

Year 3 Curriculum Map 2024-2025

Year 3	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	Judaism Homes	Promises Visitors	Islam Journeys	Listening & Sharing Giving all	Energy Choices	Special places
PSHE and RSE	<p>Being Me in My World</p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>Zones of Regulation</p> <p>Project Evolve</p>	<p>Celebrating Difference</p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>Zones of Regulation</p> <p>Project Evolve</p>	<p>Dreams and Goals</p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>Zones of Regulation</p> <p>Project Evolve</p>	<p>Healthy Me</p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p> <p>Zones of Regulation</p> <p>Project Evolve</p>	<p>Relationships</p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family</p> <p>Zones of Regulation</p> <p>Project Evolve</p>	<p>Journey in Love</p> <p>To describe and give reasons how friendships make us feel happy and safe. To describe and give reasons why friendships can break down, how they can be repaired and strengthened. To celebrate the joy and happiness of living in friendship with God and others. Resource "Journey in Love"</p> <p>Zones of Regulation</p> <p>Project Evolve</p>
ENGLISH Spoken Language:	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. Participate in discussion about books that are read to them and those that can be read for themselves, taking turns and listening to what others say. 					

<p>Reading:</p>	<p>Word reading</p> <p>In a context of whole-class, group and 1:1 reading:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension</p> <p>In a context of whole-class, group and 1:1 reading:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Writing: Composition</p>	<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.


	<p><i>Nell and the Cave Bear by Martin Brown</i></p> <p>Instructions -understand what we use instructions for and find features of instructions -use imperative verbs as a command -write a set of instructions using the correct features</p> <p>Poetry -descriptions of a mammoth based on structure of Tolkien's Oliphant</p> <p>Information text -write a report on cave bears -using simple organisational devices to present information using paragraphs and headings.</p> <p><i>Stone Age Boy by Satoshi Kitamura</i></p> <p>Adventure stories -planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation. -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>	<p><i>Roger McGough Collections Christina Rossetti Collections</i></p> <p>Performance and Shape Poetry -draft and write their own versions of The Sound Collector. -compose class and individual poems, editing and improving their work as part of the process.</p> <p><i>Stone Girl, Bone Girl by Laurence Anholt</i></p> <p>Recounts write a recount of Mary Anning's discovery of the fossil write a recount of Mary Anning's life</p>	<p><i>Ask Dr K Fisher by Claire Llewellyn</i></p> <p>Letter Writing -draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>	<p><i>Grandpa Chatterji by Jamila Gavin</i></p> <p>Stories with a familiar setting -discussing writing similar to that which they are planning -discussing and recording ideas</p>	<p><i>Robin Hood</i></p> <p>Legends -creating settings, characters and plot -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>	<p><i>Where in the World</i></p> <p>Non-chronological reports -using simple organisational devices to present information using paragraphs and headings. -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>
<p>Writing: Transcription- Spelling/Phonics</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) -spell further homophones -spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					

	Revision of suffixes already learnt in Y2. Commonly misspelled words	Prefixes dis- in- im- anti- super- sub- re- Y3/4 statutory spellings	Commonly misspelled words specifically homophones	Y3/4 statutory spellings Suffixes –ous –ly –ion –ian	Commonly misspelled words Words ending in –ture, adding –ation to form nouns	Y3/4 statutory spellings 'c' spelt ch, 'sh' spelt ch, short 'l' spelt y
Writing: Transcription- Handwriting	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					
	Letter formation, break letters, forming ascenders and descenders, joining to small letters, tall letters,	from l , to y, forming s, joining from i, spacing between letters	writing t, forming double letters, joining to e, k, second join	Joining from e, horizontal join, joining from a	Practising punctuation, joining to y, r, w	Forming numerals, silent letters, joining from f, capital letters
Writing Vocabulary, Grammar and Punctuation	<p><i>Pupils should be taught to:</i></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials <p>learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns -using and punctuating direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 					
	Revising nouns, verbs and adjectives Past, present and future tense using and punctuating direct speech	Word families Using conjunctions, adverbs and prepositions Choosing nouns and pronouns appropriately	Articles Different sorts of sentences and revising basic sentence punctuation Adverbs of time	Extend the range of sentences with more than one clause by using a wider range of conjunctions Using and punctuating direct speech	Fronted adverbials Using and punctuating direct speech Prepositions	Present perfect form of verbs Introducing perfect form

MATHS	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Fractions	Shape
	<p>Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Find 1, 10 or 100 more or less Step Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s</p> <p>Addition and Subtraction</p> <p>Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100)</p>	<p>Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions</p> <p>Multiplication and Division</p> <p>Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times-table The 2, 4 and 8 times-tables</p>	<p>Consolidate 2, 4 and 8 times tables Comparing Statements Related calculations Multiply 2-digits by 1-digit Divide 2-digits by 1-digit Scaling How many ways?</p> <p>Length and Perimeter</p> <p>Measure length Measure length (m) Equivalent lengths- m & cm Equivalent lengths- mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter</p>	<p>Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Count in fractions</p> <p>Mass and Capacity</p> <p>Compare mass Measure mass Add and subtract mass Compare volume Measure capacity Compare capacity Add and subtract capacity Temperature</p>	<p>Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects Equivalent fractions Compare fractions Order fractions Add fractions</p> <p>Money</p> <p>Count money (pence) Count money (pounds) Pounds and pence Convert pounds and pence Add money Subtract money Give change</p> <p>Time</p> <p>O'clock and half past Quarter past and quarter to Months and years Hours in a day Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. 24-hour clock Finding the duration Comparing durations Start and end times Measuring time in seconds</p>	<p>Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Recognise and describe 3-D shapes Make 3-D shapes</p> <p>Statistics</p> <p>Make tally charts Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Pictograms Bar charts Tables</p>

