

St George's Year 3 Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - <i>see Come and See Overview for specific dates</i>	Domestic Church: Homes Baptism/Confirmation: Promises Advent/Christmas: Visitors Judaism Week: Inside synagogue		Local Church: Journeys Eucharist: Listening and sharing Lent/Easter: Giving		Pentecost: energy Reconciliation: choices Universal Church: Special places Islam Week: Mosque	
RSE - <i>see life to the full overview #pathway 3</i>	Module 1: Religious understanding Me, my body my health Emotional well being Life cycles		Module 2: Religious understanding Personal relationships Keeping safe		Module 3: Religious understanding Living in the wider world	
English	(Fiction) Stoneage Boy by Satoshi Kitamura Character Description (Fiction)	Charlie & the Chocolate Factory (Fiction). Create new character York and the Chocolate Story Recount of the visit to chocolate factory (Non-Fiction / leaflet)	Ottoline and the Yellow Cat	Brightstorm - Ernest Brightsorm	Poetry Video stimulus - The Three Pigs	Myths and Legends (talk for writing) The Midas Touch and other Greek myths
Drama / S&L	Now press play: Rocks Stoneage	Children at work in factories through the ages	Mental Health programme	Arctic Expedition Adventure	Greeks Plants	Islam

Computing	<p>Purple Mash 3.5 emails</p> <p>Computer Science: I can understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Purple mash 3.9 Presenting</p> <p>Information technology: I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Links to science and art Ebooks project with kat</p> <p>Information Technology: I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Purple Mash 3.2 Online safety CEOP E-safety resources</p> <p>Digital literacy: I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Code studio course C</p> <p>Computer Science: I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. I can use sequence, selection and repetition in programs; work with variables and various forms of input and output. I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Maths	<p>Number: Place value Addition & Subtraction Multiplication</p>	<p>Number: Measurement & Money Statistics Measurement: Length & perimeter Number: Fractions</p>	<p>Number: Fractions Measurement: Time</p> <p>Geometry: Properties of shapes Measurement: Mass and</p>

					capacity
Science	<p>Rocks</p> <ul style="list-style-type: none"> •Compare and group together different rocks based on their simple physical properties Describe and explain how different rocks can be useful to us Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed Describe how fossils are formed within sedimentary rock •Can they classify igneous and sedimentary rocks? •Can they begin to relate the properties of rocks with their uses? 	<p>Light</p> <p>Explain the difference between transparent, translucent and opaque?</p> <p>Compare the brightness and colour of lights</p> <p>Explain how bulbs work in an electrical circuit</p> <p>Explain how shadows are formed</p> <ul style="list-style-type: none"> •Can they explain why lights need to be bright or dimmer according to need? •Can they make a bulb go on and off? •Can they say what happens to the electricity when more batteries are added? •Can they explain why their shadow changes when the light source is moved closer or further from the object? 	<p>Animals inc humans</p> <p>Explain the importance of a nutritious balanced diet</p> <p>Describe how nutrients, water and oxygen are transported within animals and humans</p> <p>Describe and explain the skeletal system of a human</p> <p>Describe and explain the muscular system of a human</p> <ul style="list-style-type: none"> •Can they explain how the muscular and skeletal systems work together to create movement? •Can they classify living things and non-living things by a number of characteristics that they have thought of? •Can they explain how people, weather and the environment can affect living things? •Can they explain how certain living things depend on one another to survive? 	<p>Plants</p> <p>Identify and describe the functions of different parts of plants. (roots, stem, leaves and flowers)</p> <p>Identify what a plants needs for life and growth</p> <p>Describe the ways in which nutrients, water and oxygen are transported within plant</p> <p>Explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants</p> <p>Investigate the way in which water is transported within plants</p> <ul style="list-style-type: none"> •Can they classify a range of common according to many criteria (environment found, size, climate required, etc.)? •Can they explore the role of flowers in the life cycle of flowering plants. Including pollination, seed 	<p>Forces & Magnets</p> <p>Observe that magnetic forces can be transmitted without direct contact</p> <p>Talk about how some magnets attract or repel each other</p> <p>Classify which materials are attracted to magnets</p> <p>Describe the speed and direction of moving objects</p> <ul style="list-style-type: none"> •Can they investigate the strengths of different magnets and find fair ways to compare them? •Can they explain why an object will move faster if it is rolling down a hill or a slope?

					<i>formation and speed dispersal?</i>	
PE	Real: Personal - Co-ordination	Real: Social - Jumping and landing	Real: Cognitive - Ball skills	Real: Creative - Throwing & catching	Real: Physical - Floor work	Real: Fitness - Agility.
History	The Stoneage I know about how stone age people hunted for their food and what they ate. I know about many of the differences between the stone, bronze and iron ages. I know what people learnt from stone aged paintings. I am able to describe what a typical day would have been like for a stone age man, woman or child.	The story of Chocolate - from bean to York	Ernest Shackleton (Geography focus)- Exploring / map work. George Stephenson, and railways expansion / explore, different ways of travelling.		Ancient Greece I know about and can talk about the struggle between the Athenians and the Spartans. I know about some of the things that the Greeks gave the world I know that the Greeks were responsible for the birth of the Olympics. I know that the Greek Gods were an important part of Greek culture. I know how to locate Greece on a map (Geography) York: Battle of Fulford, Royal Ascot, Civil war. York art gallery - Greek art.	
Geography		Local geography: The story of	Map work		I know how to locate	

