St. Margaret's Prep

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value up to thousands Read and write numbers to at least 1000 in numerals and in words Order numbers to 1000 count on/back in ones, tens or hundreds Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Count from 0 in multiples of 25 up to 1000 Add and subtract numbers mentally, including; a 3-digit number and ones, tens or thousands Formal column paper methods, +/- to 1000 with regrouping/renaming Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Multiply a 2 and 3-digit number by a single digit on paper		Multiply a 2 and 3-digit number by a single digit on paper Simple ÷ of a 2-digit number by a 1-digit number Solve word problems that involve x and ÷ Tell and write the time from an analogue clock using 12-hour and 24-hour clocks Know the number of seconds in a minute and the number of days in each month, year and leap year Name amounts of money including coins above 100p Add amounts of money together using different methods; to consolidate the addition of pounds and pence separately Use multiple methods for subtracting amounts of money, including concrete materials and the column method Solve word problems involving money using bar modelling as the key strategy		Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Convert between metres, centimetres and kilometres Draw and measure straight lines in centimetres and millimetres Measure perimeter of simple 2D shapes Determine perimeter of basic shapes; use grid paper to measure perimeter Recognise angles as a property of shape and associate angles with turning; introduce the terms acute and obtuse for angles greater or less than a right angle Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines Identify lines of symmetry in 2D shapes presented in different orientations Interpret and present data using bar charts, pictograms and tables, & using simple scales Create & interpret Venn/Carroll diagrams	

			Recognise, find and write fractions of a discrete set of objects Recognise and use fractions as numbers Recognise and show equivalent fractions Add and subtract fractions with the same denominator within one whole Compare and order unit fractions and fractions with the same denominators			
	Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year.					
English	Holiday Memories (Personal Recounts) Stone Age Boy by Satoshi Kitamura (Adventure Stories Entertain)	Earth Shattering Events, Robin Jacobs The Street Beneath My Feet Charlotte Guillian & Yuval Zommer (Non-chronological reports - Inform) Shape poems and Calligrams (Poetry – Entertain)	Pantomime playscript (Simple Playscripts) Aesop's Fables (Traditional Tales - Entertain)	Escape From Pompeii, Christina Balit (Postcards and Diaries Entertain and Inform) A Pizza with Everything on It by Kyle Scheele (Instructions)	Stories with familiar settings - Dream School (Narrative Entertain) Poems on a theme	Stories by the same author David Walliams (Narrative - Entertain) The Day the Crayons Quit Informal/formal letters (Persuasion)

	Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year.					
Science	**Rocks & Soils** Compare and group together different kinds of rocks based on their appearance and simple physical characteristics (texture and permeability). Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soil is made from rock and organic matter.	**Everyday Materials – Thermal Insulators & Keeping Warm** Recognise that temperature is a measure of how hot or cold objects are. Identify materials that are good thermal insulators and some everyday uses of these. Recognise that the materials keep objects both cold/warm. Compare, use and read thermometers to measure temperature. Recognise that objects cool or warm to their surroundings.	**Animals Including Humans – Nutrition, Skeleton & Muscles** Recognise that the life processes common to humans and other animals include nutrition, movement, growth and reproduction (MRS GREN). Identify that animals including humans, need the right type and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat. Describe the need for food for activity and growth and the importance of an adequate and varied diet for health. Identify foods that are sources of a balanced diet.	**Forces & Magnets** Notice that some forces need contact between two objects, but magnetic force can act over 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 and why they are called so. Observe how a freely suspended	**Plants – Life Processes & Structure and Function of a Flowering Plant** Recognise that the life processes common to plants include growth, nutrition and reproduction. Explore the requirements of plants for life and growth (air, light, water, temperature , nutrients from soil and room to grow) and how they vary from plant to plant. Identify and describe the functions of different parts of flowering plants: root, stem/trunk, leaves and flowers. Investigate the way in which water is	**Lights (Shadows)** Recognise that light travels from a source. Recognise that they need light to see things and that dark is the absence of light notice that light is reflected from surfaces. Describe how we see things only when light from them enters our eyes. Recognise that shadows are formed when light from a light source is blocked by a solid (opaque) object. Recognise that even transparent objects block some light and form shadows. Describe how the sun's shadow changes over a day

