



## Year 3 Curriculum Map 2024/2025

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>English</b>	<p><b><u>Autumn 1</u></b></p> <p><b>Phonics to Fluency: ‘Getting Ready to read’ Readers Theatre – Non-Fiction Texts</b> <i>(British Values, Stone Age, Continents, Oceans, MRS GREN, Paul Klee)</i></p> <p><b>PVPG/Grammarsaurus</b> - Handwriting</p> <p><b>Read aloud Book Study Text</b> – Proudest Blue and Zoo/Voices in the park (Anthony Browne)</p> <p><b><u>Autumn 2</u></b></p> <p><b>PVPG/Grammarsaurus</b> - Sentence level work and spelling, punctuation and grammar</p> <p><b>Instructions</b> – How to Wash a Woolly Mammoth.</p> <p><b>Poetry</b> – Sound Collector, Remembrance Day and That’s What Christmas Means to Me.</p>	<p><b><u>Spring 1</u></b></p> <p><b>PVPG/Grammarsaurus</b> - Sentence level work and spelling, punctuation and grammar</p> <p><b>Information text</b> – Middlesbrough</p> <p><b>Narrative setting, character and playscript (character dialogue)</b> – The Tunnel</p> <p><b><u>Spring 2</u></b></p> <p><b>Recount</b> – Forbidden Corner</p> <p><b>Narrative setting and plot</b> - Hansel and Gretel</p>	<p><b><u>Summer 1</u></b></p> <p><b>Narrative plot</b> - Escape from Pompeii</p> <p><b>Information text</b> – Hinduism</p> <p><b><u>Summer 2</u></b></p> <p><b>Recount</b> – Milo Imagines the World</p> <p><b>Poetry</b> – Feelings by Libby Walden</p>
<b>Maths</b>	<p>Place Value</p> <p>Core Skills</p> <p>Reading and writing numbers</p> <p>Greater than and less than</p> <p>Ordering</p> <p>Sequencing</p> <p>Halving</p> <p>Doubling</p> <p>Number bonds</p>	<p>Properties of shape including Venn and Carroll diagrams</p> <p>Shape – horizontal, vertical and pairs of perpendicular lines.</p> <p>Symmetry</p> <p>Rounding</p> <p>Problem solving strategies</p> <p>Properties of number</p>	<p>Shape angles (right, half turn, three quarter turn and complete turn)</p> <p>Problem solving strategies including missing numbers</p> <p>Data handling</p> <p>Roman numerals</p> <p>Core skills</p> <p>Halving and Doubling using inverse</p> <p>Greater than and less than</p>

	<p>knowing key facts  Number - addition and subtraction strategies  Number - multiplication and division strategies  mental and written  Balancing sums</p>		<p>Fractions (counting in 10s) and decimals related to money.  Fractions - adding and subtracting with the same denominator.  Fractions - compare and order fractions with the same denominator.  Measure – time – analogue/digital and length  Measure - weight, capacity and reading scales  Measure - comparing mixed units and recognising simple equivalents.  Measure – perimeter of simple 2D shapes  Money  Problem solving - time and length</p>	<p>Number bonds to 50 and 100  Number - addition and subtraction strategies  Number - multiplication and division strategies  Rounding  Inverse operations, estimating and checking answers  Equivalence including fractions, decimals and percentage</p>	
<b>Science</b>	Plants	Animals including humans	Forces and magnets	Rocks and Soils	Light
<b>Humanities (History and Geography)</b>	<p><b>Changes in Britain from the Stone age to the Iron age.</b></p> <p><b><i>Which achievement from the Stone Age to the Iron Age had the biggest impact on Britain?</i></b></p> <p>Food and farming – hunter-gatherers and moving onto settling and farming.  Settlements – Skara Brae  Artefacts – tools, weapons and clothing.  Focus on technical vocabulary</p> <p><u>Linking geography and history</u>  Geography daily works that are skills based. Linked to maps, oceans, continents and capital cities.</p>		<p><b>History of Middlesbrough and surrounding area</b></p> <p><b><i>What are the most significant achievements in Middlesbrough's history and what was their impact?</i></b></p> <p>History of Middlesbrough industry  Location  Art &amp; Culture in Middlesbrough  Transporter Bridge &amp; industry  Middlesbrough FC &amp; Sport  Mapping comparison over time</p> <p>Middlesbrough and comparing with Oberhausen in Germany (Twin Town) looking at Physical and Human features that define both places.</p> <p><u>Linking geography and history</u>  Location of both places in the world, continent and countries. Similarities and differences in location, climate, industries, population.</p> <p><b><i>Why do people live near volcanoes?</i></b>  Consider the location and characteristics of a range</p>		<p><b>Geography: Deserts</b></p> <p><b><i>Would you like to live in the desert?</i></b></p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p>

