



# YEAR 3 CURRICULUM MAP

		Autumn – Stone Age to Iron Age	Spring – Cool to be in Consett	Summer – Ancient Egypt
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Light	Animals, including Humans	Forces and Magnets
		Plants	Rocks	Plants
		Working Scientifically – on going across the year		
Computing		Computer Science – write programs that accomplish specific goals. IT Digital Literacy	IT – use a variety of software packages, collect information, Digital Literacy	Computer Science – work with various forms of input/output IT - effective searching Presentation Digital Literacy
History		Change - Stone Age to Iron Age Who was here before me?		Earliest civilisation – Egypt
Geography			Locational knowledge - exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features. Our Local Area	Geographical skills and fieldwork -using maps, atlases and globes Using GPS
		Geographical skills and fieldwork – on going across the year using GPS units and geo-caching		
D.T.		Structure_ Making a roundhouse	Control-produce a book with a moving part	Textiles- linked to Egyptian art
Art and Design		Drawing and Painting Cave paintings Geometric abstract paintings-Matisse Patricia Greaves (textile artist) *Making felt	Architects and designers Printing – landscape/buildings Andy Goldsworthy/Transformers	Drawing /painting/ sculpture – range of media
		Create sketchbooks to record observations		
Music		Play and perform - rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat Improvise and Compose - percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas	Play and perform - notated, repeated rhythms – derived from UK cities/places: Sequence-structure- create textures (say/play) Listen and appraise - regional songs/dances - folk and national music	Play and Perform - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc.
		Charanga		
Spanish		All About Me Introducing self and family Greeting people Counting 1-12 Languages Week - Denmark	Games and Songs Saying what there is Giving opinions More counting (13-20)	Portraits Saying what you and other people have or don't have Saying what something is or is like
P.E.		Games & Gymnastics Games & Dance	Dance Games & Gymnastics	Games Dance & Athletics
R.E.		Homes, Promises & Visitors	Sacramental preparation, Listening & Sharing, Giving All	Energy, Choices & Special Places

## Additional information relating to Computing

<p><b>Computing</b></p>	<p><b>Computer Science – Write programs that accomplish specific goals.</b> Use iPad apps (ALEX, Lightwood - (higher levels) or websites <a href="http://learn.code.org/hoc/1">learn.code.org/hoc/1</a> to learn about programs and sequencing</p> <p><b>IT</b> -Create comic strip (Strip Designer app) Books (Creative Book Builder app). Rewrite stories/ character descriptions. Morfo app – as character from story. Design book covers</p> <p><b>Digital Literacy</b> - Powerful passwords/storing safely. Communicating online safely and responsibly</p>	<p><b>IT – use a variety of software packages</b> to complete a project on Me and My UK. <b>Collect information</b>, identify key elements and present findings</p> <p>Opportunity to use drawing packages, image editing, draw graphs or tables in spreadsheet, presentation software.</p> <p><b>Digital Literacy</b> - product websites that encourage us to buy. Advertising. <a href="http://www.childnet-int.org/kia/primary/smartadventure/default.aspx">http://www.childnet-int.org/kia/primary/smartadventure/default.aspx</a></p> <p>Who should you tell? Reporting concerns</p>	<p><b>Computer Science_– work with various forms of input/output</b></p> <p>Turtle/probot/scratch onscreen turtle – use to draw some shape</p> <p>Turtle on screen software e.g. Textease – routes between Egyptian pictures – record program. Draw shapes in onscreen turtle/letters/ pictures e.g. a house</p> <p><b>IT – Effective searching</b> when making leaflet/museum guide/catalogue of artefacts/newspaper article e.g. Tutankhamen’ tomb/a guide to mummification for beginners. Interview – a tomb builder. Compose Egyptian music. Photograph artefacts. Egyptian adventure programs. <b>Presentation</b> on an aspect of ancient Egypt</p> <p><b>Digital Literacy</b> - showing respect online Writing good emails - thank you to museum for visit</p>
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