Curriculum Map Yr 3

Hungerford Primary Academy
learn to love and love to learn

English

Genres:

- Write narratives (including dialogue)
- Diaries
- Journalistic account (newspaper)
- Non-narrative
- Explanations: Instructions
- Read poetry - recognise some different forms of poetry [for example, free verse, narrative poetry].
- Read plays
- Read non-fiction, reference books or textbooks
- Dictionaries
- Retell orally fairy stories, myths and legends
- Prepare poems and play scripts to read aloud and to perform

Writing: Key objectives

- Draft and write by organising simple paragraphs around a theme.
- Draft and write by creating simple settings, characters and a basic plot in narratives.
- Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].
- Proof-read for some spelling and punctuation errors.
- Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.
- Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.
- Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].
- Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech.

Reading: Key objectives

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.
- Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.
- Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].
- Retrieve and record simple information from non-fiction.

Spoken language: at a level appropriate to Year 3 -

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Mathematics

Number Place Value: Key Objectives

- Count from 0 in multiples of 4, 8, 50 and 100.
- Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.

Calculations: Key Objectives

- Add and subtract numbers mentally, including three-digit number and ones, tens and hundreds.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Fractions: Key Objectives

- Count up and down in tenths.
- Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.

Measurement, Shape and Statistics: Key Objectives

- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
- Identify whether angles are greater than or less than a right angle.
- Interpret and present data using bar charts, pictograms and tables
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume,capacity (l,ml).

Art and Design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Paint, Collage, Sculpture, Draw, Print Textiles, Digital Media, Mixed Media
- Develop & share ideas in a sketchbook in finished products.
- Improve mastery of techniques.
- Learn about great artists, architects & designers in history.

Computing

- Design and write programmes that accomplish specific goals, including controlling or simulating physical systems
- Work with variables and various forms of input and output
- Use logical reasoning to explain how a simple algorithm works to detect and correct errors
- 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 engines effectively; be discerning in evaluating digital content
- Use technology respectfully and responsibly and know different ways I can get help if I am concerned
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Science

Work scientifically

- Ask relevant questions
- Observe and answer scientific questions
- Set up a fair test
- Explain how it is fair
- Use equipment such as data loggers and thermometers to measure
- Use diagrams, keys, bar charts and scientific language
- Draw conclusions based on results
- Make a prediction with scientific reason
- Identify changes related to enquiry

Biology

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.
  Identify and describe the functions of different parts of flowering plants: roots, stem, 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 in plants.
  Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals and Humans

- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
  Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Evolution and inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Chemistry

Rocks and Fossils

- Compare & group rocks & describe the formation of fossils.
  Compare and group together different kinds of rocks on the basis of their simple, physical properties.
  Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
  Recognise that soils are made from rocks & organic matter.

Physics

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.
  Notice that light is reflected from surfaces.
  Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.

Forces and Magnets

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
- Look at poles, attraction and repulsion.
- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers & springs.
  Notice that some forces need contact between two objects and some forces act at 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 on the basis of whether they are attracted to a magnet and identify some magnetic materials

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding, and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

Design

- Use research & develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model & communicate their ideas: discussion, annotated sketches, cross-sectional & exploded diagrams, prototypes, pattern pieces & comp. aided design.

Make

- Select from & use a wider range of tools & equipment to perform practical tasks: cutting, shaping, joining & finishing accurately.
- Select from & use a wider range of materials & components, inc. construction materials, textiles & ingredients, according to their functional properties & aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas & products against their own design criteria & consider others' views to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- Understand and use electrical systems in their products such as series circuits, incorporating switches, bulbs, buzzers and motors.
- Apply their understanding of computing to programme, monitor and control their products.

Cooking and Nutrition

- Understand & apply principles of a healthy & varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages

- In the chosen modern language:
  - Speak
  - Read
  - Write

Greetings, family, familiar words.

- Look at the culture of the countries where the language is spoken.

Music

- Play & perform in solo and ensemble contexts using voice & instruments with increasing accuracy, control & expression.
  Sing from memory with accurate pitch.
  Sing in tune.
  Maintain a simple part within a group.
  Pronounce words within a song clearly.
  Show control of voice.
  Play notes on an instrument with care so that they are clear.
  Perform with control and awareness of others.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
  Compose and perform melodic songs.
  Use sound to create abstract effects.

  Create repeated patterns with a range of instruments.
  Create accompaniments for tunes.
  Use drones as accompaniments.
  Choose, order, combine and control sounds to create an effect.
  Use digital technologies to compose pieces of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
  Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
  Evaluate music using musical vocabulary to identify areas of likes and dislikes.
  Understand layers of sounds and discuss their effect on mood and feelings.
- Use & understand the basics of the staff & other notations.
  Devise non-standard symbols to indicate when to play and rest.
  Recognise the notes EGBDF and FACE on the musical stave.
  Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
- Appreciate & understand a wide range of high quality live & recorded music from different traditions & from great musicians & composers.
- Develop an understanding of the history of music.

Geography

- Locate the world's countries, using maps to focus on Europe (including Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region in North or South America
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

History

- *Changes in Britain from the Stone Age to the Iron Age*
  e.g: Late Neolithic hunter gatherers and early farmers, e.g. Skara Brae, Bronze Age religion, technology and travel, for example Stonehenge or Iron Age hill forts, tribal kingdoms, farming, art and culture
- *The achievements of the earliest civilisations.*
  This **must** be an overview of where and when the first civilisations appeared and a **depth study of one of the following**: Ancient Sumer / The Indus Valley / Ancient Egypt / The Shang Dynasty of Ancient China

Personal Development

- Discuss and learn techniques to improve in the eight areas of 'success'.
- Study role models who have achieved success.
- Study those who have lost success and relate this to the eight areas of 'success'.

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- Use running, jumping, throwing and catching in isolation and in combination

Curriculum Map Yr 3

Hungerford Primary Academy
learn to love and love to learn

- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.
- **Swimming and water safety:**
  In particular, pupils should be taught to:
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Religious Education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to get a brief outline.
- Study other religions of interest to pupils.