



## YEAR 3 Curriculum Skills and Theme Map

	AUTUMN		SPRING		SUMMER	
<b>English</b>	<p><b>Writing</b> Narrative</p> <p><b>Composition</b> Draft and write by composing and rehearsing sentences orally Writing narratives creating settings, characters and plot</p> <p><b>Texts:</b> Littlenose - John Hunt Ug Raymond Briggs Stone Age</p> <p><b>Spelling, punctuation &amp; grammar (SPaG)</b> Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas Understand the following terminology -</p>	<p><b>Writing</b> Non-narrative writing Poetry - shape</p> <p><b>Composition</b> Draft and write by composing and rehearsing sentences orally Write non-narrative using headings and subheadings</p> <p><b>Texts:</b> Volcanoes, Treetops Under the Volcano Iron Age reference material</p> <p><b>Spelling, punctuation &amp; grammar (SPaG)</b> Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas Understand the following terminology -</p>	<p><b>Writing</b> Instructions Narrative</p> <p><b>Composition</b> Draft and write paragraphs Writing narratives creating settings, characters and plot</p> <p><b>Texts:</b> Comparing Michael Foreman books</p> <p><b>Spelling, punctuation &amp; grammar (SPaG)</b> Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas Understand the following terminology -</p>	<p><b>Writing</b> Explanation Diary accounts Letters</p> <p><b>Composition</b> Draft and write paragraphs</p> <p><b>Texts:</b> The Ice Bear - Jackie Morris</p> <p><b>Spelling, punctuation &amp; grammar (SPaG)</b> Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas Understand the following terminology -</p>	<p><b>Writing</b> Narrative</p> <p><b>Composition</b> Draft and write paragraphs Writing narratives creating settings, characters and plot</p> <p><b>Texts:</b> The Iron Man Ted Hughes</p> <p><b>Spelling, punctuation &amp; grammar (SPaG)</b> Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas Understand the following terminology -</p>	<p><b>Writing</b> Explanation Instructions Adverts</p> <p><b>Composition</b> Draft and write paragraphs</p> <p><b>Texts:</b> The Hundred Mile An Hour Dog - Jeremy Strong Cloudy with a Chance of Meatballs</p> <p><b>Spelling, punctuation &amp; grammar (SPaG)</b> Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas Understand the following terminology -</p>



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	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Spelling</b> Revise spelling rules from Y1 &amp; Y2 Use suffix ly Spell words with endings like zh and ch - treasure, measure, picture, nature Words with suffixes beginning with vowel letters to words of more than one syllable (<i>forgetting, forgotten</i>) Words with the /ʌ/ sound spelt ou (<i>young, touch</i>)</p> <p><b>Spoken Language</b> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Start to show awareness of how and</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Spelling</b> Prefixes: un, dis, mis, re and pre Spell words with the ay spelt ei, eigh, ey (eight, they) Dictionary work Learn published Y3 &amp; Y4 word list</p> <p><b>Spoken Language</b> Start to show awareness of how and when Standard English is used. Vary the amount of detail and choice of vocabulary dependent on the purpose and audience. Perform poems from</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Spelling</b> Words with endings which sound like zhun (<i>division, decision</i>) Learn published Y3 &amp; Y4 word list</p> <p><b>Spoken Language</b> Speak audibly and fluently with an increasing command of Standard English. Show understanding of the main points in a discussion.</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Spelling</b> Learn published Y3 &amp; Y4 word list.</p> <p><b>Spoken Language</b> Speak audibly and fluently with an increasing command of Standard English. Formally present ideas or information to an audience. Perform poetry from memory.</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Spelling</b> Homophones Words with the /ɪ/ sound spelt y elsewhere than at the end of words (<i>myth, gym</i>) Learn published Y3 &amp; Y4 word list.</p> <p><b>Spoken Language</b> Speak audibly and fluently with an increasing command of Standard English. Retell a story using narrative language and added relevant detail. Perform poetry from memory.</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Spelling</b> Homophones Learn published Y3 &amp; Y4 word list. Spell words with a k sound ch (scheme, school) Spell words with sh spelt ch (chef, machine)</p> <p><b>Spoken Language</b> Speak audibly and fluently with an increasing command of Standard English. Show they have listened carefully through making relevant comments.</p>
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	when Standard English is used. Sequence and communicate ideas in an organised and logical way in complete sentences	memory.				
	<p><b>Handwriting</b> Uses the diagonal and horizontal strokes that are needed to join letters and Understands which letters, when adjacent to one another, are best left unjoined</p> <p><b>Composition</b> Plan writing by looking at similar pieces of writing and their structure Evaluate and edit own work Evaluate and edit own work to grammar and vocabulary linked to conjunctions, adverbs and prepositions Proof read for spelling errors and punctuation (full stops, questions marks, commas for lists, apostrophes, inverted commas for speech) Read writing aloud to a group or whole class</p>					
<b>Reading</b>	<p><b>Word reading</b> Apply growing knowledge of root words, prefixes and suffixes Read further exception words, noting the unusual sounds and spellings</p> <p><b>Comprehension</b> Make reading fun by listening to a range of stories, poems and plays Enjoy reading a variety of books Read fairy stories, myths and legends Read aloud poems and perform play scripts Ask questions, predict what may happen and retell main points of a story Use non-fiction texts to discuss headings and subheadings</p>					
<b>Maths</b>	<p><b>Number and Place Value:</b> Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions Know multiplication and division facts 5, 10, 2, 4 and 3 and doubling and halving Add and subtract 1-</p>	<p><b>Number and Place Value:</b> Doubling and halving numbers up to 100 using partitioning. Compare and order numbers up to 1000 Estimate numbers using objects and pictures <b>Fractions:</b> Understanding</p>	<p><b>Number and Place Value:</b> Rehearse place value in 3-digit numbers, order them on a number line and find a number in between Compare number sentences Solve additions and subtractions using place</p>	<p><b>Number and Place Value:</b> Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones. Add two 3-digit numbers using vertical written addition. Add two 2-digit</p>	<p><b>Number and Place Value:</b> Add and subtract 3-digit and 1-digit numbers mentally, using number facts. Add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s.</p>	<p><b>Number and Place Value:</b> Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together. Solve subtractions of 3-digit numbers using counting up on a line and work systematically</p>



