ST MARGARET'S CALNE
CO-EDUCATIONAL NURSERY & PREP

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value up to thousands Read and write numbers to at least 1000 in numerals and in words Order numbers to 1000 count on/back in ones, tens or hundreds Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Count from 0 in multiples of 25 up to 1000 Add and subtract numbers mentally, including; a 3-digit number and ones, tens or thousands Formal column paper methods, +/- to 1000 with regrouping/renaming Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		Multiply a 2 and 3-digit number by a single digit on paper Simple ÷ of a 2-digit number by a 1-digit number Solve word problems that involve x and ÷ Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Convert between metres, centimetres and kilometres Draw and measure straight lines in centimetres and millimetres Name amounts of money including coins and notes under £1 and above Add amounts of money together using different methods; to consolidate the addition of pounds and pence separately		Recognise, find and write fractions of a discrete set of objects Recognise and use fractions as numbers Recognise and show equivalent fractions Add and subtract fractions with the same denominator within one whole Compare and order unit fractions and fractions with the same denominators Interpret and present data using bar charts, pictograms and tables, & using simple scales Create & interpret Venn/Carroll diagrams Measure and calculate perimeter of simple 2D shapes	

	Multiply a 2 and 3-digit number by a single digit on paper		Use multiple methods for adding and subtracting amounts of money, including concrete materials and the column method Tell and write the time from an analogue clock using 12-hour and 24-hour clocks Know the number of seconds in a minute, minutes in an hour, and the number of days in each month, year and leap year		Determine perimeter of basic shapes; use grid paper to measure perimeter Recognise angles as a property of shape and associate angles with turning; introduce the terms acute and obtuse for angles greater or less than a right angle Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines Identify lines of symmetry in 2D shapes presented in different orientations	
	Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year.					
English	Holiday Memories - Where have my feet been? (Personal Recounts) **The Street Beneath My Feet** Charlotte Guillian & Yuval Zommer	**Stone Age Boy** by Satoshi Kitamura (Adventure Stories Entertain) **Apes to Zebras – A-Z of shape poems** Shape poems and Calligrams (Poetry – Entertain)	**Pantomime playscript** (Simple Playscripts) **Aesop's Fables** (Traditional Tales - Entertain)	**Escape From Pompeii**, Christina Balit (Postcards and Diaries Entertain and Inform)	**The Day the Crayons Quit** Informal/formal letters (Persuasion) Poems on a theme	**Stories by the same author** David Walliams (Narrative - Entertain)

	Earth Shattering Events, Robin Jacobs (Non-chronological reports - Inform)					
	Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year.					
Science	**Rocks & Soils** Compare and group together different kinds of rocks based on their appearance and simple physical characteristics (texture and permeability). Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soil is made from rock and organic matter.	**Everyday Materials – Thermal Insulators & Keeping Warm** Recognise that temperature is a measure of how hot or cold objects are. Identify materials that are good thermal insulators and some everyday uses of these. Recognise that the materials keep objects both cold/warm.	**Animals Including Humans – Nutrition, Skeleton & Muscles** Recognise the life processes common to humans and other animals (MRS GREN). Identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat.	**Forces & Magnets** Notice that some forces need contact between two objects, but magnetic force can act over a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials to establish whether they are attracted to a magnet and identify some	**Plants – Life Processes & Structure and Function of a Flowering Plant** Recognise that the life processes common to plants include growth, nutrition and reproduction. Explore the requirements of plants for life and growth (air, light, water, temperature, nutrients from soil and room to grow) and how they vary from plant to plant. Identify and describe the	**Lights (Shadows)** Recognise that light travels from a source. Recognise that they need light to see things and that darkness is the absence of light. Notice that light is reflected from surfaces. Describe how we see things only when light from them enters our eyes. Recognise that shadows are formed when light from a light

