

Class Curriculum Map – Year 3

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	<p>- Place value within 1,000 Count in 100s; Partition a number in 100s, 10s and 1s; Find 100, 10 and 1 more or less; Compare and order numbers up to 1,000; Count in 50s</p> <p>- Number: addition and subtraction Add 1s and 10s to 3-digit numbers; Subtract 1s and 10s from 3-digit numbers; Add and subtract 3-digit and 2-digit numbers; Learn when to exchange 1s, 10s and 100s; Add and subtract using mental and written methods; Add and subtract 3-digit numbers; Decide if we need to exchange; Exchange across more than one column; Learn how to check our answers in different ways; Use bar models to solve 1- and 2-step problems</p> <p>- Number: multiplication and division Recognise when groups are equal and when they are not; Learn the 3, 4 and 8 times-tables; Find a simple remainder when a number is divided; Use a bar model to solve multiplication and division problems</p>	<p>- Number: multiplication and division Compare multiplication and division statements using inequality signs; Use known multiplication facts to solve other multiplication problems; Find multiplication and division fact families; Learn to multiply and divide by partitioning; Solve mixed multiplication and division problems including multi-step problems</p> <p>- Measurement: money Record money in £ and p; Convert money; Add and subtract amounts of money; Solve problems including ones that involve finding change</p> <p>- Statistics Present information in different ways; Use pictograms, bar charts and tables; Answer questions based on information that is presented in different ways</p> <p>- Measurement: length and perimeter Measure lengths in millimetres, centimetres and metres; Compare lengths; Add and subtract lengths; Measure the perimeter of a shape; Learn about equivalent lengths</p> <p>- Number: fractions Make a whole with unit and non-unit fractions; Explore tenths as fractions; Understand fractions as numbers; Calculate fractions of a set of objects</p>	<p>- Number: fractions Find equivalent fractions; Compare fractions; Add and subtract fractions; Solve word problems about fractions and finding fractions of an amount</p> <p>- Measurement: time Learn about hours, days, months and years; Estimate times; Tell the time to the nearest minute; Calculate start and end times; Solve time problems</p> <p>- Geometry: angles and properties of shapes Learn about turns; Learn what a right angle is; Understand and draw parallel and perpendicular lines; Identify and draw vertical and horizontal lines; Recognise and describe right angles and parallel and perpendicular lines in 2D shapes; Recognise, describe and construct 3D shapes</p> <p>- Measurement: mass Measure mass in kilograms and grams; Work out different intervals on a scale; Add, subtract and compare masses; Solve problems involving mass</p> <p>- Measurement: capacity Measure capacity in litres and millilitres; Convert between litres and millilitres; Compare and order capacities; Add and subtract capacities; Solve problems involving capacities</p>
English	<p>Autumn 1</p> <p>- Recount writing: letter in role - Text: Seal Surfer by Michael Foreman</p> <p>Spoken language: Ask relevant questions; Build vocabulary; Articulate and justify answers; Participate in discussions, presentations, performances, role-play, improvisations and debates; Consider and evaluate different viewpoints.</p> <p>Reading comprehension: Use dictionaries to check the meanings of words; Prepare poems to read aloud and perform; Recognise</p>	<p>Spring 1</p> <p>- Fiction writing: historical narrative from a character's point of view - Text: Stone Age Boy by Satoshi Kitamura</p> <p>Spoken language: Listen and respond; Build vocabulary; Articulate and justify answers; Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p>Reading comprehension: Read for a range of purposes; Use dictionaries to check the meaning of words; Explain meaning of words</p>	<p>Summer 1</p> <p>- Fiction writing: adventure story - Text: Journey by Aaron Becker</p> <p>Spoken language: Build vocabulary; Articulate and justify answers; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints.</p> <p>Reading comprehension: Identify themes and conventions; Discuss words and phrases</p>

