Curriculum Map 2024-25 Team Cowell Year 3 Class teacher: Mrs Graham and Miss Fahey

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|  | | **Autumn** | | **Spring** | | **Summer** | | |
| **English: Reading, Writing, Spelling and V, G, P**  **Writing** | **Word reading** | Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | |
| **Language**  **Comprehension** | Pupils should be taught to:   * develop positive attitudes to reading and understanding of what they read by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | | | | | |
| **Text Types** | Text types include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books.  CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year. | | | | | | |
| **Picture Books** | **Non-Fiction** | **Building Stamina** | **Non-Fiction** | **Traditional Tales and Twists** | | **Contemporary Fiction** |
| **CLPE** | **Arthur and the Golden rope** | **Wolves** | **Wild Robot** | **The Great Kapok Tree** | **Firebird** | | **Leon and the Place Between** |
| **Maths** | | *Adapted from White Rose Maths*: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion | | | | | | |
| **Science** | | **Animals including Humans** | **Rocks** | **Fossils and Soils** | **Light** | **Plants** | **Forces and Magnets** | |
| *Working Scientifically taught throughout the year:*  During years 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings. | | | | | | |
| **Computing** | | **Computing Systems and Networks - Connecting Computers** | **Creating Media Animations** | **Programming A Sequencing in Music** | **Data and Information – Branching Databases** | **Creating Media – Desktop Publishing** | | **Programming B – Events and Actions** |
| **Online Safety** | | **Cyberbullying**  [**Computing: Online Safety: Cyberbullying Year 4 Lesson Pack 1 (twinkl.co.uk)**](https://www.twinkl.co.uk/resource/tp2-i-909-computing-online-safety-cyberbullying-year-4-lesson-pack-1) | **Emailing**  [**Computing: Online Safety: Emailing Year 3 Lesson Pack 4 (twinkl.co.uk)**](https://www.twinkl.co.uk/resource/tp2-i-918-computing-online-safety-emailing-year-3-lesson-pack-4) | **Party Planners**  [**Computing: Online Safety: Party Planners Year 3 Lesson Pack 6 (twinkl.co.uk)**](https://www.twinkl.co.uk/resource/tp2-i-924-computing-online-safety-party-planners-year-3-lesson-pack-6) | **Copy Cats**  [**Computing: Online Safety: Copycats! Year 4 Lesson Pack 3 (twinkl.co.uk)**](https://www.twinkl.co.uk/resource/tp2-i-914-computing-online-safety-copycats-year-4-lesson-pack-3) | **Keep it to Yourself**  [**Computing: Online Safety: Keep It to Yourself Year 3 Lesson Pack 3 (twinkl.co.uk)**](https://www.twinkl.co.uk/resource/tp2-i-926-computing-online-safety-keep-it-to-yourself-year-3-lesson-pack-3) | | **Cyber Superheroes**  [**Computing: Online Safety: Cyber Superheroes Year 4 Lesson Pack 6 (twinkl.co.uk)**](https://www.twinkl.co.uk/resource/tp2-i-913-computing-online-safety-cyber-superheroes-year-4-lesson-pack-6) |
| **Geography** | | **Local area** |  | **Climate Zones** | **Rio and South East Brazil** |  | [**Rivers**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/)  (fieldwork opportunity) | |
| **History** | | **British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?** | **British history 2: Why did the Romans settle in Britain?** | |  | **British history 3: How hard was it to invade and settle in Britain?** |  | |
| **Art** | |  | **Gestural Drawing with Charcoal**  Making loose, gestural drawings with charcoal, and exploring drama and performance |  | **Cloth, Thread, Paint**  Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece |  | [**Sculpture, Structure, Inventiveness & Determination**](https://www.accessart.org.uk/sculpture-and-structure) What can artists learn from nature? | |
| **Design Technology** | | **Structures Shell**  Structures (including computer aided design) |  | Food Healthy and Varied Diet (including cooking and nutrition requirements KS2)  **\*Sandwich snacks/ Dips and Dippers** |  | Textiles 2D shape to 3D product  **\*Bendy Bags** |  | |
| **Music** | |  | **Three Little Birds** |  | **Glockenspiel Stage 1** | **Mamma Mia** | **Stop** | |
| [**P.E.**](file:///\\STANLEYCROOKP.internal\staffhome$\dmartin\Documents\Delivering%20QCA%20Physical%20Education.doc) | | **Handball** | **Dance** | **Gymnastics** | **Tennis/ Volleyball** | **Orienteering** | **Athletics** | |
| **Swimming** | **Swimming** | |
| [**R.E.**](file:///\\STANLEYCROOKP.internal\staffhome$\dmartin\Documents\Delivering%20RE.doc) | | **What can we believe about Christian worships and beliefs by visiting churches?** | | **What do Christians believe about Jesus?** | | **What do Hindus believe?** | | |
| **RSE/ PSHE** | | **TEAM** | **VIPs** | **Safety First** | **Aiming High** | **Diverse Britain** | **Growing Up** | |
| **MFL** | | **Getting to Know you** | **All About Me** | **Food Glorious Food** | **Family and Friends** | **Our School** | | **Time** |
| **British Values** | | We treat everybody equally.  We try to help other people.  We understand right from wrong.  We know that we are all special.  We understand the consequences of our actions.  We understand and respect the roles of people who many help us.  We listen to and respect other people’s opinions and values.  We respect the culture and beliefs of others. | | | | | | |