		Recognise that objects cool or warm to their surroundings. Compare, use and read thermometers to measure temperature. Identify significant measurements of temperature (boiling/freezing point of water, temperature of a healthy human).	Describe the need for food for activity and growth and the importance of an adequate and varied diet for health. Identify foods that are sources of a balanced diet. Identify that humans and other animals have skeletons and muscles for support, protection and movement.	magnetic materials. Describe magnets as having two poles and why they are called so. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Investigate and compare how things move on different surfaces.	functions of different parts of flowering plants: root, stem/trunk, leaves and flowers. Investigate the way in which water is transported within plants and how minerals are taken in through the root. Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation, germination and seed dispersal.	source is blocked by a solid (opaque) object. Recognise that even transparent objects block some light and form shadows. Describe how the sun's shadow changes over a day find patterns that determine the size of shadows.
	Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments					

History		**Stone Age to Iron Age** Understand that we can find out about the past from written, verbal and archaeological sources. Use evidence to inform us about the past. Learn about everyday life of the Early settlers. Find out what evidence of Stone Age life is nearby. Understand how the Bronze age and Iron age moved life forward.	**Romans & Italy (Geography & History Combined)** Locate Rome, Italy on a world map. Discover neighbouring European countries. Identify key geographical features in Italy (including hills, mountains, coasts and rivers). Recognise human and physical characteristics, including economic activity in Italy (linked to tourism). Map the layout of Roman Empire locating significant cities and countries. Learn about the importance of the Roman Army. Understand what it was like to live in Rome. Compare and contrast leisure activities and daily life of the Romans to those of today (Roman Baths trip). Understand and debate the value of the Roman's legacy.		**Local Area Study (The Harris Factory, Calne)** Name and locate counties and major cities of the United Kingdom. Gather information from first hand enquiry. Discover the history of St Margaret's and how the school has changed over time. Understand that Harris Bacon Factory was a significant employer in Calne. Learn about famous historical figures in Calne. Visit Calne Blue Plaque trail.
Geography	**Volcanoes & Earthquakes**			**How & Why is my Local Area Changing?**	

	Locational Knowledge Latitude and longitude Northern and Southern Hemisphere and time zones **Human & Physical** Volcanoes and earthquakes **Skills & Fieldwork** Maps, atlases, globes and digital/computer mapping Map symbols and key				**Locational Knowledge** United Kingdom **Human & Physical** Settlement and land use **Skills & Fieldwork** Maps, atlases, globes and digital/compute r mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	
RE	**Hinduism** Key Question: Would celebrating Diwali at home and in the community bring a feeling of	**Christmas** Key Question: Has Christmas lost its true meaning?	**Jesus' Miracles** Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?	**Easter – Forgiveness** Key Question: What is good about Good Friday?	**Sharing & Community** Key Question: Do Sikhs think it is important to share?	**Prayer & Worship** Key Question: What is the best way for a Sikh to show commitment to God?

	belonging to a Hindu child?					
PSHE	**Me & My Relationships**	**Rights & Respect**	**Valuing Difference**	**Being My Best**	**Keeping Myself Safe**	**Growing & Changing**
DT	Pneumatics (Moving Christmas chocolate box)				Cookery (Pizzas) Design (Pizza Packaging)	
MFL	Practise numbers up to 30 and tens to 60. Formal and informal greetings. Food and drinks in a French tearoom. Understand a conversation in a tearoom. Adapt and take part in a role-play in a tearoom. Place orders and ask for the bill. Reinforce and extend vocabulary for fruits and vegetables. Express simple opinions on tearoom drinks and snacks, fruits and vegetables. Say " there is / isn't". Adapt and take part in a role-play at the market. Discover some facts about the Christmas tradition in France.		Practise numbers up to 40 and tens to 60. Practise days, months and seasons. Understand and use "Quel temps fait-il?". Learn some weather key phrases. Understand / Take part in a weather forecast. Practise compass points. Name some of the countries sharing a border with France. Name various means of transport. Ask how people travel and respond. Give simple opinions various types of weather and means of transport. Justify their opinions. Discover some facts about and words related to the New Year traditions and Easter.		Practise numbers up to 50 and tens to 60. Name some parts of the body. Describe a monster using the "Il" and "Elle" forms. Understand how to form negative sentences with "ne … pas". Ask how someone is feeling and respond. Say you are unwell or sick. Say that one part of your body hurts using "J'ai mal au/à la/à l'/ aux…"	
Computing	**Developing Computing skills** Using digital learning platforms and cloud-based storage. **Stop-Frame Animations** Exploring techniques. Using storyboards and sequencing.		**Programming – Sequencing** Sequencing programming. Exploring motion, sound and event blocks. Stages of programme design. **Desktop Publishing** Features of desktop publishing.		**Events and actions in Programs** Linking events and actions. Exploring movement controls. Using programme extensions. **Branching Databases** Attributes and sorting groups.	