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	<p>different forms of poetry; Check texts make sense; Ask questions to improve understanding of a text; Draw inferences (characters feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Participate in discussions about books.</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; In narratives, create settings, characters and plot; Assess the effectiveness of own and others' writing; Proof-read for spelling and punctuation errors.</p> <p>Autumn 2</p> <ul style="list-style-type: none"> - Fiction writing: fantasy story - Text: <i>Winter's Child</i> by Graham Baker-Smith <p>Spoken language: Ask relevant questions; Build vocabulary; Give well-structured descriptions, explanations and narratives; Participate in discussions, presentations, performances, role-play, improvisations and debates; Consider and evaluate different viewpoints.</p> <p>Reading comprehension: Use dictionaries to check the meaning of words; Identify themes and conventions; Discuss words and phrases that capture the reader's interest and imagination; Recognise different forms of poetry; Explain meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with</p>	<p>in context; Draw inferences (characters feelings, thoughts and motives); justify with evidence; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Retrieve and record information from non-fiction.</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; In narratives, create settings, characters and plot; Use headings and sub-headings to aid presentation; Group related ideas into paragraphs; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors.</p> <p>Spring 2</p> <ul style="list-style-type: none"> - Persuasion writing: information text - Text: <i>Big Blue Whale</i> by Nicola Davies <p>Spoken language: Listen and respond; Ask relevant questions; Build vocabulary; Articulate and justify answers; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers for effective communication.</p> <p>Reading comprehension: Read for a range of purposes; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction; Participate in discussion about books.</p>	<p>that capture the reader's interest and imagination; Explain meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Participate in discussion about books.</p> <p>Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing; Compose and rehearse sentences orally; Build a varied and rich vocabulary; Build an increasing range of sentence structures; In narratives, create settings, characters and plot; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Summer 2</p> <ul style="list-style-type: none"> - Persuasion writing: tourism leaflet - Text: <i>Zeraffa Giraffa</i> by Dianne Hofmeyr <p>Spoken language: Listen and respond; Build vocabulary; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Select and use appropriate registers for effective communication.</p>
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	<p>evidence; Predict from details stated and implied.</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; Build a varied and rich vocabulary; Assess the effectiveness of own and others' writing; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; Propose changes to grammar and vocabulary to improve consistency; Assess the effectiveness of own and others' writing; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Reading comprehension: Read for a range of purposes; Use dictionaries to check the meaning of words; Explain meaning of words in context; Ask questions to improve understanding of a text; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction.</p> <p>Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing; Discuss and record ideas; Group related ideas into paragraphs; Assess the effectiveness of own and others' writing; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>RE</p>	<p>Autumn 1 - What is the Bible's 'big story' and what does it reveal about having faith in God? How The Bible came into being; How we got The Bible we use today? Whether The Bible has many plots or one plot; What the term 'metanarrative' means; Why The Bible is sometimes referred to as a map for Christian life; What The Bible teaches about faith, reflection of what faith means to us; What makes a person of faith in The Bible? How</p>	<p>Spring 1 - Who is Jesus? Jesus made statements about himself, describing himself through symbolism; The 7 "I am. . ." statements of Jesus and their meanings to Christians; How the "I am..." statements relate to the personal lives of Christians; Creation of an "I am. . ." statement by each pupil for Jesus; Encourages pupils to consider how the meanings behind Jesus' "I am . . ." statements are relevant in their lives.</p>	<p>Summer 1 - What does it mean to be a Muslim? Importance of Muhammad (pbuh); Importance of the Qur'an and how it is treated by Muslims; What stories teach about Muslim beliefs; Islamic practices (including prayer, birth rites and Islamic art); Significance of the mosque; Similarities and differences of worship and ideas about Allah (God), between Islam and other faiths.</p>

