Beam County Primary School Year 3 Curriculum Map 2019-2020

	Autumn	Spring	Summer
Literacy	**Text focus: Tell Me a Dragon (core text) / How to train your dragon (supportive / Guided Reading)** **Writing outcomes:** **Non chronological reports** Examination of information texts, key features (paragraphs), note taking, plan and write own. **Instructions** Sentence level focus. Viewing different contexts for which we use instructions, time openers, imperative verbs, adverbs and 2nd person. Stimulating context (How to train your dragon) to write own instructions. **Narrative: Adventure stories (innovating)** Extending sentences using adverbials; using commas to separate fronted adverbials; using and punctuating direct speech. Using a wide range of conjunctions to create sentences with more than one clause.	**Non-fiction: Informal / Formal Letters– The Day the Crayons Quit** Grammar opportunities: paragraphs, lead sentences, choosing and using powerful verbs, constructing compound and complex sentences. **Poetry – Imagery/Performance** Imagery grammatical opportunities: Personification, alliteration, onomatopoeia, adjectival phrases, powerful verbs. The Boneyard Rap – performance, tone, intonation, rhyme, discussion of vocabulary. Cross-curricular links with the body.	**Author Focus: Michael Morpurgo – The Butterfly Lion** Text focus; exploring a variety of genres. Focusing on language which is fit for genre, audience and purpose. Cultural links made throughout.

Maths	**Number and place value:** Pupils use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in Year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16). **Addition and subtraction** Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts including mixed units and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in Year 4.	**Statistics:** interpret and present data using bar charts, pictograms and tables **Measurement:** Pupils measure using selected units, progressing to using a wider range of measures, including comparing and using mixed units (for example,1 kg and 200 g) and simple equivalents of mixed units (for example, 5 m = 500 cm) **Measurement** Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in, and prepared for, using digital 24-hour clocks in Year 4.	**Multiplication and division:** Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables. Furthermore pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5= 4 × 5 × 12 = 20 × 12 = 240) and multiplication and division facts (for example, using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts (for example, 30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3).	**Multiplication and division:** of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which *m* objects are connected to *n* objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children). **Measures:** The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long, or five times as high) and this connects to multiplication.	**Geometry: properties of shapes** Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.	**Measurement** tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. measure, compare, add and subtract: lengths (m / cm / mm); mass ,volume / capacity **Fractions** 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. Pupils connect tenths to place value and decimal measures, and to division by 10. Geometry identify right angles, identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Science	**Rocks detectives** **Pupils should be taught to:** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	**Forces and magnets** **Pupils should be taught to:** compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Amazing bodies** **Pupils should be taught to:** 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.	**Plants** **Pupils should be taught to:** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Light and shadow** **Pupils should be taught to:** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.	**Amazing Bodies** **Pupils should be taught to** identify that humans and some other animals have skeletons and muscles for support, protection and movement.
RE	**Christmas – Christmas is coming** • Retell the Christmas story identifying the experience of waiting and preparation as an aspect of the story • Ask and respond sensitively to questions about their own and others experiences of 'waiting'	**Celebration -Pentecost** -Identify some of the symbols most commonly associated with Pentecost and say why they are used within the church. Identify what Christians might do at Pentecost **Worship at home and in the Mandir - Hinduism**	**Jesus the Healer** -Recognise that Christians believe Jesus forgives sins. -Recognise that Jesus performed miracles to show who he was. -Retell a story about Jesus making someone better. -Recognise that some events are difficult to explain	**Faith in Action** -Respond sensitively to personal qualities in others -Identify some qualities important for Christians -Begin to show awareness of the impact of faith on a person's life	**People who changed the world:** a study of some key religious teachers and prophets	**People who changed the world:** a study of some key religious teachers and prophets

