Stanley Primary School Curriculum Map: Year 3   2022-2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	National Curriculum **Vocabulary, Grammar, Punctuation (and Spelling)**					
English	• 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).					
	Guided Reading Class Novel: The Hodgeheg by Dick King Smith Rabbit & Bear (Rabbit's Bad Habits) by Julian Gough	**Guided Reading Class Novel:** Amelia Fang by Laura Ellen Anderson Tinsel by Sibeal Pounder	**Guided Reading Class Novel:** Willow Wildthing and the Swamp Monster by Gill Lewis	**Guided Reading Class Novel:** The Boy who Grew Dragons by Andy Shepard	**Guided Reading Class Novel:** The Wild Robot by Peter Brown	**Guided Reading Class Novel:** The Nothing To See Here Hotel by Steven Butler
	Text: Sparky • 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	**Text: Leon and the Place between** • 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	**Text: The First Drawing** • To use description to create characters and description. • Narrative recount. • 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 use and begin to punctuate speech in our writing. • To write in role in order to explore and develop empathy for characters.	**Text: Jelly Boots Smelly Boots by Michael Rosen** • To explore and recognise the poetry forms of free verse and rhyming couplets. • To explore and use the poetry devices of rhyme, rhythm and pulse. • To know how to listen and respond to a wide range of poem. • To interpret poems for performance • To gain and maintain the interest of the listener through effective performance of poems • To draft, compose and write poems in response to a stimulus using language with intent for effect on the reader.	**Text: Cloud Tea Monkeys** • Descriptive passage • 'How to' guide • Letter • Discussion **Non-chronological report**	**Text: Pebble In My pocket** • In depth exploration of non-fiction texts. • To present understanding in writing, drawing and performance. • Non-chronological report writing.

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Maths	Fluency, problem solving & Reasoning					
	• Numbers and the Number System • Counting and Comparing • Visualising and Constructing • Number: Addition and Subtraction	• Number: Addition and Subtraction • Number: Multiplication and Division • Consolidation	• Number: Multiplication and Division • Measurement: Length and perimeter	• Number: Fractions • Measurement: Mass & Capacity • Consolidation	• Number: Fractions • Measurement: Money • Measurement: Time	• Measurement: Time • Geometry – Properties of Shapes • Statistics • Consolidation
Science	**Working Scientifically.** *Children will:* • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings.					
	Animals including Humans *Children will:* • 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 • Identify that humans and some animals have skeletons and muscles for support, protection and movement.	**Light** *Children will:* • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the sizes of shadows change.	**Forces and Magnets** *Children will:* • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Plants** *Children will:* • Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. • Investigate the ways in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Plants** *Children will:* • Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth and how they vary from plant to plant. • Investigate the ways in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Rocks** *Children will:* • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter.

Computing	**Data Handling: Branching data bases** *Children will:* • Develop their understanding of what a branching database is and how to create one. • Gain an understanding of what attributes are and how to use them to sort objects using yes/no questions. • Create physical and on-screen branching databases. • Evaluate the effectiveness of branching databases and will decide what types of data should be presented using a branching database.	**Multimedia and word processing: Digi maps** *Children will:* • use search technologies effectively to locate places on a map. • Use technology to add labels, graphics to a map. • Modify and edit digital content. • Save and retrieve digital content. • select, use and combine a variety of software (including internet services) that accomplish given goals, including collecting, analysing, evaluating and presenting data and information on a map. • use technology safely, respectfully and responsibly;	**Computer Systems & Networks: Online Safety - Making Friends Online & Developing an understanding of digital devices.** *Children will:* • develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. • digital and non-digital devices. • be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. • discover the benefits of connecting devices in a network. • use technology safely, respectfully and responsibly; recognise • consider what is acceptable/unacceptable behaviour • identify a range of ways to report concerns about content and contact.	**Programming: Conditional Events** *Children will:* • Learn how to program a sequence of actions, making different pieces of code execute at different times • Practise using time to program a sequence of actions and make simple animation • Learn how to program a sequence of objects to appear and disappear at specific times • Learn to design, write and debug their own app; using the skills learn in the unit.	**Programming: Sequencing** *Children will:* • Learn how to use conditional 'if' statements to - program a maze game, learn to use the tip function to move the ball when the tablet/iPad tips, to program a simple game; use 'if hit' statements to check if objects have collided • Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem	**Programming: Probots** *Children will:* • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
History	**Stone Age to Iron Age** *Children will:* • understand what we mean by the term chronology and use the terms century, BC and AD • understand what is meant by the term prehistory • develop an understanding of how long ago the Stone Age was, and how long it lasted • develop an understanding of how our knowledge of the past is constructed from a range of sources. • To discuss what life was like in the very distant past, for our hominid 'cousins' and ancestors • To consider how resourceful and resilient early humans must have been to survive with very simple tools and sometimes in harsh climates • Develop a sense of chronology of the key periods within the Stone Age • Explore and investigate changes in Britain from the Stone Age to the Iron Age • Make judgements and draw conclusions based on the evidence presented to them • Ask and answer historical questions			**Roman Britain** *Children will:* • **understand the difference between invaders and settlers** • understand the size and timescale of the Roman empire by drawing conclusions from maps and timelines • consider why the Roman Emperor Claudius decided to invade Britain. • explore the turning points in Boudica's rebellion against the Romans • understand that there are differences in the way that historical characters have been portrayed in history books • develop an understanding of how long ago the Romans invaded Britain, and how long it lasted • **explore the legacy left in Britain by the Roman Empire.** • develop an understanding of how our knowledge of the past is constructed from a range of sources. • To discuss what life was like during the Roman Empire. • **Explore and investigate changes in Britain during the Roman Empire** • Ask and answer historical questions drawing on a range of sources.		
Geography	**Exploring Guadalajara, Spain** *Children will:* • Ask geographical questions, collect and record evidence, develop atlas and map skills, use a range of resources including atlases, books and websites to find information, analyse evidence and make conclusions			**Ambleside v Blackpool** *Children will:* • Ask geographical questions, collect and record evidence, develop atlas and map skills, use a range of resources including atlases, books and websites to find information, analyse evidence and make conclusions • Identify where Blackpool and Ambleside are in the United Kingdom and describe their localities • Consider and begin to explain the physical and human characteristics of Blackpool and Ambleside		

