

Beam County Primary School Year 3 Curriculum Map 2020-21

	Autumn	Spring	Summer
Literacy	<p>Text focus: Rain before Rainbows Text focus: Rosa Parks</p> <p>This unit will see literacy taught through the PSHE unit 'Being me in my world.' Key literacy recovery skills in word, sentence and text level should be taught and embedded through written outcomes. Opportunities for children to work on the VIPERS reading skills (see bottom) should be planned explicitly.</p> <p>Description/emotive write Diary</p> <p>Text focus: Tell Me a Dragon (core text) / How to train your dragon (supportive / Guided Reading)</p> <p>Writing outcomes: Narrative: Descriptive write 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.</p> <p>Non chronological reports Examination of information texts, key features (paragraphs), note taking, plan and write own.</p> <p>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.</p>	<p>Non-fiction: Letter writing (formal and informal) When Jesse Came Across the Sea</p> <p>Grammar opportunities: paragraphs, lead sentences, choosing and using powerful verbs, constructing compound and complex sentences.</p> <p>Informal letter – based on When Jesse Came Across the Sea Formal letter – writing to Miss Whittington.</p> <p>Poetry – Imagery/Performance Imagery grammatical opportunities: Personification, alliteration, onomatopoeia, adjectival phrases, powerful verbs.</p> <p>Write an imagery poem The Magic Box – performance, tone, intonation, rhyme, discussion of vocabulary. Cross-curricular links with the body. Add a stanza and perform</p>	<p>Author Focus: Michael Morpurgo – The Butterfly Lion</p> <p>Text focus. Focusing on language which is fit for genre, audience and purpose. Cultural links made throughout.</p> <p>Diary Narrative – write the next scene Instructional writing Letter writing</p>

<p>Maths</p>	<p>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, $146 = 130 + 16$).</p> <p>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.</p> <p>Geometry Recognise and name 3d-shapes. Sort and describe 3d shapes.</p> <p>Multiplication and division: Recall the multiplication and division facts for 2, 5, 10 and 3 times table.</p>	<p>Fractions Find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$ of a shape and number. Add fractions with the same denominator.</p> <p>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)</p> <p>Adding and Subtracting Add mentally a 3-digit number and 100s. subtract mentally a 3-digit number and 1s, 10s and 100s. Solving missing number problems.</p> <p>Geometry Identify right angles, Give and follow directions.</p>	<p>Multiplication and division: Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.</p> <p>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.</p> <p>Furthermore pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).</p>	<p>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).</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>measure, compare, add and subtract: lengths (m / cm / mm); mass, volume / capacity</p> <p>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.</p> <p>Pupils connect tenths to place value and decimal measures, and to division by 10.</p> <p>Geometry identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>
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Science	Rocks (rock detectives) * 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.	Animals including humans (Amazing bodies) *identify that humans and some other animals have skeletons and muscles for support, protection and movement.* *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	Light (Can you see me?) *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.	Plants (How does your garden grow?) *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.	Forces and magnets (The power of forces) * 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	Forces and magnets (The power of forces) * 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.
RE	What is the significance of light?	What do Sikh symbols and sayings tell us about Sikhi beliefs?	How do Jews celebrate their beliefs at home and in the synagogue?	What can we learn about special symbols and signs used in special religions?	How did Jesus and Buddha make people stop and think?	– How and why do Hindu people celebrate Holi?
History & Geography	Roman Empire and its impact on Britain Key skills and concepts: • Cause and consequence • Enquiry • Interpretation	Roman Empire and its impact on Britain Key skills and concepts: • Cause and consequence • Enquiry • Interpretation	Changes from the Iron Age to Stone Age Key skills and concepts: • Chronology • Enquiry • Similarity and	Where would I prefer to live? -Finding and naming a number of chosen European countries and their capital cities.	Where would I prefer to live? -Compare and contrast London and other capital cities in Europe to the Amazon Rainforest.	How much has London changed? -Exploration of what London was like during the Roman Empire. Could you live in Dagenham?