History &Geography	**Changes from the Iron Age to Stone Age** Key skills and concepts: • Chronology • Enquiry • Similarity and Difference Children learn the key terms of this period and order them on a timeline chronologically. Using artefacts, they grasp how life was very different in this period and their beliefs. They should see that across the period there were many changes, particularly when different materials were introduced, and most importantly, farming. *Cross curricular links:* *Art – Cave painting* *Literacy – Poems about sacrifices made to the Thames.*	**Changes from the Iron Age to Stone Age** Key skills and concepts: • Chronology • Enquiry • Similarity and Difference Children learn the key terms of this period and order them on a timeline chronologically. Using artefacts, they grasp how life was very different in this period and their beliefs. They should see that across the period there were many changes, particularly when different materials were introduced, and most importantly, farming. *Cross curricular links:* *Art – Cave painting* *Literacy – Poems about sacrifices made to the Thames.*	**Roman Empire and its impact on Britain** Key skills and concepts: • Cause and consequence • Enquiry • Interpretation • Change and continuity In this topic, children will learn the motivations that led to the Roman invasion. They will look at accounts from the battles and ask historical questions about the Roman army's strategies. To develop their enquiry skills, they will analyse secondary sources which describe Boudicca and her revolt. Children will have the opportunity to justify their opinions of the Romans and their legacy throughout the topic. *Cross curricular links:* *Art – Roman shields, mosaics* *Literacy – Roman menu*	**Where would I prefer to live?** -Finding and naming a number of chosen European countries and their capital cities. -What famous landmarks do they have? (Eiffel tower, Coliseum, Royal Palace of Madrid, etc.). -Weather, features of the cities, human geography. Compare London to these capital cities and to another city in the UK (e.g. Exeter). *Links with Art topic (World Landmarks) and History topic (Roman Empire)*	**Where would I prefer to live?** -Compare and contrast London and other capital cities in Europe to the Amazon Rainforest. -Locate on maps, atlases and on a globe. -Discover how rivers, coastal areas and mountains are affected by weather and compare. -Children are to create a report/ portfolio of research deciding where they would most like to live with evidence backing their reasons.	**How much has London changed?** -Exploration of what London was like during the Roman Empire. Could you live in Dagenham? -Use of aerial photographs, OS maps, books and internet research. -Journeys around the school taking pictures and compare to older photographs to discover how much of it has changed
PE	**Royal Ballet School** **Forces, Motion, Sound and Body.** **Tennis Skills** **Forehand ,the volley etc working on balance, swing**	**Orienteering** **Obstacle challenge – to encourage team support.** **Body Management** **Travelling and taking weight on different body**	**Football skIls** **Moves (Ronaldo, Redknapp etc).** **Passing** **Dance** **Val Sabin –**	**Netball skills** **Pass, move and shooting.** **Cricket Skills** **Striking the ball into spaces and fielding –**	**Athletics** **Sprinting – start & middle phase &** **Standing triple jump.** **Rounders** **Striking- hitting the ball**	**Rounders** **Striking- hitting the ball with rounder/tennis bat & fielding skills – running towards the ball.** **Athletics**

	From low to high keeping eyes on the ball and keeping racket head up.	parts.	Mechanical progress.	covering space, different throwing techniques.	with rounder/tennis bat & fielding skills – running towards the ball.	Standing long and triple jump. Relays.
Art	Dissected Fruit Observational sketches followed up by detailed close drawings. Sculpture – Clay Form, Pattern, Colour Wayne, Thieubaud Outdoor learning – observation drawings on food found in vegetable garden Cross curricular link: Science/light and darkness (areas of light and shadow)	Plants Study of artificial and real flowers. Individually and pre-arranged Painting – Powder paint Shape, Pattern, Colour Georgia O' Keefe/ Carole Keegan and Henri Roussseau. Walk around Beam Parklands? Cross curricular Link: Science/names and functions of Parts of a plant. .	Drawing Focusing on book illustrations, favorite book characters and the artists behind them. Drawing range of materials. Colour, proportion, size, shape, pattern, texture Roald Dahl/ Ellen Stohl Cross curricular link: Literacy/ persuasive writing (Familiar texts) Culture: discuss how the cultural backgrounds may have influenced the works/style of famous authors and illustrators books	African Kente Clothe- Mexican God's Eyes African paper weaving/weaving thread, wood, strings around a wooden frame. Collage/ Textiles Colour, Pattern, texture Children to bring in examples of traditional clothing is possible Culture: Classroom to be decorated with different African materials on tables, pictures of the traditional weaving process and children to bring in cultural clothing and discuss.	Birds Study of the form and shape of various birds Printing- single color Press printing, working with acrylic paint to add detail and texture Line, texture, size, shape Howard Norman/ Alan Harris Walk around the school grounds Outdoor learning - possible trip to Rainham marshes RSPB bird sanctuary (email for details)	World Landmarks Focusing on the properties of drawing ink Drawing/painting Proportion, tone, size, pattern Fine Art America Cross curricular link: Maths/measure, add and subtract lengths Culture: study of famous historical landmarks from different countries. Discuss possible cultural links associated with them.