SCIENCE	Light: Light and shadows	Rocks: Rocks, and soil	Animals (including humans) Movement and feeding	Magnets and forces	Plants: What plants need	Plants: Parts of plants
ONLINE SAFETY	<p>Project EVOLVE is used to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> • Self-image and Identity • Online Relationships • Online Reputation • Online Bullying • Managing Online Information • Health, Well-being and Lifestyle • Privacy and Security • Copyright and Ownership <p>ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs.</p>					
COMPUTING	<p>Computing Systems and Networks- Connecting Computers</p> <p>During this unit, learners develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network.</p>	<p>Creating Media- Animation</p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>Programming Sequence in Music</p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>	<p>Data and Information Branching Databases</p> <p>During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	<p>Creating Media- Desktop Publishing</p> <p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>Programming Events and Actions</p> <p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>

ART	Investigating patterns		Portraying Relationships and Picasso Cubism	Clay coil pots- history	Sculpture- Can we change places	
DESIGN AND TECHNOLOGY	Cookies	Winter Salad and dressing Textiles- 2D shape to 3D product Christmas stockings	Minestrone soup	Food Healthy and Varied Diet	Cakes for afternoon tea concert	Structures Shell structures Shell structures using CAD
MUSIC	Class Band: Transition from musical games to 'Three Little Birds' (class band) <i>Links with PSHE 'Positivity in Challenges'</i>	Christmas preparation: Songs in unison and 2-part harmony	Introduction to the violin supported by Essex Music Services. Class performance to parents based on 'One Day Like This'.		Music of Vivaldi in preparation for the Year 3 Afternoon Tea concert. Listening, historical context and Baroque era	Preparation and performance of summer show.

PE Indoor	Gymnastics Travelling- stepping sequences, shaped jumps use of benches and elevation, to include transference of weight. Rolls, types and execution/ progression. Bi-weekly swimming lessons	SWITCHES TO OUTDOOR FOR FIRST WEEK Cross Country Trials Event preparation Indoor Athletics Develop Eveque based skills. Develop early balance, jumping and throwing skills. Use of adapted equipment to develop jumps and speed. Introduce challenges. Bi-weekly swimming lessons	Dance Country Dancing. Developing use of different Country Dance styles to learn techniques and routines. Bi-weekly swimming lessons	Gymnastics Body management techniques, in line with the Key Steps gymnastics. Developing base skills into routines. Bi-weekly swimming lessons	Rounders Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play. Bi-weekly swimming lessons	Athletics Running techniques to cover sprint and middle distancedifferences. Development of jumping/throwing techniques in preparation for quad kid and district sports trials Sports Day preparation and groupings-differentiation for ability. Bi-weekly swimming lessons
	Alternate weeks 					

Outdoor	<p>Football</p> <p>Striking/kicking skills developing into game play</p> <p>Handball</p> <p>Last two weeks</p>	<p>Tag Rugby</p> <p>Throwing/catching based skills developing into game play.</p> <p>Handball</p> <p>Last two weeks</p>	<p>SWITCHES TO INDOOR</p> <p>Primary Sportshall Athletics</p> <p>Running event trials and event preparation.</p>	<p>Hockey</p> <p>Stick coordination and passing/striking skills.</p> <p>Handball</p> <p>Last two weeks</p>	<p>Cricket</p> <p>Development of bowling and batting techniques. Event preparation and trials.</p>	<p>Cricket</p> <p>Athletics</p> <p>Sports Day preparation.</p> <p>Handball</p> <p>Last week.</p>
FRENCH	<p>Phonics - vowels first. Numbers 1-12. How to ask and give their age. Other key phonic sounds. Pencil case items. (They are made aware of gender through colour coding.) Verb forms 'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.</p>		<p>La Fête des Rois Animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are).</p>		<p>The Very Hungry Caterpillar in French. Numbers, days of the week, fruits and foods.</p>	
HISTORY	<p>Changes from the Stone Age to the Iron Age in Britain</p>		<p>The Romans in Britain- invasion, changes and achievements</p>	<p>The Romans in Britain- changes and achievements (continued), Boudicca</p>		
GEOGRAPHY		<p>Comparing the physical and human geography of the UK and Italy</p>			<p>Continents of the World Physical geography of Europe</p>	<p>Orienteering- Fieldwork skills</p>
ENRICHMENT ACTIVITIES	<p>Cambridge Museums visit</p>			<p>Roman Day</p>		<p>Visit to Audley End Gardens</p>