	<p>• 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.</p> <p><i>Cross curricular links: Art – Roman shields, mosaics Literacy – Roman menu</i></p>	<p>• 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.</p> <p><i>Cross curricular links: Art – Roman shields, mosaics Literacy – Roman menu</i></p>	<p>Difference</p> <p>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.</p> <p><i>Cross curricular links: Art – Cave painting Literacy – Poems about sacrifices made to the Thames.</i></p>	<p>-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).</p> <p><i>Links with Art topic (World Landmarks) and History topic (Roman Empire)</i></p>	<p>-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.</p>	<p>-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</p>
PE	<p>Football skills Moves (Ronaldo, Redknapp etc). Passing Tennis Skills Forehand ,the volley etc working on balance, swing From low to high keeping eyes on the ball and keeping racket head up.</p>	<p>Ball & Hand skills Throwing different weights & sized balls. Catching with one and two hands.</p> <p>Body Management Travelling and taking weight on different body parts.</p>	<p>Royal Ballet School Forces, Motion, Sound and Body.</p> <p>Throwing and catching Rolling & throing to hit different sized targets.</p>	<p>Tag Rugby Skills Passing (quick, long and running onto a pass)</p> <p>Cricket Skills Striking the ball into spaces and fielding – covering space, different throwing techniques.</p>	<p>Athletics Sprinting – start & middle phase & Standing triple jump.</p> <p>Football skills Moves (Ronaldo, Redknapp etc). Passing Dribbling Shooting-long and short distance</p>	<p>Basketball Attacking skills, dribbling, passing and shooting.</p> <p>Orienteering Obstacle challenge – encourage team work and leadership</p>

<p>Art</p>	<p>Dissected fruit Observational sketches, followed up by detailed close up drawings</p> <p>Sculpture – clay/ papier mache</p> <p>Form, Pattern, Colour</p> <p>Wayne Thieubaud Outdoor learning – observation drawings on food found in vegetable garden</p> <p>Cross curricular link: science/light and darkness (areas of light and shadow)</p>	<p>Plants Study of artificial and real flowers, Individually and pre-arranged</p> <p>Painting – powder paint</p> <p>Shape, Pattern, Colour</p> <p>Georgia O’Keefe/Carole Keegan and Henri Rousseau Walk around Beam Parklands?</p> <p>Cross curricular link: Science/names and functions of parts of a plant</p>	<p>Drawing Focussing on book illustrations, favourite book characters and the artists behind them</p> <p>Drawing range of materials</p> <p>Colour, proportion, size, shape, pattern, texture</p> <p>Roald Dahl/Ellen Stohl</p> <p>Cross curricular link: literacy/ persuasive writing (familiar texts)</p> <p>Culture: discuss how the cultural backgrounds may have influenced the works/style of famous authors and illustrators books</p>	<p>African Kente Clothe – Mexican Gods Eyes</p> <p>African paper weaving/weaving thread, wood, strings around a wooden frame</p> <p>Collage/Textiles</p> <p>Colour, Pattern, texture</p> <p>Children to bring in examples of traditional clothing is possible</p> <p>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</p>	<p>Birds</p> <p>Study of the form and shape of various birds</p> <p>Printing – Single colour Press printing, working with acrylic paint to add detail and texture</p> <p>Line, texture, size, shape</p> <p>Howard Norman/Alan Harris</p> <p>Walk around the school grounds</p> <p>Outdoor learning – possible trip to Rainham marshes RSPB bird sanctuary (email for details)</p>	<p>World Landmarks Focussing on the properties of drawing ink</p> <p>Drawing/painting</p> <p>Proportion, tone, size, pattern</p> <p>Fine Art America</p> <p>Cross curricular link: Maths/measure, add and subtract lengths</p> <p>Culture: study of famous historical landmarks from different countries. Discuss possible cultural links associated with them.</p>
<p>Latin</p>		<p>Meet the Family</p> <ul style="list-style-type: none"> To be able to introduce oneself & greet each other Nouns - a ending for girls, us for boys Derivative of words Research Vindolanda and Vindolanda tablets 	<p>Meet the Family</p> <ul style="list-style-type: none"> To be able to introduce oneself & greet each other Nouns - a ending for girls, us for boys Derivative of words Research Vindolanda and Vindolanda tablets 	<p>Food, glorious food!</p> <ul style="list-style-type: none"> 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 	<p>Work, work, work</p> <ul style="list-style-type: none"> 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 	<p>The best days of your life</p> <ul style="list-style-type: none"> To understand the education system in Roman times. To revise nouns, adjectives and verbs in Latin Research the cursive script the Romans used Derivative of words
<p>Design Technology</p>	<p>ROMANS TEXTILES Sewing to join fabric Design and make a Roman-style drawstring purse</p>	<p>ROMANS TEXTILES Sewing to join fabric Design and make a Roman standard banner to be carried by the standard bearer.</p>	<p>STONE AGE - hunters and gatherers Structures Design and make a Stone Age shelter using outdoor resources from Nature.</p>	<p>STONE AGE - farmers COOKERY Food and nutrition Design and make some bread rolls fit for a breakfast Grow some produce to</p>	<p>JACK AND THE BEANSTALK MODELLING Papier mache Design and make a puppet to help with telling a story</p>	<p>JACK AND THE BEANSTALK MECHANISMS Mechanisms Design and make a pulley to transport Jacks lunch up the</p>