	• Locate the countries in Europe and some of the capital cities on a map, as well as the seas and oceans surrounding Europe • Have a clear understanding of the differences in climate between Blackpool and Madrid • Recognise and locate some of the key physical and human features in Madrid • Locate accurately a range of physical and human features on a map of Madrid and begin to identify land uses and describe their distribution • Recognise similarities and differences in the cultural characteristics of the two localities • Describe the distribution of tourist featured within a locality and reach some simple conclusions			• Explain the reasons why tourists would visit Ambleside and Blackpool • Undertake fieldwork, collecting data and evidence to use in class and provide a basic description of results • Describe how environments and communities may change over time with particular reference to tourism in Blackpool and Ambleside • Explain their views using evidence about hill-farming		
Art	**Drawing** *Children will:* • Investigate and explore a range of visual mark making in the style of Vincent Van Gogh. • Sort, select and compare graphic marks • Investigate the visual element of tone (light and dark). • Explore different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones. • Compare ideas and approaches. • Increase the scale of an image by working in close-up. • Develop an image using the imagination. • Discuss work and decide what they would like to adapt and develop further in their images.		**Painting** *Children will:* • mix colour tints using primary and secondary colours + white • say what they think and feel about their work. • understand tint and tone through practical experience. • Identify and use specific painting techniques in the work of Vincent Van Gogh. • Experiment with paint application to represent specific ideas. • Experiment with tonking and sgraffito techniques to develop their work. • Adapt their work and develop their skills of control of tools and techniques.		**Printing** *Children will:* • use a roller and printing ink to experiment with mark making. • make thoughtful responses to a story as a starting point for their work. • investigate the possibilities of a range of materials and processes by experimenting with mono-printing. • select colours and surfaces to develop ideas. • review what they and others have done and comment upon the images achieved using the mono- printing process. • record and reflect in sketchbooks • use plasticine to produce a relief stamp. • print coloured, repeated patterns onto selected surfaces.	
DT		**Mechanisms, Levers and Linkages – Making a pop-up card.** *Children will:* • Investigate and explore interactive books and cards to learn about how some systems work. • Learn how to make a range of mechanical systems including box folds, mouth folds, sliders and levers with waving movements.		**Food: following a recipe to make a savoury dish – bread** *Children will:* • investigate bread including how it is made and the varieties found around the world. • learn about the role of bread, and meals which include bread, in a healthy, varied diet. • practice bread making skills while working safely and hygienically.		**Structures- shell/frame strengthening – catapults** *Children will:* • Investigate and understand how structures can be reinforced e.g. through the use of triangles • Design, make and evaluate structures • safely use a saw to cut wood

