

Year 3 2019-2020 Curriculum Map

	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 -Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2- Reading, Writing and SPAG continuous objectives
Literacy	<p><i>Fiction: Stories with familiar settings/ Description</i> <i>Non Fiction: Information texts, Instructions</i> <i>Fiction: Stories from other cultures; Play scripts</i> <i>Non-fiction: Instructions; Formal/Informal Letters</i> Poetry: Description Poetry</p> <p>READING Use phonic knowledge and range of strategies, including accurate decoding of text for meaning. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. Deduce, infer and interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect on the reader. Respond imaginatively using different strategies to engage with texts. Relate texts to their social, cultural and historical traditions. Use appropriate expression in your reading according to the needs of the text. Pronoun needs capital letters and notice it in your reading. Letter groups to help you read unfamiliar words</p> <p>COMPREHENSION Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and be able to use them effectively Ask questions to improve understanding of a text Predict what might happen from details stated. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Use dictionaries to check the meaning of unfamiliar words Identify main idea of a text Identify how structure and presentation contribute to the meaning of texts Retrieve and record information from non-fiction</p>	<p><i>Fiction: Fantastic Mr Fox – Roald Dahl</i> <i>Character Description; Story Openings</i> <i>Problems and Solutions; Non-fiction: Balanced Arguments; Fiction: King Arthur; Descriptive Story</i> <i>Non-fiction: Persuasive writing (adverts and letters)</i> Poetry: Traditional poems</p> <p>READING Use phonic knowledge and range of strategies, including accurate decoding of text to read for meaning. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. Deduce, infer and interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect on the reader. Respond imaginatively using different strategies to engage with texts. Relate texts to their social, cultural and historical traditions. Respond appropriately to punctuation and/or meaning, familiar with speech conventions. Familiar with most phonic blends that start words and with the common word endings Read a range of texts fluently and accurately. Read at a fast pace and recognise when you have made a mistake and do you self-correct. Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>COMPREHENSION Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Use dictionaries to check unfamiliar words Identify main idea of a text and structure of text Retrieve and record information from non-fiction</p>	<p><i>Fiction: Tall Story – Candy Gorlay; Diary Entry</i> <i>Non-fiction: Recounts, Diary and Newspapers;</i> <i>Fiction: Tall Story. Dialogue and plays; Non-fiction: Non-chronological reports (Science link)</i></p> <p>READING Deduce, infer and interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect on the reader. Respond imaginatively using different strategies to engage with texts. Relate texts to their social, cultural and historical traditions. Appreciate how the writer sometimes uses short, punchy sentences to gain effect. Use sub-clauses to help you gain a better understand of the main idea. Familiar with all common starting blends and endings and with common silent letters. Explore figurative language and the way that it conveys meaning. Able to skim materials to gain an overview of the text. Able to play on humour and suspense when reading to peers or adult audiences.</p> <p>COMPREHENSION Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Use dictionaries to check unfamiliar words Identify main idea of a text Identify how structure and presentation contribute to the meaning of texts Retrieve and record information from non-fiction Discuss books, poems, etc read aloud taking turns and listening to others' opinions Know which books to select for specific purposes, eg science, history and geography learning Use dictionaries for meaning of unfamiliar words</p>

