



CLAYESMORE
D O R S E T

2019-20 Curriculum Map: Year 3

These are long term plans drawn up for the start of the school year, therefore there may be some variation as the year progresses.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English & Drama	Narrative : setting Using Roald Dahl stories Roald Dahl Characters Fact and fiction Plays Library skills Instructions Narrative : dialogue Shape poetry Christmas activities		Persuasive Writing Create own adventure story based on own unique castle. Continue with own adventure stories Non – fiction : finding facts about chocolate and presenting as a poster Fiction – using ‘Charlie and the Chocolate Factory’ as class reader, write about the characters of the story. Design their own imaginary chocolate bar looking at own persuasive vocabulary Advertisements on chocolate bars		Story Writing Newspaper articles Letter writing Sound poems (Literacy hour – Sue Garnett) Play Scripts	

<p>Spag</p>	<p>Punctuation - Full stops and capital letters Spelling - vowels and consonants Words with the long 'ay' sound spelt with ei Adjectives and powerful adjectives Spelling - Words with the long 'ay' sound spelt with ey Nouns - Common and proper Spellings - words with ay sound spelt with ai Nouns - compound and pronouns Spelling - ear words Collective nouns Spellings - homophones and near homophones Adjectives Spellings - homophones and near homophones Verbs Spellings - dictation passage and spot the mistake Adverbs Spellings - Creating adverbs using the suffix -ly (no change to root word) Speech marks Spellings - Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Conjunctions Spellings - Creating adverbs using suffix -ly (root word ends in 'le') Prepositions Spellings - Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Subordinate clauses Spellings : Creating adverbs using the suffix -ly (exceptions to the rules) Expanded noun phrases Spellings: Statutory spelling challenge words Dictation and spot the mistake</p>		<p>Spellings - words with short 'i' sound spelt with 'y' Grammar: a or an Spellings - Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant Grammar : revise basic grammar (nouns, adjectives, verbs, adverbs) Spellings - Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (stressed last syllable - double the final syllable) Grammar : Subordinate Conjunctions (revise subordinate clauses) Spellings - Creating negative meanings using prefix mis- Grammar : Fronted Adverbials Spellings - Creating negative meanings using prefix dis- Punctuation : Commas Spellings - Words with a 'k' sound spelt with 'ch' Grammar : Conjunctions Spellings - Dictation and spot the mistake Grammar : Identify adjectives Spellings - Homophones and near homophones (weeks 1 & 2) Grammar : Changing Adjectives Spellings - Adding the prefix bi- (meaning two or twice) and adding the prefix re- (meaning again or back) Grammar : Classifying adjectives Spellings - words with a 'sh' sound spelt with 'ch' Grammar : Adjectives in writing</p>		<p>Spellings - words ending in -ary Grammar-Apostrophes Spellings - words with a short 'u' sound spelt with 'o' Grammar- Paragraphs Spellings - words with a short 'u' sound spelt with 'ou' Grammar- commas and inverted commas Spelling - word families based on common words showing how words are related in form and meaning Grammar-Speech marks Spellings - word families based on common words showing how words are related in form and meaning Grammar- Punctuation in writing Spellings - word families based on common words showing how words are related in form and meaning Grammar- Sentence writing and conjunctions (Time words) Spellings - dictation and spot the mistakes Spellings - Words ending with a 'zher' sound spelt with 'sure' Spellings - words ending with a 'cher' sound spelt with 'ture' Spellings - Words ending with a 'cher' sound spelt with 'ture'</p>	
<p>Maths</p>	<p>Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers</p>	<p>Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers Use money to add and subtract and record using the correct notation</p>	<p>Rehearse place value in 3-digit numbers order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and</p>	<p>Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using</p>	<p>Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and</p>	<p>Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an</p>