		Recognise that metals are good thermal/electrical conductors. Identify significant measurements of temperature (boiling/freezing point of water, temperature of a h ealthy human).	Identify that humans and other animals have skeletons and muscles for support, protection and movement. Observe and compare the movement of animals both with and without skeletons. Describe observable characteristics of bones. Recognise that bones grow as we grow.	bar magnet comes to rest in a north-south direction and acts as a compass. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare how things move on different surfaces.	transported within plants and how minerals are taken in through the root. Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation, germina tion and seed dispersal.	find patterns that determine the size of shadows.
	Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments					
History		**Stone Age to Iron Age**	**Romans & Italy (Geography & History Combined)**			**Local Area Study (The Harris Factory, Calne)**

		To understand that we can find out about the past from written, verbal and archaeological sources To use evidence to inform us about the past To learn about everyday life of the Early settlers To find out what evidence of Stone Age life is nearby To understand how the Bronze age moved life forward	To understand what it was like to live in Rome and Pompeii in the past. To understand the layout of Roman Britain (map work). To understand the importance, organisation, and equipment of the Roman army. To compare leisure activities of the Romans to those of today and to understand the legacy of the Romans (Roman Baths trip). To locate Rome, Italy on a world map. Discover neighbouring European countries. To identify key topographical features in Italy (including hills, mountains, coasts and rivers). To recognise human and physical characteristics, including economic activity, in Italy (linked to tourism).		To name and locate counties and major cities of the United Kingdom Gather information from first hand enquiry Discover the history of St Margaret's and how the school has changed over time To learn about the history of Calne To understand that Harris Bacon Factory was a significant employer in Calne To learn about famous historical figures in Calne (e.g. Fynamore, Priestly, Sir Edmund Rich) Visit Calne Blue Plaque trail
Geography	**Volcanoes & Earthquakes**			**How & Why is my Local Area Changing?**	

	Locational Knowledge Latitude and longitude Northern and Southern Hemisphere and time zones **Human & Physical** Volcanoes and earthquakes **Skills & Fieldwork** Maps, atlases, globes and digital/computer mapping Map symbols and key				**Locational Knowledge** United Kingdom **Human & Physical** Settlement and land use **Skills & Fieldwork** Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	
RE	**Hinduism** Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	**Christmas** Key Question: Has Christmas lost its true meaning?	**Jesus' Miracles** Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?	**Easter – Forgiveness** Key Question: What is good about Good Friday?	**Sharing & Community** Key Question: Do Sikhs think it is important to share?	**Prayer & Worship** Key Question: What is the best way for a Sikh to show commitment to God?
PSHE	**Me & My Relationships**	**Valuing Difference**	**Rights & Responsibilities**	**Being My Best**	**Keeping Myself Safe**	**Growing & Changing**