Year 3 2019-2020 Curriculum Map

	<p>TRANSCRIPTION, GRAMMAR AND SPELLING Use the first two or three letters of a word to check its spelling in a dictionary Spelling correctly word families based on common words, for example – solve, solution, solver Spell identified commonly misspelt words from Year 3 and 4 word list Make analogies from a word already known to apply to an unfamiliar word Identify the root in longer words Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another are best left unjoined and use spacing between words that reflects size of letters Increase the legibility, consistency and quality of handwriting.</p> <p>COMPOSITION Look at and discuss models of writing of the text type, purpose and audience to be written, noting structure, grammatical features, and use of vocabulary Compose sentences using a wider range of structures linked to the grammar objectives Write a narrative with a clear structure, setting, characters and plot Write a non-narrative using simple organisational devices such as headings and sub-headings Suggest improvement to writing, assessing writing with peers and self- assess Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences Proof-read to check for errors in spelling and punctuation errors</p>	<p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Spell words with additional prefixes and suffixes and understand how to add them to root words, eg– form nouns using super, anti, auto Recognise and spell additional homophones, eg– he'll, heel, heal Spelling correctly word families Spell identified commonly misspelt words from Year 3 and 4 word list Make analogies from a word already known to apply to an unfamiliar word Identify the root in longer words Use the diagonal and horizontal strokes that are needed to join letters</p> <p>COMPOSITION Look at and discuss models of writing of the text type, purpose and audience to be written, noting structure, grammatical features, and use of vocabulary Compose sentences using a wider range of structures linked to the grammar objectives Write a narrative with a clear structure, setting, characters and plot Write a non-narrative using simple organisational devices such as headings and sub-headings Suggest improvement to writing, assessing writing with peers and self- assess Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although Use the perfect form of verbs to mark relationships of time and cause Use conjunctions, adverbs and prepositions to express time and cause Proof-read to check for errors in spelling and punctuation errors Make changes to writing to create better effects/impact on the reader</p>	<p>Discuss and record words and phrases that writers use to engage and impact on the reader Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Spell identified commonly misspelt words from Year 3 and 4 word list Make analogies from a word already known to apply to an unfamiliar word Identify the root in longer words another are best left unjoined and use spacing between words that reflects size of letters Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – -ation, ous, ion, ian Recognise and spell additional homophones, eg – accept and except, whose and who's Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>COMPOSITION Suggest improvement to writing, assessing writing with peers and self- assess Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although Use the perfect form of verbs to mark relationships of time and cause Use conjunctions, adverbs and prepositions to express time and cause Proof-read to check for errors in spelling and punctuation errors Make changes to writing to create better effects/impact on the reader Compose sentences using a wider range of structures, linked to the grammar Orally rehearse structured sentences or sequences of sentences Begin to open paragraphs with topic sentences Write a narrative with a clear structure, setting, characters and plot Use a range of sentences with more than one clause</p>
--	--	--	--

Year 3 2019-2020 Curriculum Map

<p>Numeracy</p>	<p>Number: Whole numbers to 1,000 Recognise the place value of each digit in a three-digit number. Read, write, compare and order numbers up to 1000 in numerals and words. Count in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number. Identify, represent and estimate numbers using different representations.</p> <p>Number: Addition, subtraction, multiplication and division Add and subtract numbers mentally and using formal written method, up to three digits. Solve problems involving all four operations including missing number problems, using number facts and place value. Use inverse operations to estimate and check answers. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Solve integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Calculating, Patterns & Algebra + and – Focus on calculations rather than counting on in ones. Relate numbers to their parts (partitioning) and to multiples of 10 to bridge multiples of ten. Understand the concept of 'difference' between numbers</p> <p>Geometry Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy. Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</p> <p>Number: Fractions Recognise, find and write fractions of a discrete set of objects. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order fractions with the same denominators.</p>	<p>Number: Place value Count from 0 in multiples of 4, 8, 50 and 100; finding 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). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p> <p>Number: addition and subtraction Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Number: multiplication and division 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. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Calculating, Patterns & Algebra: X and ÷ This unit of work is one of scaling: When we multiply by 10, the product is 10 times larger. This</p>	<p>Number: Place Value Count from 0 in multiples of 4, 8, 50 and 100; finding 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). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p> <p>Number: addition and subtraction Add and subtract numbers mentally, including: a three-digit number and ones ;a three-digit number and tens a three-digit number and hundreds. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Number: Multiplication and division 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. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Calculating, Patterns & Algebra +, –, x and division Use whole-part and relationships to see how numbers relate to each other and inverse is explored. Mental</p>
------------------------	---	---	--