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<p>digit numbers to and from 2-digit numbers mentally.</p> <p>Compare and order 2- and 3- digit numbers. Recognise the place value of a number with 100s, 10s and units. Read, write numbers to 1000 in numerals and words</p> <p><b>Measure/Time:</b> Know and understand the calendar, including days, weeks, months, years and leap year Tell the time to the nearest 5 minutes on analogue and digital clocks.</p> <p><b>Geometry:</b> Know the properties of 3D shapes.</p> <p><b>Four Rules:</b> Count in multiples of 4, 8, 50 and 100 and find 10 or 100 more or less Add and subtract 2-digit numbers mentally. Subtracting from 2- and 3-digit number mentally. Using prediction to estimate calculations.</p> <p><b>Problem Solving:</b> Solve word problems.</p>	<p>fractions and fractions of numbers.</p> <p><b>Measure/Time</b> Use money to add and subtract and record using the correct notation and place value.</p> <p><b>Measure/Time:</b> Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; Know 1 litre = 1000 ml; estimate and measure capacity in millilitres.</p> <p><b>Geometry</b> Make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations</p> <p><b>Four Rules:</b> Mentally add and subtract 2-digit numbers using partitioning and recombining. Place 2- and 3-digit numbers on a number line. Round 3-digit numbers to nearest 100. Choose a mental strategy to solve additions and subtractions.</p>	<p>value.</p> <p>Multiply and divide by 10 (whole number answers); Count in steps of 10, 50 and 100. Add pairs of 2- and 3-digit numbers using partitioning Recognise and sort multiples of 2, 3, 4, 5 and 10. Place 3-digit numbers on empty 100 number lines; Place 3-digit number on 0-1000 number line Round 3-digit numbers to the nearest ten and to the nearest hundred. Use counting up as a strategy to perform mental subtraction of amounts of money Subtract pounds and pence from £10</p> <p><b>Fractions:</b> Identify <math>\frac{1}{2}</math>s, <math>\frac{1}{3}</math>s, <math>\frac{1}{4}</math>s <math>\frac{1}{6}</math>s, and <math>\frac{1}{8}</math>s. Find equivalent fractions; place fractions on a 0 to 1 line. Find fractions of amounts.</p> <p><b>Geometry:</b> Recognise right angles and know they are 90</p>	<p>numbers mentally.</p> <p>Add 2-digit to 3-digit numbers mentally using place value and rounding Add two 3-digit numbers using expanded column addition. Order 3-digit numbers and find numbers between Solve subtractions of 3-digit - 3-digit numbers. Double and halve numbers up to 100 by partitioning.</p> <p><b>Measure/Time:</b> Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to) Find a time after a given interval Calculate time intervals Solve word problems involving time.</p> <p><b>Four Rules</b> Multiply numbers between 10 and 25 by 1-digit numbers using the grid method. Divide multiples of 10 by 1-digit numbers using known table facts.</p> <p><b>Problem Solving:</b></p>	<p><b>Fractions:</b> Compare and order fractions with the same denominator. Begin to recognise equivalences of <math>\frac{1}{2}</math>. Add and subtract fractions with the same denominator.</p> <p><b>Four Rules:</b> Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse. Use known facts to multiply multiples of 10 by 2, 3, 4 and 5. Multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method. Multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method. Divide without remainders, just beyond the 12th multiple. Add 3-digit and 2-digit numbers using mental strategies. Add two 3-digit numbers using mental strategies or by using column addition. Use scaling to multiple heights and weights by</p>	<p>to find possibilities.</p> <p><b>Geometry:</b> Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes. Measure the perimeter of 2D shapes by counting and measuring with a ruler.</p> <p><b>Measure/Time:</b> Tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later Recognise am and pm and 24-hour clock times.</p> <p><b>Fractions:</b> Recognise tenths and equivalent fractions. Find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers.</p> <p><b>Four Rules:</b> Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8. Subtract 3-digit numbers using written and mental methods. Find change using</p>
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		<p><b>Problem Solving:</b> Solve word problems.</p>	<p>degrees Understand right angles are 90 degrees and the symbol Know a right angle is a quarter turn, know 360 degrees is a full turn Identify size of angles in relation to 90 degrees. Name and list simple properties of 2D shape. Perimeter begin to measure around a regular 2D shape. <b>Four Rules:</b> Subtract pounds and pence from five pounds. Double the 4 times-table to find the 8 times-table. Derive division facts for the 8 times-table Multiply and divide by four by doubling or halving twice <b>Problem Solving:</b> Solve word problems.</p>	<p>Solve word problems. Investigate patterns in numbers when adding them. Solve word problems involving doubling and halving.</p>	<p>2, 4, 8, 5 and 10 <b>Measure/Time:</b> Compare and measure weights in multiples of 100g. Know how many grams are in a kilogram. Estimate and weigh objects to the nearest 100g. Write the time on a clock face using roman numerals from I to XII <b>Statistics:</b> Draw and interpret bar charts, block graphs and pictograms where one square/symbol represents two units. Draw and interpret bar charts where one square represents one hundred units. <b>Problem Solving:</b> Solve word problems.</p>	<p>counting up. Check subtraction using addition. Add 3-digit numbers using column addition. Multiply numbers between 10 and 40 by 1-digit numbers using grid method. Solve division problems just beyond the known table facts. <b>Problem Solving:</b> Solve word problems choosing an appropriate method. Solve problems involving measures. Decide whether to use multiplication or division to solve word problems.</p>
<b>Focus Questions</b>	<b>What rocks our world?</b>		<b>Why is light fantastic? What makes our world wonderful?</b>		<b>Why is iron awesome? How can we be fit and healthy?</b>	
<b>SCIENCE</b>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks</li> <li>describe in simple terms how fossils are formed</li> <li>recognise that soils are made from rocks</li> </ul>		<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be</li> </ul>		<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>investigate and compare how things move on different surfaces</li> <li>know that forces need contact between two objects but magnetic forces can act at a distance</li> </ul>	