	Exploring additional media (text and sounds).	Making considered choices. Developing templates.	Creating branching databases.
	Online Safety – Taught across the year, covering topics such as o we know what is real? Making responsible choices, supporting others online, sharing without consent and online agreements. **Typing skills** – Punctuation and symbols, typing words starting with specific letters (building keyboard familiarity)		
Music	Choral singing including part-singing techniques Explore ways of listening to music and introduce Listening Log Composition - exploring and using the pentatonic scale (Chinese Dragon music) Improvised and notated recorder work (Recorder Karate programme) Rhythm games, movement and patterns	Choral singing including part-singing techniques Musical Theatre skills Body percussion, layers and ostinato patterns Improvised and notated recorder work (Recorder Karate programme) Preparing for public performance (Production and Spring Concert) Links to: Romans (songs and composition); Human Body (body percussion, listening games); Forces (machine music unit)	Developing aural awareness through exercises Music history and genres – telling a story through music Composing music for a purpose – radio jingles Playing and singing musically from notation *(solo and ensemble)* Introduction to Samba Improvised and notated recorder work (Recorder Karate programme)
Art	**Colour & Brushwork** General discussion, examples, art history/Q&A Colour Wheel What is colour?	**Illustration** General discussion, examples of different styles of illustration Introduce students to the concept of illustration and its role in storytelling and communication.	**Sculpture** General discussion, examples, art history/Q&A What is sculpture? shape? scale? space? figurative or abstract? Sculpture in public and private spaces. Sculpture parks. Look at the

	Recap primary, secondary & tertiary colours Recap colours of the rainbow (*ROY G BIV*) What are tints & shades? Teach warm and cool colours.	Explore different types of illustrations (e.g., book illustrations, character designs, etc.). What are the different techniques illustrators use to illustrate stories? Experiment and explore a variety of materials and techniques. Look at the work of famous illustrators. Quentin Blake, Axel Scheffler, Beatrix Potter etc *(cross-curricular link with English)*.	work of Henry Moore & Antony Gormley (UK), Jen Stark (USA), Donatello (St George, Marble) Explore and experiment with simple sculpting techniques.
Sport	Girls - Hockey: travelling with ball, sending, receiving, shooting, small-sided games Boys - Rugby: passing, carrying, dodge and tackle, one to one and small groups. All - Cross-Country Dance: expression, body and spatial awareness Gym: travelling using small apparatus Swimming: development of all 4 strokes All - Climbing	Girls - Netball: receiving, sending the ball, footwork, simple techniques, small sided games Boys - Hockey: travelling with ball, sending, receiving, shooting, small-sided games Health Related Fitness: speed, stamina and jumping skills Swimming: personal water safety, surface dives, underwater swim, collecting objects, sculling	Cricket: catching, throwing, batting, bowling, aiming, fielding Athletics: running 60m & 200m, jumping, throwing Tennis: forehand, backhand, volley service, small games Swimming: diving, small races, timed swims, forward rolls
	Matches with other schools take place throughout the year, from Year 3 upwards.		