Year 3 2019-2020 Curriculum Map

	<p>Calculating, Patterns & Algebra X and Division Multiplication is related to times tables as repeated addition and children count in 'groups of' a number. Division can be seen as 'how many groups of'. The inverse relationship will also be explored through arrays.</p> <p>Measuring: Measure, compare, add and subtract length, mass and capacity. Measure the perimeter of simple 2D shapes. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute using vocabulary such as am and pm. Compare durations of events and convert between units of time.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions such using information presented in scaled bar charts, pictograms and tables.</p>	<p>understanding is the basis for grid method and formal multiplication. Explore how numbers are partitioned, multiplied and recombined. Multiplication and division's inverse relationship is the basis of solving division problems and finding remainders.</p> <p>Number: fractions of numbers 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 use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. To solve problems that involve all of the above.</p> <p>Geometry Angles & properties of shape Recognise angles as a property of shape and associate angles with turning. 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.</p> <p>Measure: Money and length/mass and capacity 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).</p>	<p>methods of subtraction (finding the difference) should be used when most efficient. Understanding is the basis for grid method and formal multiplication.</p> <p>Measures: Time tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Number: fractions as numbers 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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole ($\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). To solve problems that involve all of the above.</p> <p>Statistics: Construct and interpret bar charts using scales Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions in scaled bar charts and pictograms and tables.</p> <p>Geometry: Identifying horizontal, vertical, and curved lines Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy. Recognise angles as a property of shape and associate angles with turning. Identify right angles Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines</p>
--	---	---	--

Year 3 2019-2020 Curriculum Map

<p>Science</p>	<p>Materials & Properties – Rocks (S) 1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock 3. Recognise that soils are made from rocks and organic matter</p>	<p>Magnets – (S) 1. Notice that some forces need contact between two objects, but magnetic forces can act at a distance 2. Observe how magnets attract or repel each other and attract some materials and not others 3. 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 4. Describe magnets as having two poles (N & S) 5. Predict whether two magnets will attract or repel each other</p>	<p>Forces – (S) 1. Understand what is friction and how does it affect moving objects 2. Compare how things move on different surfaces 3. Understand that force is a push or a pull of an object</p>	<p>Animals - Including Humans (S) 1. Identify and group animals with and without skeletons and observing and comparing their movement 2. Explore ideas about what would happen if humans did not have skeletons 3. 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 4. Identify parts that humans and animals have skeletons and muscles fo support</p>	<p>Plants (S) 1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk. Leaves and flowers 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) 3. Investigate the way in which water is transported within plants 4. Explore life cycle of flowering plants, including pollination & dispersal</p>	<p>Light and Shadows (S) 1. Recognise that they need light in order to see things and that darkness is the absence of light 2. Notice that light is reflected from surfaces 3. Recognise that light from the sun can be dangerous and ways to protect themselves 4. Recognise that shadows are formed when the light from a light source is blocked by a solid object 5. Explain the relationship between the Sun and Moon (in terms of lightning up the moon)?</p>
<p>Computing</p>	<p>Online safety and spreadsheets Safe passwords and communication methods. Everything on the Internet true? Create pie charts and bar graphs. Use the 'more than', 'less than' and 'equals' tools. Introduce the Advanced Mode of 2Calculate and use coordinates.</p>	<p>Typing Discuss the need for correct posture when typing. Introduce typing terminology. Practice and improve typing skills Start to type words. Improve the speed and efficiency of typing skills</p>	<p>Coding Design and write a program that accomplishes a specific goal. Design and write a program that simulates a physical system. Use repetition commands. Introduce 'if' statements. Introduce variables.</p>	<p>Email Think about the different methods of communication. Open and respond to an email. Write an email to someone, using an address book. Learn how to use email safely. Learn how to use email safely. Add an attachment to an email. Explore a simulated email scenario</p>	<p>Branching databases Sort objects using just YES/NO questions. Complete a branching database using 2Question Create a branching database of the children's choice.</p>	<p>Simulations and Graphing Look at what simulations are. Explore a simulation. To analyse and evaluate a simulation. Enter data into a graph and answer questions. Solve an investigation and present the results in graphic form.</p>