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	<p>and organic matter</p>	<p>dangerous and that there are ways to protect their eyes</p> <ul style="list-style-type: none"> <li>• formation of shadows</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants</li> <li>• investigate what a plant needs to grow</li> <li>• observe the way in which water is transported within plants</li> <li>• explore the life cycle of flowering plants including pollination, seed formation and seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet</li> <li>• describe magnets as having two poles</li> </ul> <p><b>Health and Fitness week</b>  <b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
<p><b>Working Scientifically</b></p>	<p>Ask relevant questions and use different types of scientific enquires to answer them  Set up simple practical enquiries, comparative and fair tests  Make observations and take measurements (data loggers/thermometers)  Gather, record, classify and present data in a variety of ways  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables  Report on findings from enquiries, including displays and presentations  Use results to draw conclusions and make predictions  Explain differences, similarities or changes related to scientific ideas and processes</p>		
<p><b>HISTORY</b></p>	<p><b>Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers</li> <li>• Bronze Age religion, technology and travel</li> <li>• Iron Age hill forts</li> </ul>		<p><b>Local history study</b></p> <ul style="list-style-type: none"> <li>• the impact of iron ore on Teesside</li> <li>• the growth of iron and steel industry</li> <li>• Local Historical Figures - Henry Bolckow, John Vaughn, Dorman Long</li> </ul>
	<p>Use an increasing range of common words and phrases relating to the passing of time  Describe memories of key events in his/her life using historical vocabulary  Describe changes in Britain from the Stone Age to the Iron Age  Describe a local history study</p>		



