



## Year 3 Curriculum Map 2021-2022

		Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>TOPIC</b>		Rivers	Feel the Force	Early Man	Teeth, Tummies and Toilets	From Beans to Bars	Awesome Egyptians
<b>English</b>	<b>Text</b>	Wind in the Willows	Iron Man	Stig of the Dump	Demon Dentist	Charlie and the Chocolate Factory	Awful Egyptians
	<b>Reading</b>	Identify suitable synonyms for new words Use a dictionary to check the meaning of words. Predict what might happen in a fiction text from details stated. Identify and summarise the main ideas from a section of a text. Retrieve and record information from non-fiction texts	Make sense of words in context by reading around unknown words Infer characters' feelings and thoughts from their actions Predict what might happen in a fiction text from details stated Identify and discuss words and phrases that capture their interest Retrieve and record information	Identify suitable synonyms for new words. Make sense of new words they meet by drawing on existing morphological and etymological knowledge. Infer characters' feelings and thoughts from what they have said. Consider authors' choices of language. Retrieve and record information from non-fiction texts. Identify and summarise the main ideas from a section of a text .	Make sense of words in context by reading around unknown words. Use a dictionary to check the meaning of words they have read. Infer characters' feelings and thoughts from their actions. Predict what might happen in a fiction text from details stated. Identify themes across a range of age-appropriate texts. Consider authors' choices of language.	Identify suitable synonyms for new words Infer characters' feelings and thoughts from what they have said Consider authors' choices of language Identify and discuss words and phrases that capture their interest. Retrieve and record information Identify and summarise the main ideas from a section of a text.	Use a dictionary to check the meaning of words they have read Make sense of words in context by reading around unknown words. Infer characters' feelings and thoughts from their actions Predict what might happen in a fiction text from details stated. Identify themes across a range of age-appropriate texts Identify and discuss words and phrases that capture their interest- Retrieve and record information from non-fiction texts
	<b>Writing genre</b>	<b>Genre:</b> Character Description <b>Audience:</b> Peers <b>Purpose:</b> To	<b>Genre:</b> Beginning story starter (incl setting description)	<b>Genre:</b> Diary entry <b>Audience:</b> myself <b>Purpose:</b> to recount	<b>Genre:</b> Instructions <b>Audience:</b> y2 children	<b>Genre:</b> Persuasive advert/poster <b>Audience:</b> children	<b>Genre:</b> Action/adventure narrative

		<p>entertain</p> <p><b>Genre:</b> Write from own viewpoint (letter)</p> <p><b>Audience:</b> BCP council</p> <p><b>Purpose:</b> to inform</p>	<p><b>Audience:</b> year 2 children</p> <p><b>Purpose:</b> to entertain</p> <p><b>Genre:</b> First Person recount</p> <p><b>Audience:</b> Mrs Simmons</p> <p><b>Purpose:</b> to inform</p>	<p><b>Genre:</b> Children's encyclopaedia entry</p> <p><b>Audience:</b> Peers</p> <p><b>Purpose:</b> to inform.</p>	<p><b>Purpose:</b> to instruct</p> <p><b>Genre:</b> Short story in past tense</p> <p><b>Audience:</b> peers</p> <p><b>Purpose:</b> to entertain</p>	<p><b>Purpose:</b> to persuade</p> <p><b>Genre:</b> Acrostic/Kenning poem</p> <p><b>Audience:</b> peers</p> <p><b>Purpose:</b> to entertain</p> <p><b>Genre:</b> Explanation text</p> <p><b>Audience:</b> adults</p> <p><b>Purpose:</b> to explain</p>	<p><b>Audience:</b> y4/5 children</p> <p><b>Purpose:</b> to entertain</p> <p><b>Genre:</b> Thank you letter</p> <p><b>Audience:</b> visitor/trip leader</p> <p><b>Purpose:</b> to thank</p>
	<p style="text-align: center;"><b>Spelling</b></p>	<p>Spell ords with long /ai/ sound spelt ei or eigh</p> <p>Spell words with the long /ai/ spelt with ey</p> <p>Spell words with long /ai/ spelt with ai</p> <p>Spell words with /ur/ sound spelt with ear</p> <p>Spell homophones and near homophones</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Statutory Spelling Challenge Words</p>	<p>short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO</p> <p>NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound</p>	<p>Homophones &amp; Near Homophones</p> <p>Homophones &amp; Near Homophones</p> <p>Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back')</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Statutory Spellings Challenge Words</p>	<p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with 'o'</p> <p>Words with a short /u/ sound spelt with 'ou'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zher/ sound spelt with 'sure'</p> <p>Words ending with a /cher/ sound spelt with 'ture'</p> <p>Words ending with a /cher/ sound spelt as 'ture'</p>

				spelt with 'ch'			
Mathematics	Number	Place Value Addition and Subtraction Multiplication and Division	Multiplication and division	Money Fractions	Fractions		Place Value Addition and Subtraction Multiplication and Division
	Measurement				Mass and Time	Time Length	
	Geometry		Shape and angles	Shape and angles		Properties of Shape	
Science		Plants	Forces and Magnets	Light	Animals including humans (nutrition, digestion, skeletons and teeth)		
	Working Scientifically is covered in every Science Topic						
Computing		Coding	Spreadsheets Word	Powerpoint	Online Safety Word	Design Graphing	Simulation Touch Typing
Geography		<b>Locational Knowledge:</b> rivers and seas of UK and the world. <b>Human and Physical Geography:</b> Human and				<b>Locational Knowledge:</b> Identify the 7 continents and world's countries.  <b>Place Knowledge:</b>	

		physical features of a river and surrounding areas. <b>Geographical skills and fieldwork:</b> Use of atlases and 4 figure grid references. Fieldwork- River Stour				Geographical similarities and differences region in the UK and Africa.  <b>Human and Physical Geography:</b> Distribution of natural resources and trade links (food)	
<b>History</b>			Changes in Britain from the Stone Age to the Iron Age				Achievements of the earliest civilisations- Ancient Egyptians
<b>Art and design</b>	Paint (Monet)		Charcoal Cave Drawing	Pencil Portraits (Leonardo Da Vinci)			Clay- canopic jar
<b>D.T.</b>		Cookery and Textiles - Robot			Food Packaging		
<b>Spanish</b>	Phonetics/I'm Learning Spanish	Animals	Ice-Creams	Musical Instruments	Fruits		Little Red Riding Hood
<b>R.E.</b>	<b>Citizenship</b>	Sikhism, Christianity, Humanism					
		Does joining the Khalsa make a person a better Sikh?	Do Sikhs think it is important to share?	Could Jesus really heal people?	What is good about Good Friday?	What do Humanists believe?	What is the best way for a Sikh to show commitment to God?

<b>P.H.S.C.E.</b>		Families and people who care for me Caring friendships Respectful relationships Online relationships Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic 1 <sup>st</sup> aid Changing adolescent body Economic wellbeing Transition British values						
	<b>P.E.</b>	<b>Indoor</b>	Gymnastics	Dance	Gymnastics		Dance	
		<b>Outdoor</b>	Swimming 25m Tag Rugby	Swimming 25m Netball	Swimming 25m OAA	Swimming 25m Football Basketball	Hockey	Athletics Sports Day Cricket
<b>Music</b>		Developing singing	Glockenspiels	Compositions	Pentatonic melodies Composition	Jazz	Traditional instruments (Indian Music) Improvisations	