etheldred Benett (rocks)</p>	<p><b><u>RSE</u></b> Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p><b><u>Geography</u></b> <b>Locational Knowledge</b> Countries in Europe (Italy) Counties and Cities of the UK <b>Place Knowledge</b> The UK <b>Human &amp; Physical Geography</b> Settlement and land use climate zones, biomes and vegetation belts <b>Geographical Skills &amp; Fieldwork</b> Maps (Ordnance Survey maps), atlases and globes and local area field work inc. sketch maps, plans and graphs and digital technologies.</p>
<p><b><u>Art</u></b> Drawing Painting Collage Textiles Artist focus</p>	<p><b><u>History</u></b> Changes in Britain from the Stone Age to the Iron Age, 6000BC  The Roman Empire and its impact on Britain, 60-476 AD (British resistance – Boudica)</p>	<p><b><u>Computing</u></b> E-Safety Shaping the Digital World Communicating in the Digital World Exploring the Digital World</p>
<p><b><u>PE</u></b> Invasion Games Net and Wall Games Striking and Fielding Dance Gymnastics Athletics Outdoor and Adventurous Challenges</p>	<p><b><u>Languages</u></b> T1: Core unit 1 – greetings and introducing family T2: Core unit 2 – counting to 20, days of the week, colours, countries, 'I like' T3: Core unit 3 – parts of the body, months, counting to 31, clothes T4: Animals T5: Food T6: At School</p>	<p><b><u>PSHE</u></b> Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me</p>
<p><b><u>Design &amp; Technology</u></b> Textiles Construction Materials Food &amp; Nutrition</p>	<p><b><u>RE</u></b> God – Hinduism believing God – Islam believing God – Christianity believing Big questions</p>	<p><b><u>Music</u></b> Diversity Composer/performer: Marvin Gaye – Ain't No Mountain High Enough (Let Your Spirit Fly) Bob Marley – One Love (Three Little Birds)</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded in the map; however every objective is not recorded in this overview since they are too numerous and are therefore detailed in medium and short term planning for these subjects.

# YEAR 3 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

## COMMUNITY

(our school, local and wider global communities and global dimensions)

## CREATIVE THINKING

(encouraging inquisitiveness, problem solving, reasoning and enquiry based learning)

## CONFIDENT & RESILIENT LEARNERS

(a focus on children's self-esteem, well-being and developing a growth mind-set)

### English

See English Subject Progression for more details

#### Maths

##### Number

Counting  
Place Value  
Addition and Subtraction (mental methods)  
Addition and Subtraction (formal written methods)  
Use the inverse to check addition and subtraction calculations.  
Multiplication and Division (tables)  
Multiplication and Division (mental methods)  
Multiplication and Division (formal written methods)  
Fractions

##### Measurement

Use and apply measures to increasingly complex contexts  
Scaling (connected to multiplication)  
Money  
Time – Analogue and Digital Clock  
Use Roman Numerals with reference to time

##### Geometry

Describe position, direction and movement in increasingly precise ways  
Use the properties of shapes and angles in increasingly complex and practical contexts  
Know types of lines (horizontal/vertical/parallel/perpendicular)

##### Statistics

Gather, Organise and Interrogate data

### Science

#### Working Scientifically

to ask relevant questions  
to suggest questions and ideas, and how to test them  
to make predictions about what will happen and why this might happen  
to consider what makes a test unfair or evidence sufficient  
with help, to plan a fair test  
with help, plan a comparative test  
to make careful observations and comparisons  
to make accurate measurements using standard units  
to gather, record and classify data.  
to present results in drawings, tables and bar graphs or pictograms independently but as directed  
to draw simple conclusions from results  
to make generalisations and begin to identify simple patterns in results presented in tables.  
to identify differences, similarities or changes related to simple scientific ideas and processes.  
to explain what the evidence shows and whether it supports any prediction made

