



YEAR 3 CURRICULUM MAP

		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		<p>Animals , including humans (175, 176, 179)</p> <p>Plants (180, 181) Plants – growth and health (105, 106) Living Things and Habitats – habitats and food chains (108, 115, 116, 117)</p>	<p>Light (192, Reflections eg, Sun eg, Shadows eg, 193)</p> <p>Rocks (186, Igneous/Sedimentary eg, Fossils eg, 187)</p>	<p>Plants (Parts and functions eg, 173, Water transport eg, 174)</p> <p>Forces and Magnets (190, Contact/distance eg, 191, magnetic materials eg, poles eg, attract/repel eg)</p>
Computing		<p>Computer Science – write programs that accomplish specific goals.</p> <p>IT - Digital Literacy</p>	<p>IT – use a variety of software packages ,collect information</p> <p>Digital Literacy</p>	<p>Computer Science– work with various forms of input/output</p> <p>IT-effective searching Presentation</p> <p>Digital Literacy</p>
History		<p>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.</p>	<p>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)</p>	<p>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. All change? Holidays now and then NC: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming interpretations, use of primary sources. Comparing holidays now and 1950s Victorian. Use historic environment.</p>
Geography		<p>Is the Uk the same everywhere? Focus:- Physical geography – hills, coasts, rivers</p>	<p>Why do we have cities? Uk towns, cities and countries Focus:- countries, counties, land use, settlement, contrasting cities.</p>	<p>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. Holidays- where shall we go? Place comparisons- geographical features. Focus: contrast area of UK and area of non-European country e.g. UK coast and Kenyan Safari.</p>
D.T.		<p>Control - produce a book with moving parts</p>	<p>Textiles- linked to Egyptian art</p>	<p>Structure - make a photo frame/mirror – to display a map of the UK or city etc. Structure - design and make a miniature garden/seaside</p>

Art and Design	Drawing and Painting Drawing and painting -plants	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