<p>Compare and order 2- and 3-digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value</p> <p>Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving</p> <p>Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes</p> <p>Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2- and 3-digit numbers; using prediction to estimate calculations</p>	<p>and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining.</p> <p>Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres</p> <p>Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100</p> <p>Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems</p>	<p>divide by 10 (whole number answers); count in steps of 10, 50 and 100.</p> <p>Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice</p> <p>Identify $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s, $\frac{1}{6}$s, and $\frac{1}{8}$s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts</p> <p>Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise $^\circ$ as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right</p>	<p>vertical written addition (expanded)</p> <p>Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)</p> <p>Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time</p> <p>Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as</p>	<p>using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of $\frac{1}{2}$; add and subtract fractions with the same denominator</p> <p>Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method</p> <p>Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products</p> <p>Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many</p>	<p>appropriate method</p> <p>Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction</p> <p>Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times</p> <p>Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find</p>
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Science	<p>Movement and Feeding. Function of muscles and skeleton and muscles in mammals. Animal nutrition, food groups and balanced diet</p>	<p>Light and shadow. Needed to see, various reflective surfaces, path of light, investigate shadows, use of silhouettes</p>	<p>Magnets and Forces. Identify various forces in action. Magnetic poles, fields and strength. Magnetic materials.</p>	<p>Rocks and Soil. Identify, compare and classify various rocks and soils. Understand how these are formed. Mohs scale. Fossil formation</p>	<p>Parts of Plants. Functions of roots, leaves, stem, flower. Investigate water transport in plants. Plant life cycles. Photosynthesis</p>	<p>What Plants Need. Role of oxygen, water, space and light. Hydroponics, absence of soil, root bound plants</p>
Geog.	<p><u>Mapping skills</u></p> <p><u>Local Area</u></p>		<p><u>Rainforests</u> Layers of the rainforest. Plants and animals. How the rainforests help our planets. Destruction of rainforests.</p>		<p><u>Weather</u> Different types of weather and what their effects are.</p>	
History	<p><u>The Stone Age</u></p> <p>Ice Age and early man Life in the Stone Age Life in the Bronze Age and</p>	<p><u>The Stone Age</u></p> <p>What was Stonehenge and why was it built? What was the Iron Age?</p>	<p><u>Ancient Egyptians</u></p> <p>The importance of the River Nile Daily life in Ancient Egypt The pharaohs of Egypt</p>	<p><u>Ancient Egyptians</u></p> <p>Tutankhamun Gods & Goddesses</p> <p>Visit to Egyptian Museum Dorchester</p>	<p><u>Children in World War II</u></p> <p>The causes of the war and major events The Blitz Evacuees</p>	<p><u>Children in World War II</u></p> <p>D-Day Visit Nothe Fort for evacuee experience</p>

	how it differed from the Stone Age	Who were the Celts? Visit to Stonehenge	Life after death		War in Dorset Life on the Home Front	
RS	Preparation for Harvest Festival The Old Testament	Remembrance The Old Testament	Judaism	Judaism	The New Testament	The New Testament
French	Greetings Giving names	Recycling of previous language. Days of the Week	Recycling of previous language. Quel âge as-tu? 1 - 10	Months Colours	Recycling of previous language Pets	Recycling of previous language. Pencil case items
Music	<i>Animal Magic</i> – Exploring Descriptive Sounds – developing children’s ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words. (2 x lessons per week in total – 1 lesson is a whole class recorder or violin lesson)	Contd.	<i>Play it again</i> – Exploring rhythmic patterns – developing children’s ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.	Contd.	<i>The Class Orchestra</i> – Exploring arrangements – developing children’s ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song.	Contd.
<u>Across the Year</u> Whole class singing occurs regularly in lessons & through other mediums (Junior Choir) Junior Orchestra and another smaller ensembles is an option for instrumentalists						
Art	The Sea Matisse	Whales	Stories in Art / The Owl and the Pussy Cat	Children in Art	Take One Picture	Take One Picture
DT	Health and Safety in the workshop refresher. Gadget Stand Classification and types of plastics, wasting and finishing techniques for Acrylic, use of jigs, line bending. Key ring extension	Poplar pebble Shaping natural timber using the wasting process to achieve an organic shape. Laser etched detail added to top.	Sweet Safe Working with plastics and timbers. Focus on exact and accurate measuring and cutting methods.	Ergonomic Pen Understanding the importance of ergonomics. Making of a personalised pen from natural timber stock. Wasting process and the Pillar Drill.	Laser cut Jigsaw Designing using 2d Design CAD, cutting and etching using the laser cutter CAM. Lamination of jigsaw frame and types glue when joining timber.	Book end Using experiences from the year’s projects. Students can use a combination of plastics and timbers to design and make a book end of their own design.

Computing	Creating and programming an animation on Scratch.	Debugging programs on Scratch.	Vlogging and online safety.	Searching for information.	Creating an online survey.	What's inside a computer?
PSHE 1st year of 2 year cycle with year 3	Go Givers Community Centre	Equal Opportunities	Online Friendships	Online Friendships	It is great to be me (Life Education Van)	The Green-Eyed Monster
2nd year of 2 year cycle with year 3	There's no place like home Meet the GoGivers Peer Pressure	Sharing Friends and Sibling Rivalry Healthy Minds	Fair Trade	Types of Families Consent & Personal Boundaries	British values	Emergencies
PE	Gymnastics Swimming: Water skills / stroke development	Gymnastics Swimming: Water skills / stroke development	Dance Swimming: Water skills / stroke development	Dance Swimming: Water skills / stroke development	Tennis Swimming: Water skills / stroke development	Tennis Swimming: Water skills / stroke development
Games	Boys: Rugby / Soccer Girls: Hockey/ Netball	Boys: Rugby Girls: Hockey/Netball	Boys: Hockey / X-Country Girls: Netball/ X-Country	Boys: Hockey / X-Country Girls: Netball/ X-Country	Boys: Cricket/Athletics Girls: Cricket/Athletics	Boys: Cricket/Athletics Girls: Cricket/Athletics