#### Physics

to compare how different things move on different surfaces  
to notice that some forces need contact between two objects but magnetic forces act at a distance  
to observe how magnets attract or repel each other and attract some materials and not others  
to observe the apparent movement of the Sun during the day  
to describe magnets as having two poles  
to predict whether two magnets will attract or repel each other, depending on which poles are facing  
to 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  
to recognise that we need light in order to see things and that darkness is the absence of light  
to observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes  
to notice that light is reflected from surfaces  
to recognise that light from the sun can be dangerous and that there are ways to protect our eyes  
to associate shadows with a light source being blocked by something; find patterns that determine the size of shadows

#### Biology

to identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers  
to 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  
to investigate the way in which water is transported within plants  
to explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  
to identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.  
to identify that humans and some animals have skeletons and muscles for support, protection and movement

##### Taken from RSE

To understand the principles of planning and preparing a range of healthy meals.  
Make some healthy snacks and explain why they are good for the body.

#### Chemistry

to compare and group together different kinds of rocks on the basis of their simple, physical properties  
to describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock  
to recognise that soils are made from rocks and organic matter

The skills and knowledge for each subject for the whole year are listed on this year group curriculum map. The objectives chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject progressions provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue    Spring: Pink    Summer: Green    Ongoing: Yellow

## History

Use evidence to ask questions and find answers to questions about the past.  
Suggest suitable sources of evidence for historical enquiries.  
Compare some of the times studied with those of other areas of interest around the world.  
Describe the social, ethnic, cultural or religious diversity of past society.  
Place events, artefacts and historical figures on a time line using dates  
Use dates and terms to describe events  
Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace  
Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology

## Design & Technology

Cut materials accurately and safely by selecting appropriate tools.  
Measure and mark out to the nearest millimetre.  
Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).  
Select appropriate joining techniques.  
Understand the need for a seam allowance.  
Join textiles with appropriate stitching.  
Select the most appropriate techniques to decorate textiles.  
Choose suitable techniques to construct products or to repair items.  
Strengthen materials using suitable techniques.  
Choose from a wider range of materials and tools.  
Prepare ingredients hygienically using appropriate utensils.  
Measure ingredients to the nearest gram accurately.  
Follow a recipe.

Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).  
Understand seasonality.  
Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.  
Improve upon existing designs, giving reasons for choices.  
Disassemble products to understand how they work.  
Use research to improve design.  
Design with purpose by identifying opportunities to design.  
Make products by working efficiently (such as by carefully selecting materials).  
Refine work and techniques as work progresses, continually evaluating the product design.  
Use software to design and represent product designs.  
Evaluate their ideas and products against their own design criteria .

## Languages

Show an appreciation of stories and perform songs, poems and rhymes  
Speak clearly and confidently  
Identify phonemes which are the same or different from English  
Listen with care and engage in the foreign language  
Develop appropriate pronunciation  
Broaden spoken vocabulary by recalling, retaining and using vocabulary  
Use physical response to show recognition or understanding of specific words  
Speak in sentences using familiar vocabulary, phrases and basic language structure  
Ask and answer questions in the foreign language  
Match words to pictures and themes  
Understand words displayed in the classroom  
Read aloud a familiar sentence, rhyme or poem  
Read carefully and show understanding of simple words and phrases  
Write simple, familiar words and sentences, using a model  
Write some words from memory  
Use a model to write a letter to a contact in a partner school  
Engage in a French day (week) to explore cultural differences:

- Locate countries around the world where the language is spoken
- Learn about social conventions of one country where the language is spoken
- Make contact with a native speaker from the country where the language is spoken

## Geography

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 fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.  
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.  
Name and locate the continents & oceans  
Describe how the locality of the school has changed over time  
Describe key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts
- human geography, including: land use

Use symbols and a key to communicate knowledge of the United Kingdom and the wider world.