		• Design and evaluate their own interactive cards.		• design, make and evaluate their own bread dish.		
		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?*
RE	Children will: • investigate stories of prophets & consider how & why these people chose to follow the word of God. • identify Christian beliefs & values about God that are demonstrated in these stories. • think about what is meant by a 'vocation'. • explore the lives of Christians who have served God. • consider why the idea of serving others is important. • explore what qualities good leaders have. • consider how we should decide who to follow and who not to follow.	Children will: • develop an understanding of the importance of the prophet Muhammad for the Islamic community & why he is seen as a good role model. • learn about the Islamic beliefs and values found within the story of the prophet Muhammad & understand the impact these might have on Muslims. • suggest different ways that a Muslim might try and be charitable today. • consider why communities need leaders and role models. • consider what inspires humans to be charitable to others.	Children will: • explore the concept of discipleship in Christianity - what does it mean to be a follower of Jesus? • learn about the disciples & consider why these men decided to become followers of Jesus. • investigate the work of a Christian organisation that helps those in need & explain how this is an example of Christian values in action. • consider what motivates people to make a difference? • think about any shared human values that should affect the way we treat others.	Children will: • explore Christian beliefs about the holy spirit & the impact that believing in the holy spirit might have on the life of the believer. • learn about the fruit of the spirit - the characteristics of a Christian individual or community inspired by the holy spirit. • investigate the different forms of worship in Christianity & why the holy spirit is important for some forms of worship. • discuss what does it mean to be a successful human being & how we can best share our talents.	Children will: • learn about Guru Nanak and the 10 Gurus of Sikhism & consider how Sikhs may try and follow the example of the Gurus. • investigate the importance of the Guru Granth Sahib as a living teacher and source of authority • learn about how Sikh beliefs about the importance of Granth Sahib are shown through the way he is treated. • consider what types of things really inspire people to be committed. and what it means to make a commitment to something.	Children will: • explore the concept of duty within Hinduism. • consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family. • learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities • investigate how worshipping in the home might bring the family together and might be a reminder of the duty to lead a moral life. • consider why family is so important to many humans. • consider the responsibilities that families have towards each other.

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Music	**I've been to Harlem** Learn to sing a circle song and turn it into a round. Create rhythmic cup patterns and pentatonic accompaniments	**Performing** Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch.	**Painting with sound** Children listen to program music and identify what the piece is about. They use pictures as a starting point to compose their own pieces of music using tuned and untuned percussion instruments.	**Glockenspiel - reading music** Children learn to play simple pieces of music using standard notation. Paying particular attention to crotchets, quavers, minims and rests.	**Unit 14** Exploring singing games / salt pepper vinegar mustard Children learn to accurately sing playground rhymes and to play the accompanying game.	**Exploring arrangements/ the orchestra** Children listen to a variety of classical music and then interpret it in their own way through art work, movement and composition
PE	Multi-Skills 1 • Travelling in different ways. • Moving balls in different ways. • Throwing and passing. • Throwing for accuracy. • Small team games. Multi-Skills 2 • Pass and dribble a ball in small sided games. • Passing and moving skills – maing quick decisions • Controlling a racket, aiming and footwork • Underarm throwing for accuracy. • Tracking and fielding skills	Racquet Games • Forehand hitting and rallies. • Hitting moving objects into targeted areas. • Footwork. Dance – Myths & Legends • Follow dance movements. • Add to the structure of a dance. • Perform movements with control and fluency • Create own dance movements	Fundamental Movements • Perform locomation skills with control. • Apply tactics to a game. • Implement specific tactics based on own personal strengths. • Reflect on skills. Yoga • Perform basic yoga movements. • Reflect how movements affect key skeletal parts. • Discuss the importance of breath and control during movements. • Balance and control	Gymanstics • Perform a sequence of contrasting actions. • Perform a sequence with consistency, coordination & control • Combine balances on different parts of the body both on the floor and on aparatus. • Demonstrate body tension. • Begin to recognise how performance can be imporved. Commando Jo- Earnest Shakleton Children will learn: • Articulate Strengths & needs. • Understand that you can learn from mistakes. • Teamwork & collaboration. • Solve problems and find solutions.	Athletics • Develop more control over movements and loot at ways to start to improve performances. • Take part in a variety of relay races. • Throw a variety of objects with control using different techniques. • Run at varying paces. Comando Joe - Nellie Bly Children will learn: • To understand how determination and self-discipline can help us to achieve new things.	Basketball and Netball Skills • Throwing for accuracy • Skills of passing the ball and moving. • Dribbling for basketball when appropriate • Shooting skills • Working as a team • Footwork skills. Striking and Fielding Games • Develop striking and fielding skills • Discuss and apply tactics for attacking and defending. • Catching skills.
MFL – Spanish	Children will learn to: Name and Identify Classroom objects. Identify masculine and feminine singular nouns Ask and answer questions in Spanish		Children will learn to: Ask and answer questions in Spanish to conduct a classroom objects survey Identify masculine and feminine singular nouns Say the months of the year. Ask and answer questions in Spanish to find out when our birthdays are.		Children will learn to: Learn colours and pet animal names in Spanish. Ask and answer questions in Spanish to conduct a pet survey. Listen to El artista que pintó un caballo azul story and then rewrite their own version of part of the story changing colours and animals.	
PSHE	**Keeping/Staying Safe - Leaning out of Windows** • 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	**Being Responsible - Stealing** • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is	**Keeping/Staying Healthy - Medicines** • 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	**Computer Safety - Making Friends Online** • 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	**Fire Safety - Texting Whilst Driving** • 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	**Our World - Looking After Our World** • 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	**Feelings & Emotions - Grief** • 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	**Relationships - Touch** • 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

between safe and risky choices	borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible	• understand the differences between healthy and unhealthy choices	negatives of using technology • understand the difference between safe and risky choices online	• 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.	• understand how we can reduce our carbon footprint		• be able to name human body parts