		March like a soldier wearing the purple and holding the banner	Build shelters outside	include in the bread		Beanstalk To use a real tree outside to measure. Make and test a real pulley
PSHE	<p>Being me in my world</p> <p>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</p>	<p>Celebrating difference</p> <p>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</p>	<p>Dreams and goals</p> <p>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</p>	<p>Healthy me.</p> <p>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</p>	<p>Relationships</p> <p>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</p>	<p>Changing me (including Sex Education)</p> <p>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'</p>

	<p>choices and take action</p> <p>I can work cooperatively in a group</p> <p>I understand my actions affect others and try to see things from their points of view</p> <p>I am choosing to follow the Learning Charter</p>	<p>accept people for who they are</p>	<p>successfully as part of a group</p> <p>I can enjoy being part of a group challenge</p> <p>I can identify the contributions made by myself and others to the group's achievement</p> <p>I know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>	<p>about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I know how to express my appreciation to my friends and family</p> <p>I enjoy being part of a family and friendship groups</p>	<p>and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>I can identify what I am looking forward to when I am in Year 4</p> <p>I can start to think about changes I will make when I am in Year 4 and know how to go about this</p>
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<p>Computing</p>	<p>G Suite (Data) – Usernames and Password Retrieving and Sharing Documents What is Data? Create a Survey Using Google Forms Gathering the Data Presenting the Information</p>	<p>G Suite (Data) – Usernames and Password Retrieving and Sharing Documents What is Data? Create a Survey Using Google Forms Gathering the Data Presenting the Information</p>	<p>Online Safety</p> <p>Students will progress through the age-appropriate essentials for becoming informed, responsible digital-citizens. They will start by creating/ reviewing an Acceptable Usage Agreement with their teacher and peers to set rules for use of the internet in the</p>	<p>Coding</p> <p>Kodu gives students the opportunity to build and program 3D worlds. Students love it from the word go because it looks so impressive. The coding is very visual and intuitive, encouraging students to start thinking outside the box and problem solve from the outset.</p>	<p>Coding</p> <p>Kodu gives students the opportunity to build and program 3D worlds. Students love it from the word go because it looks so impressive. The coding is very visual and intuitive, encouraging students to start thinking outside the box and problem solve from the outset.</p>	<p>Digital Literacy</p> <p>This a powerful and easy to use digital storytelling tool for all age groups. Students will source images in the Storyjumper library or uploading their own images. They can build stories using a variety of easy to use storytelling devices; teachers can easily tailor the accessibility/ difficulty levels using our schemes. Finished</p>
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			school. They will also look at sourcing content online, ascertaining validity of information found online, online etiquette and how search engines work.			books can be shared digitally, printed or even ordered as published books from the website.
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