## RSE

To identify different types of relationships.  
To recognise when family relationships are making them unhappy.  
To know how and whom to seek support from.  
To recognise the characteristics of friendship.  
To recognise what makes a positive, healthy relationship.  
To recognise types of teasing and bullying and understand these are wrong and unacceptable.  
To know how to report bullying and help someone who has been bullied.  
To develop strategies to resolve disputes and conflict through negotiation.  
To keep asking for help and keep trying until they are heard.  
To know how to recognise and report feelings of being unsafe or feeling bad about an adult.  
To know how to respond safely to adults whom they encounter.  
To know to protect their bodies from unwanted and inappropriate contact.

To listen and respond to a wide range of people.  
To feel confident to raise their own concerns.  
To understand personal boundaries (physical and emotional)  
To be able scale emotions in relation to experiences and situations.  
To know how to talk about their emotions.  
To develop simple self-care techniques.  
To know when to seek support for their mental health.  
To know that energy drinks, alcohol and tobacco can damage immediate and future health  
To know that germs such as bacteria and viruses can spread diseases.  
To know how diseases are treated.  
To be aware of school rules that help keep them safe.  
To know where and how to get help.

## Computing

Identify SMART rules: Safe/Meeting/Accepting/Reliable/Tell.

Create a poster/presentation to highlight SMART rules.

Discuss what to do if content is inappropriate or upsetting (e.g. parent/teacher/trusted adult) know who to report to and talk to. C/C RSE

Use VLE whistle blowing system to highlight inappropriate usage.

Create class rules

Identify what appropriate and inappropriate behaviour is and cyberbullying

Seek help from an adult when they see something that is upsetting or worrying

Use a spreadsheet to explore simple patterns (e.g. in a number square of some kind). C/C Maths

Use online games (safe content).

Discuss what makes a good game.

Solve open ended problems with a floor robot, screen turtle and other programmable devices. C/C Maths

Use Logo programming algorithms (pen up/pen down, repeat commands etc.) to create shapes/patterns. Test to detect errors and modify procedures or sequences.

Make a pattern by breaking the instructions into smaller parts (decomposing). For example, create a procedure (e.g. for a square in Logo) then create a sequence that draws the procedure, rotates x degrees and draws another square and so on. C/C Maths

Use different font sizes, colours and effects to communicate meaning for a given audience.

Use Word to insert and edit simple tables. C/C Maths

In Word, use layout, format, graphics and illustrations for different purposes or audiences. C/C English

Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace). C/C English

Take or select/import images from devices, packages or other sources and prepare for use i.e. crop, resize, edit).

Log on to email account in VLE (with support), open emails, create & send appropriate replies.

Contribute to discussion forums, blogs and surveys on VLE.

Collect appropriate information, enter it into a database and use the database to answer simple questions. C/C Maths

Collect appropriate information, enter it into a database and use the database to answer simple questions. C/C Maths

## Music

Sing songs in a group from memory with:

- control
- diction
- accurate pitch (in tune)

Play notes on tuned percussion instruments with care so they sound clear.

Sustain a drone to accompany singing.

Perform with awareness of what others are singing/playing.

Maintain a simple part within a group.

Compose and perform melodies.

Use sound to create abstract effects.

Recognise and create repeated patterns played on a range of instruments.

Choose, order, combine and control sounds with an awareness of their combined effect. Create accompaniments for tunes.

Create music which reflects given intentions e.g. to convey a given mood.

Devise non-standard symbols to indicate when to play and rest.

Know how many beats in:

- a minim
- a crotchet.

Recognise the symbols for:

- a minim
- a crotchet
- a rest.

Describe music using these words:

- duration
- timbre
- pitch
- beat
- tempo
- silence

Use above words to identify where music works well and how it can be improved.

Consider how sound can be layered and its effect.

Recognise how musical elements (e.g. duration, tempo) can be used together to compose music.

Describe the different purposes of music:

- throughout history
- in other cultures.

Describe how occasion affects performance.

Evaluate music using musical vocabulary to identify areas of likes and dislikes.

## Art & Design

Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Take account of the purpose of the activity.

Use research to inspire drawings from memory or imagination.

Develop ideas using different or mixed media using a sketchbook.

Sketch lightly to allow refinements as necessary.

