



Stanley Primary School Curriculum map: Year 3 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	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). 					
	<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: 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: 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: 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: 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: 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	Computer Safety - Making Friends Online	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 card.		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	Celebrations - Numbers Days Months	Celebrations – Birthdays and Christmas, to ask and answer questions	Classroom Objects	Pets – naming animals, making plurals and making sentences	Pets – Writing sentences	Spanish phonics and revision of the year.		
PSHE	Keeping/Staying Safe - Leaning out of Windows	Being Responsible - Stealing	Keeping/Staying Healthy - Medicines	Computer Safety - Making Friends Online	Fire Safety - Texting Whilst Driving	Our World - Looking After Our World	Feelings & Emotions - Grief	Relationships - Touch
	<ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices 	<ul style="list-style-type: none"> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online 	<ul style="list-style-type: none"> • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings • Understand the importance of being responsible and how actions and choices affect others. • To be able to practice ways of staying safe and finding help. • Know that even small fires can be very dangerous. • Be able to identify the differences between safe and risky choices. 	<ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint 	<ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effect • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people’s feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts