# Stanley Primary School Curriculum map: Year 3

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| English | **National Curriculum<br>Vocabulary, Grammar, Punctuation (and Spelling)** | | | | | |
| | • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.<br>• Expressing time, place and cause using conjunctions, adverbs or prepositions.<br>• Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.<br>• Introduction to inverted commas to punctuate direct speech.<br>• Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). | | | | | |
| | **Place value of Grammar and Punctuation unit - Year 3**<br><br>**Text: Cloud Tea Monkeys by Mal Pete and Elspeth Graham**<br>• Descriptive passage<br>• 'How to' guide<br>• Letter<br>• Discussion<br>**Non-chronological report** | **Text: Leon and the Place**<br>• To explore, interpret and respond to illustrations in a picture book<br>• To enjoy a story and discuss its meanings<br>• To build an imaginative picture of a fantasy world, based on real life experiences<br>• To explore these through role play and through writing in role<br>• To write own stories based on the story read from another character's point of view<br>**Text: Polar express (film)** | **Text: The First Drawing/Stone age boy (links to stone age)**<br>• To use description to create characters and description.<br>• Narrative recount.<br>• To engage children with a story told through a mixture of speech and visual imagery.<br>• To explore themes and issues, and develop and sustain ideas through discussion.<br>• To use and begin to punctuate speech in our writing.<br>• To write in role in order to explore and develop empathy for characters. | **Text: Books with Diverse themes (Book Week)**<br>• Book Week activities – tbc<br><br>**Text: Sparky**<br>• To enjoy a story and discuss its meanings<br>• To explore narrative plot, settings, characters and draw inferences to aid understanding<br>• To write texts based on fictional experiences<br>• To write a narrative from a character's point of view<br>• | **Text: Pebble In My pocket**<br>• In depth exploration of non-fiction texts.<br>• To present understanding in writing, drawing and performance.<br>• Non-chronological report writing. | **Text: Jelly Boots Smelly**<br>• To explore and recognise the poetry forms of free verse and rhyming couplets.<br>• To explore and use the poetry devices of rhyme, rhythm and pulse.<br>• To know how to listen and respond to a wide range of poem.<br>• To interpret poems for performance<br>• To gain and maintain the interest of the listener through effective performance of poems<br>• To draft, compose and write poems in response to a stimulus using language with intent for effect on the reader. |

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| Maths | Fluency, problem solving & Reasoning | | | | | |
| | • Numbers and the Number System<br>• Counting and Comparing<br>• Visualising and Constructing<br>• Number: Addition and Subtraction | • Number: Addition and Subtraction<br>• Number: Multiplication and Division<br>• Consolidation | • Number: Multiplication and Division<br>• Measurement: Length and perimeter | • Number: Fractions<br>• Measurement: Mass & Capacity<br>• Consolidation | • Number: Fractions<br>• Measurement: Money<br>• Measurement: Time | • Measurement: Time<br>• Geometry – Properties of Shapes<br>• Statistics<br>• Consolidation |
| Science | **Working Scientifically.**<br>*Children will:*<br>• Ask relevant questions and using different types of scientific enquiries to answer them<br>• Set up simple practical enquiries, comparative and fair tests<br>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>• Gather, record, classify and present data in a variety of ways to help in answering questions<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>• Identify differences, similarities or changes related to simple scientific ideas and processes<br>• Use straightforward scientific evidence to answer questions or to support their findings. | | | | | |
| | **Animals including Humans**<br>Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise. | **Forces and Magnets**<br>Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses. | **Materials: Rocks and Soils**<br>Studying rocks and their properties, children learn that rock properties support classification and tell us about how rocks were formed. Pupils look at the work of palaeontologists to learn about how fossils form and use models to explain the rock cycle. They plan an investigation to test rocks for particular uses and form conclusions about which soil type is most suitable for UK farmers. | **Energy: Light & Shadows**<br>Identifying examples of luminous objects, children learn about how light travels around us and how that enables us to see. Children investigate reflection and shadow formation, creating their own shadow puppets and exploring how shadows can be used to entertain in the arts. They look at examples of pivotal scientific discoveries and the scientific methods that led to those successes. | **Plants: Plant Reproduction**<br>Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. Pupils investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies. | **Making Connections**<br>Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills. |

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| Computing | **Project EVOLVE**<br>Throughout the year we will be using Project EVOLVE to learn about:<br>• Self-Image and Identity<br>• Online Relationships<br>• Online Reputation<br>• Online Bullying<br>• Managing Online Information<br>• Health, Well-being and Lifestyle<br>• Privacy and Security<br>• Copyright and Ownership | | | | | |
| | **Computing systems and networks**<br>**Connecting Computers**<br>Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. | **Creating media**<br>**Stop frame animation**<br>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. | **Programming A**<br>**Sequencing sounds**<br>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit. | **Data and information**<br>**Branching databases**<br>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases. | **Creating media**<br>**Desktop publishing**<br>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. | **Programming B**<br>**Events and actions in programs**<br>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program. |
| History | | | **Stone Age to Iron Age**<br>*Children will:*<br>• understand what we mean by the term chronology and use the terms century, BC and AD<br>• understand what is meant by the term prehistory<br>• develop an understanding of how long ago the Stone Age was, and how long it lasted | **Roman Britain**<br>*Children will:*<br>• **understand the difference between invaders and settlers**<br>• understand the size and timescale of the Roman empire by drawing conclusions from maps and timelines<br>• consider why the Roman Emperor Claudius decided to invade Britain.<br>• explore the turning points in Boudica's rebellion against the Romans<br>• understand that there are differences in the way that historical characters have been portrayed in history books<br>• develop an understanding of how long ago the Romans invaded Britain, and how long it lasted<br>• **explore the legacy left in Britain by the Roman Empire.** | | |

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| | | | • develop an understanding of how our knowledge of the past is constructed from a range of sources.<br>• To discuss what life was like in the very distant past, for our hominid 'cousins' and ancestors<br>• To consider how resourceful and resilient early humans must have been to survive with very simple tools and sometimes in harsh climates<br>• Develop a sense of chronology of the key periods within the Stone Age<br>• Explore and investigate changes in Britain from the Stone Age to the Iron Age<br>• Make judgements and draw conclusions based on the evidence presented to them<br>• Ask and answer historical questions | • develop an understanding of how our knowledge of the past is constructed from a range of sources.<br>• To discuss what life was like during the Roman Empire.<br>• **Explore and investigate changes in Britain during the Roman Empire**<br>• Ask and answer historical questions drawing on a range of sources. |

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| Geography | **Pole to Pole**<br>Children will:<br>• Look at what creates a cold place both locally and globally<br>• use thermometers to measure temperatures<br>• identify locations in the polar regions<br>• understand that ice and snow can create different features<br>• using atlases<br>• understand the effects of seasonal changes<br>• learn about the different wildlife in the North and South pole and how they adapt to living there.<br>• identify countries in the Arctic circle and recognise how people have adapted to living there. | | | **Investigating the UK and who we are**<br>*Children will:*<br>• Look at migration, immigration and our society.<br>• Consider why people change locations and recognising opportunities for involvement.<br>• Explain diverse cultures and recognise characteristics of different places.<br>• -Compare similarities and differences to life in the UK. | | |
| Art | **Drawing and Sketchbook**<br>*Children will:*<br>• Use different hardness of pencils to show line, tone, texture, colour and composition.<br>• Annotate sketches to explain and elaborate ideas.<br>• Sketch lightly (no need to use a rubber to correct mistakes).<br>• Use shading to show light and shadow.<br>• Use hatching and cross hatching to show tone and texture and create expression.<br>• To think about lighting when creating art to make subject matter more dramatic. | | **Surface and Colour**<br>*Children will:*<br>• Select and arrange materials for a striking effect.<br>• Ensure work is precise.<br>• Use coiling, overlapping, tessellation, mosaic and montage.<br>• To use shape and colour as a way to simplify elements of the world.<br>• To arrange shapes to create exciting compositions. | **Working in 3D**<br>*Children will:*<br>• Create and combine shapes to create recognisable forms.<br>• Include texture that conveys feelings, expression or movement.<br>• Use clay and other mouldable materials.<br>Add materials to provide interesting detail. | | |
| DT | | **Mechanisms, Levers and Linkages – Making a pop-up card.**<br>*Children will:*<br>• Investigate and explore interactive books and cards to learn about how some systems work.<br>• Learn how to make a range of mechanical systems including box folds, mouth folds, sliders and levers with waving movements.<br>• Design and evaluate their own interactive cards. | | • | **Food: following a recipe to make a savoury dish – bread**<br>*Children will:*<br>• investigate bread including how it is made and the varieties found around the world.<br>• learn about the role of bread, and meals which include bread, in a healthy, varied diet.<br>• practice bread making skills while working safely and hygienically.<br>design, make and evaluate their own bread dish. | **Structures- shell/frame strengthening – catapults**<br>*Children will:*<br>• Investigate and understand how structures can be reinforced e.g. through the use of triangles<br>• Design, make and evaluate structures<br>• safely use a saw to cut wood |

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| | **Who should we follow?** | | | | | |
| RE | **Christianity (God)**<br>***How and why have some people served God?***<br><br>Children will:<br>• investigate stories of prophets & consider how & why these people chose to follow the word of God.<br>• identify Christian beliefs & values about God that are demonstrated in these stories.<br>• think about what is meant by a 'vocation'.<br>• explore the lives of Christians who have served God.<br>• consider why the idea of serving others is important.<br>• explore what qualities good leaders have.<br>• consider how we should decide who to follow and who not to follow. | **Islam**<br>***Why is the Prophet Muhammad (pbuh) an example for Muslims?***<br><br>Children will:<br>• develop an understanding of the importance of the prophet Muhammad for the Islamic community & why he is seen as a good role model.<br>• learn about the Islamic beliefs and values found within the story of the prophet Muhammad & understand the impact these might have on Muslims.<br>• suggest different ways that a Muslim might try and be charitable today.<br>• consider why communities need leaders and role models.<br>• consider what inspires humans to be charitable to others. | **Christianity (Jesus)**<br>***What does it mean to be a disciple of Jesus?***<br><br>Children will:<br>• explore the concept of discipleship in Christianity - what does it mean to be a follower of Jesus?<br>• learn about the disciples & consider why these men decided to become followers of Jesus.<br>• investigate the work of a Christian organisation that helps those in need & explain how this is an example of Christian values in action.<br>• consider what motivates people to make a difference?<br>• think about any shared human values that should affect the way we treat others. | **Christianity (Church)**<br>***What do Christians mean by the 'holy Spirit'?***<br><br>Children will:<br>• explore Christian beliefs about the holy spirit & the impact that believing in the holy spirit might have on the life of the believer.<br>• learn about the fruit of the spirit - the characteristics of a Christian individual or community inspired by the holy spirit.<br>• investigate the different forms of worship in Christianity & why the holy spirit is important for some forms of worship.<br>• discuss what does it mean to be a successful human being & how we can best share our talents. | **Sikhism**<br>***Why are the Gurus important to Sikhs?***<br><br>Children will:<br>• learn about Guru Nanak and the 10 Gurus of Sikhism & consider how Sikhs may try and follow the example of the Gurus.<br>• investigate the importance of the Guru Granth Sahib as a living teacher and source of authority<br>• learn about how Sikh beliefs about the importance of Granth Sahib are shown through the way he is treated.<br>• consider what types of things really inspire people to be committed. and what it means to make a commitment to something. | **Hindu Dharma**<br>***Why is family an important part of Hindu life?***<br><br>Children will:<br>• explore the concept of duty within Hinduism.<br>• consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.<br>• learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities<br>• investigate how worshipping in the home might bring the family together and might be a reminder of the duty to lead a moral life.<br>• consider why family is so important to many humans.<br>• consider the responsibilities that families have towards each other. |

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| Music | **I've been to Harlem**<br>Learn to sing a circle song and turn it into a round. Create rhythmic cup patterns and pentatonic accompaniments | **Performing**<br>Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch. | **Painting with sound**<br>Children listen to program music and identify what the piece is about. They use pictures as a starting point to compose their own pieces of music using tuned and untuned percussion instruments. | **Recorder - reading music**<br>Children learn to play simple pieces of music using standard notation. Paying particular attention to crotchets, quavers, minims and rests. | **Unit 14**<br>Exploring singing games / salt pepper vinegar mustard<br>Children learn to accurately sing playground rhymes and to play the accompanying game. | **Exploring arrangements/ the orchestra**<br>Children listen to a variety of classical music and then interpret it in their own way through art work, movement and composition |
| PE | **Invasion Games – Handball**<br>*Children will learn:*<br>• To demonstrate passing the ball using handball pass, bounce pass and a one handed pass.<br>• To move in the space after passing.<br>• To apply simple tactica to outwit a defender.<br><br>**Invasion Games – Netball**<br>*Children will learn:*<br>• To demonstrate passing using chest pass and bounce pass.<br>• To move into space after passing.<br>• To apply feint when passing to outwit a defender. | **Dance**<br>*Children will learn:*<br>• To work on choreography which demonstrates elements of dance including; dynamics, tempo, suspense, unison, canon and formation<br>• To listen to various music and make movements to match the rhythm.<br>• Pupils to work in pairs and teams to create dances and perform them.<br><br>**Gymnastics 1**<br>*Children will learn:*<br>• To demonstrate travelling with control on 4 points<br>• To show balances on 2 and 3 points on the body.<br>• To combine actions of travelling and balancing.<br>• To demonstrate basic rolls.<br>• To move from one action to another smoothly.<br>• To jump and land safely.<br>• To create and perform a gymnastics sequence. | **Gymnastics 2**<br>*Children will learn:*<br>• To adapt and demonstrate a gymnastics sequence of at least 6 actions using tevelling, rolling, jumping and balancing on small body parts with a change of direction and speed.<br>• To show different travelling and balancing actions using the apparatus.<br>• To use apparatus to perform jumping actions and rolling actions.<br>• To demonstarte successful transitions between actions.<br><br>**Net and Wall games**<br>*Children will learn:*<br>• Explore different throwing actions.<br>• To consolidate throwing actions and practise catching.<br>• To suggest ideas and practices to improve their play.<br>• Strike the ball using their hand or small bat.<br>• Improve movement skills and body positions.<br>• Become familiar with a racquet and practise striking skills using a racquet.<br>• To devise their own game and consolidate striking and ball control skills. | **Swimming**<br>*Children will be taught to:*<br>• swim competently, confidently and proficiently over a distance of at least 25 metres<br>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br>• perform safe self-rescue in different water-based situations<br><br>**Invasion Games -Rugby**<br>*Children will learn:*<br>• To demonstrate passing a ball using a swing pass and bounce pass.<br>• To use simple tactics to outwit a defender. | **Athletics**<br>*Children will learn:*<br>• To throw using a pulling, pushing and sling action.<br>• To thow for distance uisng pulling, pushing or a sling action.<br>• To pass a quoit or baton to a teammate in a relay<br>• To develop jumpig actions<br>• To perform a hop step and jump<br>• To perform a combination of 5 jumps | **Teamwork and Problem Solving**<br>*Children will learn:*<br>• Team Work and Problem Solving |

