



Curriculum Map Year B - Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<u>Skills</u> China texts <u>A Journeying Tale</u> The Journey	<u>Conquering a Monster Tale</u> and <u>Non - Fiction – Persuasion</u> Arthur and The Golden Rope	<u>A Wishing Tale</u> Ilgis	<u>Non - Fiction – Diary</u> Ilgis and <u>Performance</u> The Three Trees	<u>A Finding Tale</u> Greek Mythology <u>Non – Chronological Report</u> Using Greek Mythology	<u>Newspaper</u> The True Story of the 3 Little Pigs <u>Poetry</u>
Reading	The Owl The Hodgeheg	Fantastic Mr Fox	Car Sized Crabs	George's Marvellous Medicine	Talk Talk Squawk What's Eating You	Poetry Sheep Pig
Spelling	Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Year 3/4 word list - group 2	suffixes '-ness' and '-ful' following a consonant	Year 3/4 - group 6	Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Year 3/4 - group 10
	Prefixes un and dis	Prefixes 'mis-' and 're-'	Prefixes 'sub-' and 'tele-'	Prefixes super-' and 'auto-'	Suffix '-ly' with root words ending in 'le' and 'ic'	From Years 1 and 2: vowel digraphs
	Apostrophes for contractions Year 3/4 word list - group 1	Year 3/4 word list - group 3 The /i/ sound spelt 'y'	Apostrophe for contraction Year 3/4 - group 5	Year 3/4 - group 7	Suffix '-ly'	Year 3/4 - group 11
	words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Year 3/4 word list - group 4	Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss' (ion/ure)		Year 3/4 - group 8 Rare GPCs (/i/ sound)	Revise and revisit
	Homophones there, their, they're, our, are, too, two, to, were, we're, wear, where.	Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	Suffixes '-less' and '-ly'	Words with the /k/ sound spelt 'ch' (Greek in origin)	Year 3/4 - group 9	Revise and revisit
	Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Revisit, revise and proof-reading.				Revise and revisit
Grammar	- Word types - noun, adjective, verb, adverb - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], - Coordination using coordinating conjunctions - Subordination using subordinating conjunctions - Simple, compound, complex sentences - Formation of nouns using a range of prefixes	- Use of the forms a or an - Word types - noun, adjective, verb, adverb - Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] - Introduction to paragraphs as a way to group related material - Introduction to inverted commas to punctuate direct speech	- Expressing time, place and cause using or prepositions [for example, before, after, during, in, because of] - Coordination using coordinating conjunctions - Subordination using subordinating conjunctions - Simple, compound, complex sentences	- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] - Coordination using coordinating conjunctions - Subordination using subordinating conjunctions - Simple, compound, complex sentences	- Headings and sub-headings to aid presentation - Coordination using coordinating conjunctions - Subordination using subordinating conjunctions - Simple, compound, complex sentences - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Revisit and Revise according to need in writing - Word types - noun, adjective, verb, adverb
AP sentence types	Revisit - simple and compound sentences. Introduce complex sentences using subordinating conjunctions. Emotion, sentence	Verb, person	Emotion, sentence	Verb, person	-ing, -ed	-ing, -ed
Maths	Inspirational Maths Recap Numbers to 100 Numbers to 1000 Addition and Subtraction	Multiplication / Division Further multiplication and Division	Fractions Picture Graphs and Bar Graphs	Time Money	Length Mass Volume Angles	Lines and Shapes Perimeter
Fluency in Arithmetic (Missing box questions used throughout.)	NCETM Addition Facts Year 3 Arithmetic Papers (optional)	NCETM Addition Facts Year 3 Arithmetic Papers (optional)	Multiplication Tables 1, 2, 5, 10 Year 3 Arithmetic Papers (optional)	Multiplication Tables 2, 4, 8 Year 3 Arithmetic Papers (optional)	Multiplication Tables 3, 6, 9 Year 3 Arithmetic Papers (optional)	Multiplication Tables 7 Year 3 Arithmetic Papers (optional)
RE	1. GOSPEL 2a.4 What kind of world did Jesus want? 2. INCARNATION 2a.3 What is the Trinity? (Year 4 may need some Digging Deeper material)		3. L.I2.10 What does it mean to be a Buddhist in Britain today? 4. SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'? (Year 4 may need some Digging Deeper material)		5. KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost? 6. E.I2.6 Why do some people think that life is a journey and that significant experiences mark this? (4) Christian and Buddhist	
Science	Light and Shadow	Changing Sound	Health and Movement	Eating and Digestion	Eating and Digestion	Living things and their habitats
Computing	Computing systems and networks-connecting computers	Creating media-stop-frame animation	Programming A-sequencing sounds	Data and information-branching databases	Creating media-desktop publishing	Programming B-events and actions in programs
The Arts	Art	DT	Art	DT	Art	DT

	Painting – Lubaina Himid portraits	Cooking	Drawing Van Gogh Landscapes	Mechanical systems	Sculpture – Greek Clay pottery	Wearable pouches using microbit
Music	China-Pitch Building- Beat		Environment-Composition Time-Be		Human Body- Structure Food - Performance	
Humanities	Stone age to Iron age	Key Geographical Features of UK and My Region	Egyptians	Key Geographical Features of Countries within Europe	Ancient Greece	What are the similarities/ differences between my region and Campania in Italy?
PE	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Topics: Tag Rugby and Football.	Topics: Gymnastics and Table Tennis	Topics: Dodgeball and Hockey	Topics: Tennis and Basketball	Topics: Rounders and Athletics Swimming	Topics: Cricket and Netball
PSHE	Dreams and Goals	Taking Care Project	Relationships	All About Me	Healthy Me	Celebrating Difference
MfL	Unit 1 – Bonjour -To greet and say goodbye to someone -To ask someone's name and say your own -To ask how someone is and respond to the same question -To learn some basic nouns -To count numbers 1-10		Unit 2 – En classes -To identify classroom objects -To identify colours and describe and object's colour -To say your age -To recognise and repeat classroom instructions		Unit 3- Les animaux -To identify pets and animals -To recognise numbers 11-20 -To give someone's name -To describe someone	