		Chocolate - York I know why people may choose to live in one place or another. I know why people may be attracted to live in cities	I know the name of a number of countries in the northern hemisphere I know the capital city of at least 6 European countries I locate the Tropic of cancer, the tropic of capricorn and the Greenwich meridian on a map I know whether a country is located in the southern or northern hemisphere	Greece on a map.	
Art	Stoneage Cave Painting	Lowry I know how to create a background using a wash. Portraits - I know how to show facial expressions in my art.	I can recognise when art is from other cultures. I know how to identify the techniques used by different artists. I know how to compare the work of different artists. -I recognise when art is from different cultures. -I recognise when art is from different historical periods.	Portraits - I know how to show facial expressions in my art. -I know how to use digital images and combine with other media in my art. -I know how to use IT to create art which includes my own work and that of others.	Clay creatures Greek -I know how to use a range of brushes to create different effects in painting. -I know how to create different effects in painting. I know how to use sketches to produce a final piece of art. Portraits - I know how to show facial

						expressions in my art. - I know how to use different grades of pencil to shade and to show different tones and textures.
DT		<p>Chocolate StoryTrip</p> <ul style="list-style-type: none"> -I describe how food ingredients come together <p>Pop-Up Christmas Cards</p> <ul style="list-style-type: none"> -I follow a step-by-step plan, choosing the right equipment and materials -I work accurately to measure, make cuts and make holes 		<p>Easter Garden</p> <ul style="list-style-type: none"> -I prove that my design meets some set criteria -I design a product and make sure that it looks attractive -I choose a material for both its suitability and its appearance -I select the most appropriate tools and techniques for a given task -I make a product which uses both electrical and mechanical components 		

Music	<p>Sing Up Scheme: I've been to Harlem Unit</p> <p>.....</p> <ul style="list-style-type: none"> -I know how to use musical words to describe a piece of music and compositions -I know how to sing a tune with expression -I know how to create repeated patterns with different instruments -I know how to create accompaniments for tunes 	<p>Sing Up Scheme: Latin Dance Unit</p> <p>.....</p> <ul style="list-style-type: none"> -I know how to use musical words to describe a piece of music and compositions I know how to create repeated patterns with different instruments -I know how to use musical words to describe what I like and do not like about a piece of music. -I know how to create accompaniments for tunes -I know how to recognise the work of at least one famous composer. 	<p>Sing Up Scheme: Fly with the Stars</p> <p>Whole class Recorder Tuition</p> <ul style="list-style-type: none"> -I know how to play clear notes on instruments -I know how to use different elements in my composition -I know how to create repeated patterns with different instruments -I know how to compose melodies and songs I know how to improve my work; explaining how it has been improved. -I know how to create accompaniments for tunes -I know how to combine different sounds to create a specific mood or feeling
MFL/ ITALIAN	<p>MAIN TOPICS:</p> <ul style="list-style-type: none"> ● Greetings ● Introduce yourself ● Colours & Numbers 1-10 ● Listen and follow instructions ● Fruit and veg ● Christmas Traditions in Italy - La Befana ● Christmas card/games (Tombola) <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> ● I can join in with songs and rhymes ● I can respond to simple commands. 	<p>MAIN TOPICS:</p> <ul style="list-style-type: none"> ● Parts of the Body ● Likes and dislikes - Food and colours ORAL SKILL ● Number and colours (Noun/adj agreement) ● Carnival in Italy - Traditional masks ● Mother's Day ● Easter Traditions <p>SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> ● I can name and describe people and objects ● I can choose the right word to 	<p>MAIN TOPICS:</p> <ul style="list-style-type: none"> ● Age ● Likes and dislikes - Food and colours WRITING and READING SKILLS ● My favourites WRITING and READING SKILL ● This is me - Write a letter to a pen-pal or to your teacher <p>SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> ● I can have a short conversation saying 3-4 things.

	<ul style="list-style-type: none"> • I can answer with a single word/short phrase • I can ask a question. • I can use set phrases <p>READING:</p> <ul style="list-style-type: none"> • I can read and understand single words. <p>WRITING:</p> <ul style="list-style-type: none"> • I can label a picture • I can copy a simple word or a phrase 		<p>complete a word or phrase</p> <ul style="list-style-type: none"> • I can ask questions. <p>READING</p> <ul style="list-style-type: none"> • I can read and understand short phrases. <p>WRITING:</p> <ul style="list-style-type: none"> • I can write single words correctly. 		<ul style="list-style-type: none"> • I can give a response using a short phrase • I am starting to speak in sentences. <p>READING</p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can read a passage independently. <p>WRITING:</p> <ul style="list-style-type: none"> • I can write phrases from memory • I can say what I like/dislike about a familiar topic. 	
Additional Events/Trips		York Chocolate Story visit				

Additional Events/Trips	MEG Workshop - Samba Band	Yorkshire Museum Visit Railway Museum	Summer Class Trip- various Church visit