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<p><b>GEOGRAPHY</b></p>	<p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>describe and understand the key aspects of volcanoes</li> <li>use maps, atlases, globes and digital/computer mapping to locate volcanoes and key features</li> <li>use a four figure grid references</li> <li>use the 8 points of a compass</li> <li>makes plans and maps using symbols and keys</li> </ul>		<p><b>Local Geography</b></p> <ul style="list-style-type: none"> <li>The Eston Hills, Roseberry Topping, Rosedale Mines, Skinningrove</li> <li>describe the landscape</li> <li>analyse evidence and make comparisons between locations using aerial photographs and drawings</li> <li>recognise that different people hold different views about an issue</li> <li>use geographical terms meander, floodplains, location, industry, transport, settlement, water cycle</li> <li>basic geographical words - cliff, ocean, valley, vegetation, soil, mountain, port, harbour, office and recognise the physical and human features of my locality</li> <li>detailed fieldwork sketches/diagrams</li> <li>use fieldworks instruments (camera/rain gauge)</li> </ul>
	<p><b>Class countries</b>          Communicate findings in appropriate ways          Point out where counties are within the UK and their key topographical features          Name and locate the cities of the UK          Explain about the weather conditions around the UK and parts of Europe          Show some sense of how places relate each other          Similarities and differences between places</p>		
<p><b>ART</b></p>	<p><b>Cave Paintings</b></p> <ul style="list-style-type: none"> <li>History of cave art - Lascaux, France</li> <li>Sketching and shading using different media</li> <li>Compare and recreate form of natural and manmade objects</li> <li>Sewing - cards</li> </ul>	<p><b>Still Life</b></p> <ul style="list-style-type: none"> <li>Sketching and painting - plants, flowers and leaves - tone and texture</li> <li>Van Gogh - still life paintings of flowers</li> <li>Talk about complimentary colours, warm and cold colours</li> <li>Printing using relief or impressed techniques (flowers)</li> </ul>	<p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>Collage using overlapping and layering</li> </ul>



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	Use a sketchbook for recording observations, for experimenting with techniques and ideas Experiment with different materials Evaluate work Talk about artists, architects and designers in history		
<b>DT</b>	<p><b>Erupting Volcanoes - pneumatic systems</b></p> <ul style="list-style-type: none"> <li>Use a knowledge of existing products to design his/her own functional product</li> <li>Create designs using annotated sketches, cross-sectional diagrams and simple computer programs</li> <li>Safely measure, mark out, cut, assemble and join with some accuracy</li> <li>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</li> <li>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</li> <li>Strengthen frames using diagonal struts</li> <li>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement</li> </ul> <p><u>Skills</u> Strengthen frames using diagonal struts Begin to use mechanical systems e.g. pulleys, levers and gears Cut slots Measure and cut safely to lines</p>	<p><b>Periscopes</b></p> <ul style="list-style-type: none"> <li>Use a knowledge of existing products to design his/her own functional product</li> <li>Create designs using annotated sketches, cross-sectional diagrams and simple computer programs</li> <li>Safely measure, mark out, cut, assemble and join with some accuracy</li> <li>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</li> <li>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</li> </ul> <p><u>Skills</u> Strengthen frames using diagonal struts Begin to use mechanical systems e.g. pulleys, levers and gears Cut slots Measure and cut safely to lines</p>	<p><b>Transporter Bridge</b></p> <ul style="list-style-type: none"> <li>Use a knowledge of existing products to design his/her own functional product</li> <li>Create designs using annotated sketches, cross-sectional diagrams and simple computer programs</li> <li>Safely measure, mark out, cut, assemble and join with some accuracy</li> <li>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them Strengthen frames using diagonal struts</li> </ul> <p><b>Nutrition and Food</b> Bake bread</p> <ul style="list-style-type: none"> <li>Talk about the different food groups and name food from each group</li> <li>Understand that food has to be grown, farmed or caught in Europe and wider world</li> <li>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely</li> </ul> <p><u>Skills</u> Cut with greater accuracy selecting appropriate tools and measure with scales. Use a pestle and mortar. Breeding and flouring, beating and folding. Setting a table. Begin to follow a basic recipe.</p>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>Introducing recorders - BAG</li> <li>The History of Rock and Roll - listening and appreciation of live and recorded</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of the recorder - DEF</li> <li>Exploring rhythmic pattern through composition (untuned percussion)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring sound - composition with recorders</li> <li>Music Express - Human Body, Food &amp;</li> </ul>





