

# YEAR 3 CURRICULUM MAP 2024-2025

		Autumn	Spring	Summer			
Reading	Word reading	Use knowledge to read 'exception' words. Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet					
	Comprehension	<p><b>Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries</b></p> <p>Read range of fiction &amp; non-fiction. Use dictionaries to check meaning. Prepare poems &amp; plays to perform. Check own understanding of reading. Draw inferences &amp; make predictions. Retrieve &amp; record information from non-fiction books. Discuss reading with others.</p>					
Writing	Transcription	<p><b>Spelling programme-</b> Investigate how spelling changes when suffixes beginning with vowel letters are added to words of more than one syllable. Investigate how the prefixes 'dis-' and 'mis-' can be added to words to change their meaning. Investigate words that have their origin in the French language. Investigate the spelling rules for adding the suffix '-ly' to adjectives to create adverbs. Investigate the meanings and spellings of further homophones and near-homophones.</p>					
	Composition	<p><b>Writing: narrative and non-narrative:</b> Use prefixes &amp; suffixes in spelling. Use dictionary to confirm spellings. Write simple dictated sentences. Use handwriting joins appropriately. Plan to write based on familiar forms. Rehearse sentences orally for writing. Use varied rich vocabulary. Create simple settings &amp; plot. Assess effectiveness of own and others' writing.</p> <p><i>Non-chronological reports – opening, paragraphs, closing statement.</i></p> <p><i>Narrative with sequential structure – Opening, build-up, problem, resolution, ending.</i></p> <p>Also a wide range of other writing opportunities.</p>					
	VGP	Use range of conjunctions. Use perfect tense. Use range of nouns & pronouns. Use time connectives. Introduce speech punctuation. Know language of clauses					
Speaking and Listening		Give structured descriptions. Participate actively in conversation. Consider & evaluate different viewpoints					
Maths		<p><b>Number/Calculation</b> Learn 3, 4 &amp; 8x tables. Secure place value to 100. Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits. Written column addition &amp; subtraction. Solve number problems, including multiplication &amp; simple division and missing number problems. Use commutativity to help calculations</p> <p><b>Geometry &amp; Measures</b> Measure &amp; calculate with metric measures. Measure simple perimeter. Add/subtract using money in context. Use Roman numerals up to XII; tell time. Calculate using simple time problems. Draw 2-d / Make 3-d shapes. Identify and use right angles. Identify horizontal, vertical, perpendicular and parallel lines.</p> <p><b>Fractions &amp; decimals</b></p> <p>Use &amp; count in tenths. Recognise, find &amp; write fractions. Recognise some equivalent fractions. Add/subtract fractions up to &lt;1. Order fractions with common denominator</p> <p><b>Data</b> Interpret bar charts &amp; pictograms</p>					
Science		<p><b>What do rocks tell us about the formation of the Earth?</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks</li> <li>describe in simple terms how fossils are formed</li> </ul> <p>-recognise that soils are made from rocks and organic matter</p> <p><b>Notice how rocks are used in the school grounds</b></p>	<p><b>Are you attractive enough?</b></p> <ul style="list-style-type: none"> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>describe magnets as having two poles</li> </ul> <p><b>Find magnetic materials around the school.</b></p>	<p><b>How did that blossom become an apple?</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth</li> </ul> <p><b>Use the school garden to sow and grow seeds.</b></p> <p>Article 29: Your education should help you to use and protect the environment. Article 13: You have the right to find out.</p>	<p><b>How far can you throw your shadow? -</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>understand how shadows are formed.</li> </ul>	<p><b>How can Usain Bolt move so quickly?</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition.</li> <li>skeletons and muscles</li> </ul> <p>Article 24: You have the right to the best health care possible and information to help you stay well.</p>	
<b>Working Scientifically</b> – on going across the year							
E-Safety		Self-image and identity	Online relationships	Online Reputation Online Bullying	Manage Online Information	Health, Wellbeing and lifestyle	Privacy and Security Copyright and Ownership
		Digital skills	Coding	Digital skills	Coding	Digital skills	Coding