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	<p>Christians have shown faith and show faith today in spreading the 'Good News'.</p> <p>- What do the monastic traditions within Christianity show us about living in community?</p> <p>There are monastic communities of men and of women within the Church of England; Living in a monastic community is a particular way of living out the Christian faith, followed by some people; There are different models of monastic life, some active, some contemplative; Living in community with others offers challenges, as well as opportunities; Christian commitment takes different forms for different people.</p> <p>Autumn 2</p> <p>- How do Advent and Epiphany show what Christmas is really about?</p> <p>Advent as a time of preparation; the signs in the Bible that point to the birth of Jesus; The impact of the message of Christmas on the people of God; the clues to be found in the celebration of Epiphany about Jesus' life.</p>	<p>Spring 2</p> <p>- What are the Beatitudes and what do they mean for Christians?</p> <p>Where The Beatitudes came from, what they are and what they mean for Christians; It asks the pupils to think about the moral decisions that they and (other) Christians make based on The Beatitudes; Pupils are asked to respond to The Beatitudes using a variety of media.</p> <p>- Easter People - Who is the most significant person in the Easter story?</p> <p>Why did Judas betray Jesus? What does Peter's denial say about the challenges of Christian faith? Why were the women important at the crucifixion and resurrection of Jesus? Who is the most important person in the Easter narrative and why?</p>	<p>Summer 2</p> <p>- How and Why do Muslims uphold their faith by giving commitment to Allah?</p> <p>The Importance of the 5 Pillars of Islam for Muslims and the commitment to Allah that they give; The Shahadah: The call to faith; Salah: The role prayer plays in a Muslim's life; Zakat: Giving to charity; Sawm: Fasting; Hajj: The importance of pilgrimage; Ramadan; The festivals of Eid-ul-Fitr and Eid-ul-Adha.</p>
<p>Computing</p>	<p>Autumn 1 & 2</p> <p>- Computer Science: Coding</p> <p>'We are programmers'</p> <p>Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts; Use sequence in programs; work with variables and various forms of output; Use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p>Spring 1</p> <p>- Computer Science: Computational thinking</p> <p>'We are bug fixers'</p> <p>Debug programs that accomplish specific goals; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Summer 1 & 2</p> <p>- Information Technology: Media</p> <p>'We are co-authors'</p> <p>Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration; Use search technologies effectively, appreciate how results are selected and ranked, and be</p>

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		<p>Spring 2 - Digital Literacy: Online safety 'We are who we are' Select, use and combine a variety of software to design and create a range of content that accomplish given goals, including presenting information; Use technology safely, respectfully and responsibly.</p>	<p>discerning in evaluating digital content; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</p>
<p>Science</p>	<p>Autumn 1 - Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; Describe in simple terms how fossils are formed when things that have lived are trapped within rock; Recognise that soils are made from rocks and organic matter.</p> <p>Autumn 2 - Animals, including humans: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food - they get nutrition from what they eat; Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Spring 1 - Forces and magnets: Compare how things move on different surfaces; Notice that some forces need contact between two objects, but magnetic forces can act at a distance; Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Spring 2 - Forces and magnets: 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; Describe magnets as having two poles; Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Summer 1 - Light: Recognise that they need light in order to see things, and that dark is the absence of light; Notice that light is reflected from surfaces; Recognise that light from the sun can be dangerous and that there are ways to protect their eyes; Recognise that shadows are formed when the light from a light source is blocked by an opaque object; Find patterns in the way that the size of shadows change.</p> <p>Summer 2 - Plants: Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers; 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; Investigate the way in which water is transported within plants; Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

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History	Autumn 1 - Inventions and Discoveries: Stone Age to Iron Age - Look at how we know about prehistoric Britain - Mark ages on a timeline and compare to topics/events/people already studied - Stone Age (hunter-gatherers, the first settlements, Neolithic farmers, tools and weaponry, clothing) - Bronze Age (Use of bronze, travel, the Amesbury Archer) - Iron Age (hill forts, Iron age tools/weaponry/artefacts)	Spring 1 - Gods and Religion: Ancient Egypt - Place the Ancient Egyptian civilisation on a timeline - Egyptologists (Champollion and Howard Carter) - Pharos, Pyramids and Tombs - Religion (Gods and goddesses, the creation story) - Reading, writing and maths - The importance of the Nile for settlements	Summer 1 - Significant People: The Shang Dynasty - Place the Shang Dynasty on a timeline - Shang Dynasty rulers - Timeline of Shang rulers - Life in the Shang Dynasty - Farming (silk) - The Shang army (including Fu Hao) - Religion (Gods, Shangdi, oracle bones)
Art & Design	Autumn 1 - Sculpture; Drawing; Develop intricate patterns with a variety of media. Autumn 2 - Plan, design and make models; using malleable materials from observation or imagination; Papier-mache	Spring 1 - Painting; Drawing; Experiment with marks and lines with a wide range of implements: charcoal/ graphite/ chalk/ pencil Spring 2 - Create different effects and textures with paint; Create a background wash; Create tints, tones and shades	Summer 1 - Celebration of work; Printing/ craft; Summer 2 Drawing; To understand how to use a variety of hard and soft drawing pencils to create different effects - Create repeating patterns with printing
Music	Autumn 1 - Understand simple rhythm notation: write, say and play using stick notation - ta, ti-ti, ta-a, tikka tikka - Play and perform in solo and ensemble contexts; recall sounds with increasing aural	Spring 1 - Understand how music is created and produced: organise and manipulate ideas within musical structures; explore the pentatonic scale and ways of notating pitch.	Summer 1 - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions: listen to and communicate ideas about music from around the world.