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	<p>music</p> <ul style="list-style-type: none"> <li>• Music Express - Communication, Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Music Express - Environment, Time</li> </ul>	<p>Drink</p>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> - 'Staying safe using DB'</li> <li>• <b>We are presenters</b> - A Day in the Life of a Stone Age Man (iMovie)</li> <li>• <b>PowerPoint skills</b> (PowerPoint for Stone Age future research and Multimedia presentation)</li> <li>• Make choices on which program is best for a given task</li> <li>• Know what input and output devices are and used efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> - 'what shouldn't we put online?'</li> <li>• <b>We are presenters</b> - making a vlog</li> <li>• <b>We are meteorologists</b></li> <li>• Make choices on which program is best for a given task</li> <li>• Know what input and output devices are and used efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> - 'what shouldn't we put online?'</li> <li>• <b>We are network engineers</b> - e-safety and safe data. Launch DB Primary - page management, forums, emails - discuss protocol</li> <li>• <b>Coding Lego Wedo 2.0</b></li> <li>• Produce a simple program that completes a given task</li> <li>• Explain how simple algorithms solve a given program</li> </ul>
	<p>Keep a password and personal information secure (E-safety)            Recognise acceptable and unacceptable behaviour online (E-safety)            Use a search engine to find web pages            Understand that not all websites are as reliable as others</p>		
<b>PE</b>	<p><b>Gymnastics - balance, travelling and jumps to build a sequence</b></p> <ul style="list-style-type: none"> <li>• Stand on one foot without wobbling or swaying</li> <li>• Climb steadily and confidently moving one foot in front of the other</li> </ul> <p><b>Netball/basketball - catching and throwing, simple invasion games</b></p> <p><b>Football - controlled passing and travelling with ball</b></p> <ul style="list-style-type: none"> <li>• Call upon a range of skills and abilities to perform well in different sports/games</li> <li>• Understand the tactics used against me by others</li> <li>• Evaluate and improve my performance</li> </ul>	<p><b>Dance - creating a simple dance sequence linked to emotions</b></p> <ul style="list-style-type: none"> <li>• Skip sideways in a rhythmical movement using my arms to help me along</li> </ul> <p><b>Kwik Cricket - striking and fielding, underarm bowling</b></p> <p><b>Tennis - racket control, simple serving and returning</b></p> <ul style="list-style-type: none"> <li>• Call upon a range of skills and abilities to perform well in different sports/games</li> <li>• Understand the tactics used against me by others</li> <li>• Evaluate and improve my performance</li> </ul>	<p><b>Dance or gymnastics</b></p> <ul style="list-style-type: none"> <li>• Skip sideways in a rhythmical movement using my arms to help me along</li> </ul> <p><b>Athletics - throwing, jumping and running short distances and introduction to middle distance</b></p> <ul style="list-style-type: none"> <li>• Run fast in a straight line using my arms to help balance my movement</li> <li>• Call upon a range of skills and abilities to perform well in different sports/games</li> <li>• Understand the tactics used against me by others</li> <li>• Evaluate and improve my performance</li> </ul> <p><b>Health and Fitness Week</b>  <u>Diet and Hygiene</u></p> <ul style="list-style-type: none"> <li>• Eating too much or too little have a negative effect on my health</li> </ul>



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			<ul style="list-style-type: none"> <li>Know that too much medicine or the wrong medicine can make me unwell</li> <li>Know the sun provides me with vitamin D but too much sun on my skin can be harmful</li> </ul> <p><u>Healthy Bodies</u></p> <ul style="list-style-type: none"> <li>Know what my senses are and can explain what it would be like if I lost one</li> <li>Know that exercise keeps my heart and lungs healthy</li> <li>Can name the main parts of the body</li> <li>Become aware that my brain sends signals around my body using my nervous system</li> <li>Know how the skeleton helps protect my internal organs and I can suggest ways to help improve this during sport</li> <li>Explain how food is digested within my body</li> </ul>
<b>Swimming</b>	<p><u>Band 2</u>            Jump into the pool with confidence            Blow bubbles with my mouth and nose underwater            Put my feet on the bottom after floating on my front or back            Push off from the side of the pool and float on my back            Can float on my front, spin onto my back and back onto my front again</p> <p><u>Band 3</u>            Can jump into a pool and go underwater briefly            Can glide underwater from the side of the pool            Can pick up an object from the bottom of the pool            Know how to keep safe and avoid dangers in and around water</p>		
<b>RE</b>	<b>Faith Through Art and Gifts for Jesus</b>	<b>Islam Beliefs and Practices and How is Easter celebrated in church?</b>	<b>Sikhism</b>
<p>Develop some religious and moral vocabulary to describe key feature sand know beliefs, ideas and teachings for some religions            Discuss how some religions are the same and some are different            Talk about why religion is important            Talk about how religion affects me            Discuss how there are some things that cannot be explained            Understand that people sometimes do things because their religion says they should</p>			