Year 3 2019-2020 Curriculum Map

<p>History</p>		<p>Stone Age to the Iron Age <i>Including: Hunter gatherers; Early farming; Bronze Age, and Iron Age</i></p> <p>Chronological Understanding Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Use their mathematical knowledge to work out how long ago events would have happened.</p>		<p>Ancient Greece <i>A study of Greek life and achievements and their influence on the western world</i></p> <p>Knowledge and Interpretation Appreciate that the early Brits would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been involved by several different groups over time. Realise that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history.</p>		<p>Local History <i>A study of Local History taking account of a period of history that shaped the locality</i></p> <p>Historical Enquiry Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions? Use various sources to piece together information about a period in history? Research a specific event from the past? Use their 'information finding' skills in writing to help them write about historical information. Identify similarities and differences between given periods in history through research.</p>
<p>Geography</p>	<p>The Mediterranean Locational knowledge, place knowledge and geographical skills and fieldwork. Locate the Mediterranean and countries surrounding it. Understand geographical similarities and differences through human and physical geography.</p>		<p>Volcanoes and Earthquakes Human and physical geography. Describe and understand key aspects of volcanoes and earthquakes. Case study a volcano or earthquake and consider impact on humans.</p>		<p>Water Human and physical geography. Consider how water is distributed across the world and the impact water has on people's lives. Begin to describe and understand key aspects of the water cycle.</p>	

Year 3 2019-2020 Curriculum Map

Art	Drawing Show facial expressions in their drawings. Use their sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and textures. Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes about techniques used by artists.	Painting Predict with accuracy the colours mixed Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash and a range of brushes for effect Printing Make a printing block & a 2 colour print	3D/Textiles Add onto their work to create texture and shape Work with life size materials Can they create pop-ups Use more than one type of stitch? Join fabric together to form a quilt using padding Use sewing to add detail to a piece of work Add texture to a piece of work?	Use of IT Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programmes to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art	Sketch Books Suggest improvements to their work by keeping notes in their sketch books Use their sketch books to express feelings about a subject and to describe likes and dislikes Make notes in their sketch books about techniques used by artists	Knowledge Compare the work of different artists Explore work from other cultures Explore work from other periods of time Beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work
DT	Develop, planning and communicating ideas Cooking and nutrition Choose the right ingredients for a product. Use equipment safely Make sure that their product looks attractive Describe how their combined ingredients come together Set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?	Develop, planning and communicating ideas Textile: Describe how different Make a product textiles by gluing	Working with tools, equipment, materials and components to make quality products Textile: Describe how different Make a product textiles by gluing	Working with tools, equipment, materials and components to make quality products Electrical and mechanical components: Select the most appropriate tools and techniques to use for a given task Make a product which uses both electrical components Use a simple circuit Use a number of components Stiff and flexible sheet materials: Use the most appropriate materials	Electrical and mechanical components: Select the most appropriate tools and techniques to use for a given task Make a product which uses both electrical components Use a simple circuit Use a number of components Stiff and flexible sheet materials: Use the most appropriate materials	Evaluating processes and products Stiff and flexible sheet materials: Use the most appropriate materials Work accurately to make cuts and holes Join materials Mouldable materials Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques?

