



Stanley Primary School Curriculum map: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	National Curriculum					
	Vocabulary, Grammar, Punctuation (and Spelling)					
	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 					
English	<p>(Text: Into The Forest by Anthony Brown)</p> <ul style="list-style-type: none"> • To enjoy a story and discuss its meanings • To explore narrative plot, settings, characters and draw inferences to aid understanding • To write texts based on fictional experiences • To write a narrative from a character's point of view • To compose play scripts and perform them for a chosen audience 	<p>Text: Ug: Boy Genius of the Stone Age by Raymond Briggs</p> <ul style="list-style-type: none"> • To engage children with a story told through a mixture of speech and visual imagery • To explore themes and issues, and develop and sustain ideas through discussion • To develop creative responses to the text through drama, storytelling and artwork • To compose writing for a wide variety of purposes • To write in role in order to explore and develop empathy for characters 	<p>Text: Leon and the Place between</p> <ul style="list-style-type: none"> • To explore, interpret and respond to illustrations in a picture book • To enjoy a story and discuss its meanings • To build an imaginative picture of a fantasy world, based on real life experiences • To explore these through role play and through writing in role • To write own stories based on the story read from another character's point of view 	<p>Text: Poetry Pie by Roger McGough</p> <ul style="list-style-type: none"> • To explore and understand the importance of poetry as a genre • To know how to listen and respond to a wide range of poems from a single poet collection • To understand that poems are written for different reasons • To interpret poems for performance • To gain and maintain the interest of the listener through effective performance of poems • To be able to recognise different poetic forms, such as rhyming couplets, clerihews, riddles, concrete poems • To recognise how a poet uses poetry as a voice to express their own feelings and views • To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader 	<p>Text: Pugs of the Frozen North</p> <ul style="list-style-type: none"> • To build an imaginative picture of a fantasy world, based on real life experiences • To explore these through role-play and through writing in role • To write their own stories based on the story read from another character's point of view. 	<p>Text: Pebble In My pocket</p> <ul style="list-style-type: none"> • In depth exploration of non-fiction texts. • To present understanding in writing, drawing and performance.

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Maths	Fluency, problem solving & Reasoning					
	<ul style="list-style-type: none"> Numbers and the Number System Counting and Comparing Visualising and Constructing Number: Addition and Subtraction 	<ul style="list-style-type: none"> Number: Addition and Subtraction Number: Multiplication and Division Consolidation 	<ul style="list-style-type: none"> Number: Multiplication and Division Measurement: Money Statistics 	<ul style="list-style-type: none"> Measurement: Length and perimeter Number: Fractions Consolidation 	<ul style="list-style-type: none"> Number: Fractions Measurement: Time 	<ul style="list-style-type: none"> Geometry – Properties of Shapes Measurement: Mass & Capacity Consolidation
Science	Animals including Humans	Light	Forces and Magnets	Plants	Plants	Rocks
Computing	Data Handling: Graphs and Branching data bases	Multimedia and word processing: Digi maps	E-Safety and Technology in our lives	Programming: Conditional Events	Programming: Sequencing	Programming: Probots
History	Stone Age to Iron Age		Stone Age to Iron Age	Roman Britain	Roman Britain	
Geography	Exploring Guadalajara, Spain			Ambleside v Blackpool		
Art	Drawing	Painting	Printing	Textiles	Collage	3D
DT		Mechanisms, Levers and Linkages – Making a pop-up book.		Food: following a recipe to make a savoury dish - bread		Structures-shell/frame strengthening – catapults
RE	Who should we follow?					
	Christianity (God) How and why have some people served God?	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean by the 'holy Spirit'?	Sikhism Why are the Gurus important to Sikhs?	Hindu Dharma Why is family an important part of Hindu life?

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Music	Let Your Spirit Fly	Performing Songs	Glockenspiel Stage 2 –Reading Music		Unit 14 Exploring singing games / salt pepper vinegar mustard	Unit 11 Exploring arrangements/the class orchestra			
PE	Physical Fitness		Physical Fitness		Physical Fitness				
MFL – Spanish	Phonics - vowels a, e, i, o, u Writing numbers 1-10	Learn nouns in a pencil case Spanish Christmas	Animals and colours Book to study: Oso Pardo	Animals and colours Revisit Year 2 - The artist that painted the blue horse	Story - The very Hungry Caterpillar	Focus on memory and performance - retell a familiar story			
PSHE	Health & Wellbeing		Relationships			Living In The Wider World			
	Keeping Safe	Growing & Changing	Healthy Lifestyles	Respecting Ourselves & Others	Healthy Relationships	Managing Hurtful Behaviour & Bullying	Communities	Environment	Money
	<ul style="list-style-type: none"> School rules on health and safety; hygiene routines; keeping safe in local environment; people who help them stay healthy and safe 	<ul style="list-style-type: none"> Recognising what they are good at; setting goals. Resilience 	<ul style="list-style-type: none"> Medicines drugs common to everyday life; hygiene and germs 	<ul style="list-style-type: none"> What is respect? Respecting Others Respecting difference. 	<ul style="list-style-type: none"> What are relationships? What makes a good friend? Falling out with friends. Maintaining friendships. 	<ul style="list-style-type: none"> Recognising and responding to bullying 	<ul style="list-style-type: none"> Being a part of the community and who works in the community 	<ul style="list-style-type: none"> What are rights & responsibilities? Reducing, reusing, recycling; food choices 	<ul style="list-style-type: none"> Where money comes from; saving and spending money; making choices;