## YEAR 3 Curriculum Skills and Theme Map

<b>PSHE</b>	<p><b>New Beginnings/Getting On and Falling Out/Friendship Week</b> Form an opinion on something and review this when I listen to other people's ideas Offer ideas to solve problems</p>	<p><b>Good To Be Me/Going For Goals</b> Set myself a challenge and know how well I'm doing Know what steps I have to take to achieve what I want Know that some things are not easy to get and that if I don't keep trying I will not achieve my goal</p>	<p><b>Relationships/Changes</b> Understand that when I feel sad or happy my body changes too Understand some of the difficulties when a parent is bringing up a child</p>
<b>LANGUAGE</b>	<p><b>Introduction to French</b> <b>Where is France?</b> <b>Numbers 0-10</b> <b>Greetings, asking and saying how you are</b> <b>Classroom instructions</b> <b>Ask for and give name</b> <b>Ask for and state age</b> <b>Colours</b> <b>Brown Bear Brown Bear</b></p> <ul style="list-style-type: none"> <li>• Recognise and respond to words and phrases</li> <li>• Understand a simple instruction, such as stand up</li> <li>• Join in with parts of a story or song</li> <li>• Match written words or phrases to pictures or symbols</li> <li>• Use simple adjectives to describe a picture or object (reading)</li> </ul>	<p><b>Colours</b> <b>Grammar: Verb and conjunction</b> <b>Names of fruit</b> <b>Food items</b> <b>Days of the week</b> <b>Months of the year</b> <b>La Chenille qui a très faim</b></p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions about personal information</li> <li>• Use simple adjectives to describe a picture or object (writing)</li> <li>• Read some familiar words aloud Write a sentence to describe a picture or object using a word bank</li> <li>• Can tell whether words are nouns, adjectives or verbs</li> <li>• Know that nouns maybe masculine or feminine (or neuter)</li> </ul>	<p><b>Les Quatre Amis story.</b> <b>10 weather conditions and associate these with actions seasons</b> <b>Where do you live?</b></p> <ul style="list-style-type: none"> <li>• Speak clearly to an audience using good pronunciation</li> <li>• Learn and remember new words from my reading</li> <li>• Use a familiar sentence and change one or two words to make a new sentence</li> <li>• Know the order of words in sentences</li> </ul>

### Preparation for Life in Modern Britain

Knowledge and Understanding	Key Elements	Curriculum areas	Activities
Social justice and equality	Fairness between groups Causes and effects of inequality	PSHCE, RE	SEAL -Getting On and Falling Out. Remembrance Day Comparing different religions
Diversity	Contribution of different cultures, values and beliefs to our lives Nature of prejudice and ways to combat it	RE, Music, Geography	Comparing different faiths, climates, cultures and indignant people
Globalisation and Interdependence	Trade between countries	PSHCE	Fairtrade Fortnight



## YEAR 3 Curriculum Skills and Theme Map

	Fair trade		
Sustainable Development	Relationship between people and environment Awareness of finite resources Our potential to change things	RE, PSHCE	Harvest activities Walk to School project Eco Teams Recycling
Peace and conflict	Causes of conflict Impact of conflict Strategies for tackling conflict and for conflict prevention	PSHCE	SEAL -Getting On and Falling Out Friendship week Circle Time Remembrance Day
<b>Skills</b>			
Critical thinking	Detecting bias, opinion and stereotypes Assessing different viewpoints	Geography, RE	Challenge stereotypes in different topics Comparing different religions
Ability to argue effectively	Finding and selecting evidence Beginning to present a reasoned case	English	Group discussions and debates
Ability to challenge injustice and inequalities	Recognising and starting to challenge unfairness	PSHCE	Anti-bullying Week