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	<p>memory: play simple melodies on tuned percussion as an ostinato accompaniment</p> <ul style="list-style-type: none"> - Evaluate music: simple written evaluation of their performances. <p>Autumn 2</p> <ul style="list-style-type: none"> - Develop an understanding of the history of music: medieval music - Improvise and compose music for a range of purposes: music from the past to the future. 	<ul style="list-style-type: none"> - Appreciate and understand music drawn from different traditions: Chinese music <p>Spring 2</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions: listen to and communicate ideas about music. - Develop an understanding of musical composition, organising and manipulating ideas within musical structures: play a melodic ostinato as an accompaniment. - Compose music for a range of purposes: create own music in groups, using a known stimulus and rhythm patterns. 	<p>Compose music for a range of purposes: create own island music.</p> <p>Summer 2</p> <ul style="list-style-type: none"> - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproduce sounds from aural memory: Understand and perform call and response structure, perform word rhythms, explore sounds, sing in two parts, introduce binary form. - Use and understand staff and other musical notations: create and perform word rhythms. Learn to read and write simple melodies using formal notation on the treble clef.
PE	<p>Autumn 1</p> <ul style="list-style-type: none"> - Invasion games: tag rugby <p>Autumn 2</p> <ul style="list-style-type: none"> - Invasion games: netball 	<p>Spring 1</p> <ul style="list-style-type: none"> - Invasion games: basketball <p>Spring 2</p> <ul style="list-style-type: none"> - Racket sports: tennis - Water sports: swimming 	<p>Summer 1</p> <ul style="list-style-type: none"> - Bat and ball: cricket - Water sports: swimming <p>Summer 2</p> <ul style="list-style-type: none"> - Track and field: athletics
	<p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best; swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of swimming strokes effectively.</p>		
DT	<p>Autumn 1</p> <ul style="list-style-type: none"> - Textiles: Cushions (cross stitch, seams, stuffing and applique) <p>Autumn 2</p> <ul style="list-style-type: none"> - Electronical systems: Static Electricity (explore static electricity and use it to make a simple game) 	<p>Spring 1</p> <ul style="list-style-type: none"> - Mechanisms: Pneumatic toys (pneumatic systems using syringes) <p>Spring 2</p> <ul style="list-style-type: none"> - Digital World: Electronic Charm (design, code and make) 	<p>Summer 1</p> <ul style="list-style-type: none"> - Cooking and Nutrition: Eating Seasonally (understanding seasonality, preparing fruit and vegetables safely) <p>Summer 2</p> <ul style="list-style-type: none"> - Structures: Castles (building stability and strength)

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<p>PSHE</p>	<p>Autumn 1 - Being in My World Prepare children to play an active role as citizens: self-identity and worth; rights and responsibilities; rewards and consequences.</p> <p>Autumn 2 - Celebrating Difference Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people: types of families; making friends; how to spot and solve bullying; compliments.</p>	<p>Spring 1 - Dreams and Goals Develop confidence and responsibility and making the most of pupils' abilities; Prepare children to play an active role as citizens: overcoming obstacles and achieving success; simple budgeting; motivation.</p> <p>Spring 2 - Healthy Me Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; fitness; attitudes towards drugs; staying safe online and offline.</p>	<p>Summer 1 - Relationships Develop confidence in talking, listening and thinking about feelings and relationships; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; family roles; keeping safe online; awareness of others.</p> <p>Summer 2 - Changing Me The life processes common to humans and other animals include nutrition, growth and reproduction; The main stages of the human life cycle; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; Teach children to name parts of the body and describe how their bodies work; how babies grow; inside and outside body changes; family stereotypes.</p>
<p>French</p>	<p>- Key questions and responses. Recognising both in the written and oral form. Practising. - How to identify gender by recognising the definite and indefinite articles and understanding when and how they are used.</p>	<p>- Learning topic vocabulary and identifying it in simple listening comprehensions. - Creating simple spoken sentences, using size and colour with known nouns. Recognising them in the written form.</p>	<p>- Responding to spoken instructions in the language in order to produce a drawing or respond to classroom commands. - Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences.</p>

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