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| MFL – Spanish | *Children will learn:*<br>• Spanish nouns have gender<br>• Learn the vocabulary for 'a' and 'the'<br>• Learn that adjectives go after the noun<br>• Learn the vocabulary for classroom objects<br>• Will ask and answer questions about their name and age<br>• Learn simple verbs – es, tengo<br>• Will begin to write simple sentences<br>• Will learn songs<br>• Begin to have an in depth look at Spanish phonics | | | | *Children will learn:*<br>• The months of the year<br>• The days of the week<br>• How to say the date<br>• Learn numbers up to 31<br>• How to say when their birthday is<br>• Ask and answer questions about birthdays<br>• Learn no tengo, no es<br>• Write birthday invitations<br>• Continue to learn Spanish phonics | | | | *Children will learn:*<br>• Names of animals<br>• Make plurals<br>• Study El artista que pinto un caballo azul<br>• Rewrite their own version of the story<br>• Continue to learn how adjectives work<br>• Recycle all Spanish taught so far<br>• Use simple conjunctions | |
| PSHE | **Keeping/Staying Safe - Leaning out of Windows** | **Keeping/Staying Healthy - Medicines** | **Feelings & Emotions - Grief** | | **Being Responsible - Stealing** | **Computer Safety - Making Friends Online** | **Our World - Looking After Our World** | | **Fire Safety - Texting Whilst Driving** | **Relationships - Touch** |
| | • know ways to keep yourself and others safe<br>• be able to recognise risky situations<br>• be able to identify trusted adults around you<br>• understand the differences between safe and risky choices | • know, understand, and be able to practise simple safety rules about medicine<br>• understand when it is safe to take medicine<br>• know who we can accept medicine from<br>• understand the differences between healthy and unhealthy choices | • be able to recognise and name emotions and their physical effect<br>• know the difference between pleasant and unpleasant emotions<br>• learn a range of skills for coping with unpleasant/uncomfortable emotions<br>• understand that feelings can be communicated with and without words | | • understand the differences between borrowing and stealing<br>• be able to describe how you might feel if something of yours is borrowed and not returned<br>• know why it is wrong to steal<br>• be able to understand the differences between being responsible and irresponsible | • be able to identify possible dangers and consequences of talking to strangers online<br>• know how to keep safe in online chatrooms<br>• be able to name the positives and negatives of using technology<br>• understand the difference between safe and risky choices online | • be able to explain the meaning of reduce, reuse, and recycle<br>• recognise how we can help look after our planet<br>• be able to identify how to reduce the amount of water and electricity we use<br>• understand how we can reduce our carbon footprint | • know what items are safe to play with and what items are unsafe to play with<br>• be able to name potential dangers in different environments<br>• know what food and drink items are safe or unsafe to eat or drink<br>• be able to name dangers that can affect others, for example younger siblings<br>• Understand the importance of being responsible and how actions and choices affect others.<br>• To be able to practice ways of staying safe and finding help.<br>• Know that even small fires can be very dangerous.<br>• Be able to identify the differences between safe and risky choices. | • understand the difference between appropriate and inappropriate touch<br>• know why it is important to care about other people's feelings<br>• understand personal boundaries<br>• know who and how to ask for help<br>• be able to name human body parts |