<b>Computing</b>	General Pages Keynote	Record a sound Animate a name	iMovie GarageBand	Animate a sprite	Clips Numbers	Add effects
<b>History</b>		How did Britain change between the beginning of the Stone Age and the end of the Iron Age?		Why was Ancient Egypt's civilisation ahead of its time?		What did the ancient Greeks bring to the world?
<b>Geography</b>	<b>What are the Unique Features of the United Kingdom?</b> -main differences between the UK, Great Britain and the British Isles -Differences between urban and rural -Main holiday destinations		<b>Why is London the Capital City of the UK?</b> -Difference between city and town -Main purposes of London's buildings -Human and physical features of a city		<b>How are rivers formed and what are the major rivers of the north east?</b> -Water Cycle -Key Features -Tyne, Wear, Tees, Tweed	
<b>Geographical skills and fieldwork – on going across the year</b>						
<b>Design and Technology</b>	<b>Food</b> -Eating seasonally		<b>Digital World</b> -Electronic charm		<b>Structures</b> -Constructing a castle	
<b>Art and Design</b>		<b>Prehistoric art</b> -Experiment with charcoal, berries, leaves		<b>Formal elements of art</b> -shape and tone -observation		- <b>Craft</b> -tie-dye, weave and sew <b>Art and Design skills</b> -Observational drawing - tint and shade and shade
<b>Create sketchbooks to record observations</b>						
<b>Music</b>	<b>Writing Music Down</b>	<b>Playing in a band</b>  Learning the recorder	<b>Compose using your imagination</b>  Learning the recorder	<b>More musical styles</b>  Learning the recorder	<b>Enjoying improvisation</b>  Learning the recorder	<b>Opening night</b>  Learning the recorder
<b>MFL</b>	Unit 1 – Spanish greetings with Puppets  Unit 2 – Spanish numbers and ages		Unit 3 – Shapes and colours in spanish  Unit 4 – Classroom objects in Spanish		Unit 5 – Where do you live in Spain?  Unit 6 – Journey around Latin America	

P.E.	<p>Net and Wall games</p> <p>Games – 3 touch ball</p>	<p>Gymnastics – Balancing Act</p> <p>Games – skittles</p> <p>Article 29: You have the right to develop your talents and abilities.</p>	<p>Games – Mini Tennis</p> <p>Dance</p> <p>Article 29: You have the right to develop your talents and abilities.</p>	<p>Athletics – Off, Up and Away</p>	<p>Games – Run the loop</p> <p>Swimming</p>	<p>OAA – Search and rescue, Where Am I?</p> <p>Article 29: You have the right to develop your talents and abilities.</p>
PSHE	<p>TP1 – What can affect my health?</p> <p>TP2 – What’s a balanced lifestyle?</p> <p>TP3 – What is health and safety?</p>	<p>TP4 – How does smoking damage my health?</p> <p>TP 5 – Who can help me be safe?</p> <p>TP6 – What is restorative justice?</p>	<p>TP7 – What are my rights and responsibilities?</p> <p>TP8 – What happens if I break a rule?</p> <p>TP9 – Why should I tell the truth?</p>	<p>TP10 – What does honesty really mean?</p> <p>TP11 – What do I do when my friend is sad?</p> <p>TP12 – Who do my actions affect?</p>	<p>TP13 – What are my relationship rights and responsibilities?</p> <p>TP14 – How do I raise my concerns?</p> <p>TP15 – What’s a community?</p>	<p>TP16 – How can we be different?</p> <p>TP17 – Who else lives in my region?</p> <p>TP18 – Who else lives in the uk?</p>
R.E	<p><b>How do Hindus worship?</b></p> <p>Developing understanding of the fundamental beliefs of Hindus.</p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</p>	<p><b>Why do Christians call Jesus the light of the world?</b></p> <p>Developing knowledge of Christian worship, differing practices and symbols.</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p>	<p><b>What can we learn about Christian worship and beliefs by visiting a church?</b></p> <p>Developing understanding and knowledge of Christianity, Christian worship, differing practices and symbols.</p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</p>	<p><b>Why is Lent such an important time for Christians?</b></p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p>	<p><b>What do Hindu’s believe?</b></p> <p>Developing knowledge about Hindu beliefs.</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language.</p>	
<p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools</p>						