Latin			**Minimus Meet the family** -To be able to introduce oneself and greet each other -Nouns **-a** ending for girls, **us** for boys -Derivative of words -Research Vindolanda and Vindolanda tablets	**Minimus: Food glorious food** -To know what the Romans ate -To understand the ways Romans entertained and compare to how we entertain today -To know how nouns and adjectives are used in Latin Derivative of words	**Minimus: Work work work** -To know the role of slaves in Roman times -To know how verbs are used in Latin -To know how the ending of a verb changes depending upon who is doing the action -Derivative of words	**Minimus: The best days of your life** -To understand the education system in the Roman times. - To revise nouns, adjectives and verbs in Latin - Research the cursive script the Romans used - Derivative of words
Design Technology	**Structures** *Desk Tidy* • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • investigate and analyse a range of existing products • apply their understanding of how to strengthen, stiffen and reinforce more complex structures		**Healthy Eating (Food)** *The Great Bread Bake Off - Healthy and varied diet (including cooking and nutrition requirements for KS2)* As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. 🍽 understand and apply the principles of a healthy and varied diet 🍽 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		**Textiles** *Fabric bunting - 2D shape to 3D product* • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	

PSHE	**Being me in my world** I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences I can make responsible choices and take action I can work cooperatively in a	**Celebrating difference** I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are	**Dreams and goals** I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know how disappointment feels and can identify when I have felt that way I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part	**Healthy me.** I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others I understand the facts about alcohol and its effects on health, particularly the liver, and	**Relationships** I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are	**Changing me (including Sex Education)** I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings I can identify how boys' and girls' bodies change on the inside during the growing up process and

	group I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter		of a group challenge I can identify the contributions made by myself and others to the group's achievement I know how to share in the success of a group and how to store this success experience in my internal treasure chest	also some of the reasons some people drink alcohol I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure I know myself well enough to have a clear picture of what I believe is right and wrong I can tap into my inner strength and know how to be assertive	different to mine and appreciate what I may learn from them I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups	can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes I can identify what I am looking forward to when I am in Year 4 I can start to think about changes I will make when I am in Year 4 and know how to go about this

Computing	**Programming an animation** Create an algorithm for an animated scene in the form of a storyboard Write a program in Scratch to create the animation correct mistakes (debug) in their animation programs.	**Finding and correcting bugs in programs** Develop a number of strategies for finding errors in Programs Build up resilience and strategies for problem solving increase their knowledge and understanding of Scratch Recognise a number of common types of bug in software.	**Videoing performance** Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing Edit video, including adding narration and editing clips by setting in/out points Understand the qualities of effective video, such as the importance of narrative, consistency,	**Exploring computer networks, including the internet** Understand the physical hardware connections necessary for computer networks to work Understand some features of internet protocols Understand some diagnostic tools for investigating network connections Develop a basic understanding of how domain names are	**Communicating safely on the internet** Develop a basic understanding of how email works Gain skills in using email Be aware of broader issues surrounding email, including 'netiquette' and e-safety Work collaboratively with a remote partner experience video conferencing.	**Collecting and analysing data** Understand some elements of survey design understand some ethical and legal aspects of online data collection Use the web to facilitate data collection Gain skills in using charts to analyse data Gain skills in interpreting results.

			perspective and scene length.	converted to IP address.		
Music	Animal magic Exploring descriptive sounds	Play it again Exploring rhythmic patterns	The class orchestra Exploring arrangements	Dragon scales Exploring pentatonic scales	Painting with sound Exploring sound colours	Salt pepper vinegar mustard Exploring singing games