Use a viewfinder – draw outlines with reference to the size and shape.

Use shading to show light and shadow.

Experiment with different grades of pencil and other implements to show line, tone and textures.

Paint a colour wash.

Mix tertiary colours.

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Use watercolour paint to produce washes for backgrounds then add detail.

To coil and overlap.

To cut precisely,

To use mosaics.

To fold, crumple, tear, cut and pleat paper.

To weave using a range of materials and represent chosen themes.

To embellish fabrics with sequins, buttons and dyeing.

Begin to explore a range of great artists, architects and designers in history.

Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

## RE

How are deities and key figures described in Hindu sacred texts and stories?

Lakshmi, Hanuman, Ganesh

What might Hindus understand about the Divine through these stories?

What is the purpose of visual symbols in the mandir? Lotus flower.

What do the main concepts in Islam reveal about the nature of Allah?

Iman and ibadah

What is the purpose of visual symbols in a mosque?

Qibla, minaret, minbar, prayer mats and facilities for wadu

How do symbols in the Bible help Christians relate to God?

What do symbols in the story of Jesus' baptism reveal about the nature of God?

Trinity-three- in- one

What visual symbols and symbolic acts can be seen in a Christian church?

Holy communion

How might language within worship express Christian beliefs?

Language of blessings, language of hymns used on Trinity Sunday.

Big questions: What does it mean to live a good life?

What is good and bad?

Christianity: Golden rule, impact on daily living.

Islam: Importance of good character (akhlaq), charity (zakat), impact on daily life.

Humanism; trusting the scientific method.

## PSHE Education

Understand that their actions affect themselves and others and explain how they care about other people's feelings Understand that their behaviour brings rewards/consequences

Explain about a time when their words affected someone's feelings and what the consequences were

Give and receive compliments and know how this feels

Evaluate my own learning process and identify how it can be better next time

Be confident in sharing my success with others and know how to store feelings of success in an internal treasure chest

Explain how some of the actions and work of people around the world help and influence their life

Show an awareness of how this could affect individual choices

Identify things, people and places that they need to keep safe from, and can say some strategies for keeping themselves safe including who to go to for help

Express how being anxious or scared feels

Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up

Recognise how they feel about these changes happening and know how to cope with these feelings

## PE

Accurately pass and receive a range of balls in different ways

Demonstrate control when dribbling, passing and receiving with hands, feet or stick

Begin to demonstrate how to pass and receive on the move and signal for the ball to retain possession

Play invasion games ensuring that follow the rules of the game and play fairly

Strike a ball with control over a net

Select and use appropriate basic shots in different situations

Understand simple rules and use them in a game activity

Receive the ball from one direction and throw or strike it away in another direction

Make judgements about how best to intercept a ball travelling towards me

Strike a ball, with control, and direct it accurately into a target area

Improvise freely on own and with a partner

Translate ideas from a variety of stimuli into movement

Compare, develop and adapt movements and ideas to create sequences of 3 or more steps.

Use dance vocabulary to compare and improve work

Understand working safely, recognise changes in my body and give reasons why PE is good for health.

Travel showing a range of stretched and curled shapes.

Know what symmetry and asymmetry means and can demonstrate these in balances.

Identify curved and direct pathways and demonstrate different fluent movements

Travel with a change of direction

Understand working safely, recognise changes in own body and can give reasons why PE is good for health

Copy, remember and repeat simple actions, varying speed and levels, with control and co-ordination

Apply compositional ideas to sequences, alone and with others

Make suggestions for improvements

Run at a speed appropriate to the distance I am running

Show control in take-off and landings when jumping.

Demonstrate a range of throwing actions using a variety of objects

Recognise a change in heart rate, temperature and breathing rate

Use maps and diagrams to orientate myself and to travel around a simple course

Start to plan sensible responses to physical challenges or problems

Respond when the task or environment changes and the challenge increases

Respond to feedback on how to go about their work differently.

### **Taken from RSE**

To identify the characteristics of an active lifestyle

To understand the importance of building regular physical exercise into their daily routine