



YEAR 3 CURRICULUM MAP 2020-2021

		Autumn – Literacy Based Topic (L)	Spring – Ancient Egypt (H)	Summer– UK (G)
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Animals , including humans (175, 176, 179) Plants (180, 181)	Light (192, Reflections eg, Sun eg, Shadows eg, 193) Rocks (186, Igneous/Sedimentary eg, Fossils eg, 187)	Plants (Parts and functions eg, 173, Water transport eg, 174) Forces and Magnets (190, Contact/distance eg, 191, magnetic materials eg, poles eg, attract/repel eg)
Working Scientifically – on going across the year				
Computing		Computer Science – write programs that accomplish specific goals. IT - Digital Literacy	IT – use a variety of software packages ,collect information Digital Literacy	Computer Science– work with various forms of input/output IT-effective searching Presentation Digital Literacy
History		Who were Britain’s first builders? NC ref – Stone age to Iron age. Focus: - building and technology in earliest settlements, key features of an era, chronology (sequence and duration), change over time, using artefacts as primary sources, awareness of representation.	Why did the Ancient Egyptians build pyramids? NC ref – Achievements of Early Civilisations – Ancient Egypt. Focus: - Key features of ancient civilization, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)	How have the Greeks shaped my world? NC ref – Ancient Greece – achievements and influences. Focus: - chronology (sequence and duration), key features and individuals of ancient civilization, consequences, significance (legacy) use of primary sources, use of written interpretations.
Geography		Is the UK the same everywhere? Focus:- Physical geography – hills, coasts, rivers	Why do we have cities? UK towns, cities and countries Focus:- countries, counties, land use, settlement, contrasting cities.	We’ve got it all!! Why is the North East special? Regional focus with lead on rivers and economic activity. Focus: - Fieldwork, water cycle, rivers – their formation and impact.
D.T.		Control - produce a book with moving parts	Textiles - linked to Egyptian art	Structure - make a photo frame/mirror – to display a map of the UK or city etc.
Art and Design		Drawing and Painting	Drawing /painting/ sculpture – range of media	Architects and designers Printing – landscape/buildings
Create sketchbooks to record observations				
Music		Play and perform - rhymes/raps/action songs including ‘Cave man song’ – keeping pulse/beat Improvise and Compose - percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas	Play and Perform - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc	Play and perform -notated, repeated rhythms – derived from UK cities/places: Sequence-structure-create textures (say/play) Listen and appraise - regional songs/dances - folk and national music
Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)				
MFL		All About Me (QCA Unit 1) <i>Introducing self and family</i> <i>Greeting people</i> <i>Counting 1-12</i>	Games and Songs (QCA Unit 2) <i>Saying what there is</i> <i>Giving opinions</i> <i>More counting (13-20)</i>	Portraits (QCA Unit 4) <i>Saying what you and other people have or don’t have</i> <i>Saying what something is or is like</i>

P.E.	Games & Swimming Games & Dance	Dance & Swimming Games & Gymnastics	Games & Swimming Dance & Athletics
R.E.	Come & See Programme Homes Judaism Promises Visitors	Come & See Programme Journeys Islam Listening & Sharing Giving All	Come & See Programme Energy Choices Special Places