DT	Pneumatics (Moving Christmas Character)		Cookery (Pizzas)		Design (Packaging)	
MFL	Practise numbers up to 30 and tens to 60. Formal and informal greetings. Food and drinks in a French tearoom. Understand a conversation in a tearoom. Adapt and take part in a role-play in a tearoom. Place orders and ask for the bill. Reinforce and extend vocabulary for fruits and vegetables. Express simple opinions on tearoom drinks and snacks, fruits and vegetables. Say " there is / isn't". Adapt and take part in a role-play at the market. Discover some facts about the Christmas tradition in France.		Practise numbers up to 40 and tens to 60. Practise days, months and seasons. Understand and use "Quel temps fait-il?". Learn some weather key phrases. Understand / Take part in a weather forecast. Practise compass points. Name some of the countries sharing a border with France. Name various means of transport. Ask how people travel and respond. Give simple opinions various types of weather and means of transport. Justify their opinions. Discover some facts about and words related to the New Year traditions and Easter.		Practise numbers up to 50 and tens to 60. Name some parts of the body. Describe a monster using the "Il" and "Elle" forms. Understand how to form negative sentences with "ne … pas". Ask how someone is feeling and respond. Say you are unwell or sick. Say that one part of your body hurts using "J'ai mal au/à la/à l'/ aux…" Name more specific health problems. Understand and give the duration of a health problem.	
Computing	**Computer Networks and Systems – Connecting Computers** •Input, output and processes •Comparing digital and non-digital devices •Computer networks and components	**Creating Media – Stop-frame animation** •Techniques to create stop-frame animations •Storyboards and sequencing •Exploring additional media	**Programming – Sequencing sounds** •Sequencing in programming •Exploring Scratch coding •Stages of programme design	**Creating Media – Desktop Publishing** •Features of desktop publishing •Making considered choices •Developing templates	**Data handling – Branching databases** •Understanding branching databases •Attributes and sorting groups •Creating branching databases	**Programming – Events and actions in programmes** •Sequencing in programming •Exploring Scratch coding •Stages of programme design

Music	Choral singing including part-singing techniques Explore ways of listening to music and introduce Listening Log Composition - *e*xploring and using the pentatonic scale (Chinese Dragon music) Improvised and notated recorder work (Recorder Karate programme) Rhythm games, movement and patterns	Choral singing including part-singing techniques Musical Theatre skills Body percussion, layers and ostinato patterns Improvised and notated recorder work (Recorder Karate programme) Preparing for public performance (Production and Spring Concert) Links to: Romans (songs and composition); Human Body (body percussion, listening games); Forces (machine music unit)	Developing aural awareness through exercises Music history and genres – telling a story through music Composing music for a purpose – radio jingles Playing and singing musically from notation *(solo and ensemble)* Introduction to Samba Improvised and notated recorder work (Recorder Karate programme)
Art	**Colour & Brushwork** General discussion, examples, art history/Q&A Colour Wheel What is colour? Recap primary, secondary & tertiary colours Recap colours of the rainbow (*ROY G BIV*) What are tints & shades? Teach warm and cool colours.	**Mosaics & Collage** General discussion, examples, art history/Q&A What is collage? Experiment and explore with a variety of materials. Focus on *overlapping* of shapes. What is mosaic? Experiment and explore with small simple paper shapes. Focus on *spacing* between shapes. Look at examples of Roman mosaics *(cross-curricular link with History/Geography: Romans/Italy)*.	**Sculpture** General discussion, examples, art history/Q&A What is sculpture? shape? scale? space? figurative or abstract? Sculpture in public and private spaces. Sculpture parks. Look at the work of Henry Moore & Antony Gormley (UK), Jen Stark (USA), Donatello (St George, Marble) Explore and experiment with simple sculpting techniques.

Sport	Girls - Hockey: travelling with ball, sending, receiving, shooting, small-sided games Boys - Rugby: passing, carrying, dodge and tackle, one to one and small groups. All - Cross-Country Dance: expression, body and spatial awareness Gym: travelling using small apparatus Swimming: development of all 4 strokes All - Climbing	Girls - Netball: receiving, sending the ball, footwork, simple techniques, small sided games Boys - Hockey: travelling with ball, sending, receiving, shooting, small-sided games Health Related Fitness: speed, stamina and jumping skills Swimming: personal water safety, surface dives, underwater swim, collecting objects, sculling	Cricket: catching, throwing, batting, bowling, aiming, fielding Athletics: running 60m & 200m, jumping, throwing Tennis: forehand, backhand, volley service, small games Swimming: diving, small races, timed swims, forward rolls
	Matches with other schools take place throughout the year, from Year 3 upwards.		