		<p>of the world's volcanos. Link with English learning – Escape from Pompeii.</p> <p>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates.</p> <p>They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p> <p><u>Linking geography and history</u> Look at key historical events e.g. Pompeii.</p>	
<b>RE</b>	<p><b>Christianity</b> What do different people believe about God? Why do people pray? What does it mean to be a Christian in Britain today? This will include visiting the church to practise and perform a Christingle service. Look at religious stories including The Creation Story. Symbols - how and why symbols express religious meanings.</p>		<p><b>Hinduism</b> Why are festivals important to religious communities? What does it mean to be a Hindu in Britain today?</p> <p>Trip to the ISKON temple. (Links to Christianity) Similarities and differences. Symbols - how and why symbols express religious meanings. Main geographic locations. Consider festivals. Important figures who have influenced others locally, nationally and globally. Inspirational people and work they do linked to faith.</p>
<b>Art</b>	<p><b>Paul Klee/ Brian Wildsmith.</b> <b>Clay fish.</b> Pencil and mark making skills. Produce a colour wheel for primary and secondary colours. Experiment with clay and produce a clay fish in the style of Paul Klee with swirls, dashes, cross hatching, and other techniques. Paint using knowledge of primary and secondary colours.</p>		<p><b>Wool wraps.</b> Colour work, including tonal strips and looking at harmonising and contrasting colours. Fine motor skills including choosing and holding the brush correctly.</p>
<b>DT</b>		<p><b>Italian food</b> Pasta making day. Designing and making own pizza or pasta. Learning about the history of Italian food (Geography link). Discovering where pasta originates and how it is made.</p>	

		<b>Moving vehicles</b> – woodwork. From design and discovering how vehicles move and work to a finished product made from wood.	
<b>Music</b>	Singing – Christingle. Traditional Christmas carols and Christingle songs. Kodali Exploration of classical music Introduce notation	Un-tuned Percussion Further study of notation Composition Exploration of blues music	Tuned Percussion Ocarinas – Learning to play 2 tunes and perform to the year group. Exploration of traditional ocarina music
<b>Computing</b>	Basic Skills Text & Graphics – finding, saving, importing and formatting images Keyboard shortcuts Online Safety – Self-image and identity, Online Relationships, Online Reputation and Online Bullying.	Research Finding pictures on the internet and saving them Taking and editing photographs Publisher – creating an informative leaflet. Online Safety - Managing Online Information and Health, Wellbeing and Lifestyle.	Coding – using 2code (creating and debugging simple programs using coding instructions) Online Safety - Privacy and Security and Copyright and Ownership.
<b>MFL - French</b>	<u>This is Me</u> Greetings What is your name? How are you? How old are you? Where do you live? Numbers 1-10	<u>Family</u> Family members I have... brothers/sisters etc He/she is called He/she is .... Years old Colours Numbers 11-21	<u>Classroom Commands</u> Games and Songs - related to previous vocabulary learned Clapping games Simon says - classroom instructions Sing/ Play French songs/games Numbers 21-31
<b>PE</b>	Dance Gymnastics	Tennis Swimming	Outdoor Learning Athletics
	Fitness – Interval training using a variety of skills at different stations, such as burpees, step ups, sit ups etc.		
<b>PSHE</b>	Targets and goals - adjusting back into school. Emotional health and well-being Drugs British Values Zones of Regulation	Mental health, promoting a growth mind-set Friendships and learning partners Emotional health and well-being British Values SRE	Economic well-being, expand a pound or create wealth, buying and selling. Emotional health and well-being Reflection and setting goals