Year 3 2019-2020 Curriculum Map

<p>Music</p>	<p>Performing</p> <p>Sing in tune with expression Control their voice when singing Play clear notes on instruments</p>	<p>Composing (including notation)</p> <p>Use different elements in their composition Create repeated patterns with different instruments Compose melodies and songs Create accompaniments for tunes Combine different sounds to create a specific mood or feeling</p>	<p>Appraising</p> <p>Improve their work; explaining how it has improved? Use musical words (the elements of music)to describe a piece of music and composition Use musical words to describe what they like and dislike Recognise the work of at least one famous composer</p>	<p>Performing</p> <p>Sing in tune with expression? Control their voice when singing? Play clear notes on instruments? Work with a partner to create a piece of music using more than one instrument?</p>	<p>Composing (including notation)</p> <p>Use different elements in their composition Create repeated patterns with different instruments Compose melodies and songs Create accompaniments for tunes Combine different sounds to create a specific mood or feeling Understand metre in 2 and 3 beats; then 4 and 5 beats Understand how the use of tempo can provide contrast within a piece of music</p>	<p>Appraising</p> <p>Improve their work; explaining how it has improved Use musical words (the elements of music)to describe a piece of music and composition Use musical words to describe what they like and dislike Recognise the work of at least one famous composer Tell whether a change is gradual or sudden Identify repetition, contrasts and variations</p>
<p>PE</p>	<p>Gymnastics</p> <p>Modify actions independently using different pathways, directions and shapes Consolidate and improve the quality of movements and gymnastics actions Relate strength and flexibility to the actions and movements they are performing Use basic compositional ideas to improve sequence work in unison with others.</p>	<p>Dance</p> <p>Practise different sections of a dance aiming to put together a sequenced performance. Develop and perform simple routines to an audience Perform a sequential routine giving emphasis to facial expressions. Perform a sequential routine with a prop. Explore characters and develop movements using improvisation</p>	<p>Football</p> <p>Able to show basic control skills including sending and receiving the ball. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football into competitive games Master basic movements including sprinting, change of direction and coordination of the feet. Work collaboratively to use basic tactics to attack</p>	<p>Cricket</p> <p>Able to adhere to some of the basic rules of cricket, playing in competitive games and developing simple tactics. Develop a range of skills to use in isolation and a competitive context Use basic skills with more consistency including striking a bowled ball Master basic movements including running, throwing, catching and striking</p>	<p>Athletics</p> <p>Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force Compete against self and others developing simple technique Work collaboratively and individually to help improve self and others</p>	<p>Outdoor and Adventure</p> <p>Work with others and communicate to solve problems Describe their work and use different strategies to solve and respond to problems Lead others and be led, identifying what they need to do to complete a challenge Differentiate between when a task is competitive and when it is collaborative</p>

Year 3 2019-2020 Curriculum Map

RE	<p>CREATION and FALL What do Christians learn from the Creation story? (Understanding Christianity)</p>	<p>What are the Beatitudes and what do they mean for Christians? JESUS – GOSPEL (LDBS)</p>	<p>How do Advent and Epiphany show us what Christmas is <i>really</i> about? JESUS – INCARNATION (LDBS)</p>	<p>GOSPEL What kind of world did Jesus want? (Understanding Christianity)</p>	<p>What are the Greatest Commandments? JESUS – GOSPEL (LDBS)</p>	<p>Easter people: Who is the most important person in the Easter story? JESUS – SALVATION (LDBS)</p>
PSHE	<p>Being Me in My World:</p> <ol style="list-style-type: none"> 1. Getting to know each other 2. Our nightmare school. 3. Our dream school. 4. Rewards and consequences. 5. Our learning 6. Owning our learning. 	<p>Celebrating Difference:</p> <ol style="list-style-type: none"> 1. Families 2. Family conflict. 3. Witness and feelings. 4. Witness and solutions. 5. Words that harm. 6. Celebrating difference and compliments. 	<p>Dreams and Goals:</p> <ol style="list-style-type: none"> 1. Dreams and goals. 2. My dreams and ambitions. 3. A new challenge. 4. Our new challenge 5. Overcoming obstacles. 6. Celebrating my learning. 	<p>Healthy Me:</p> <ol style="list-style-type: none"> 1. Being fit and healthy. 2. Being fit and healthy. 3. What do I know about drugs? 4. Being safe. 5. Being safe at home 6. My amazing body. 	<p>Relationships:</p> <ol style="list-style-type: none"> 1. Family roles. 2. Friendship. 3. Keeping myself safe. 4. Being a global citizen. 5. Being a global citizen. 6. Celebrating my relationships. 	<p>Changing Me:</p> <ol style="list-style-type: none"> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead.