



CLAYESMORE

D O R S E T

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	<p>Narrative: setting Using Roald Dahl Stories Characters Roald Dahl Characters Fact and fiction Play scripts Library skills Instructions</p> <p>Nouns (plural & collective) Adjectives</p> <p>Spellings: days of the week, months of the year, pronouns, plurals</p> <p>Group discussion Present events and characters through dialogue</p>	<p>Instructions Narrative: dialogue Shape poetry</p> <p>Conjunctions Time connectives Speech marks 'a' or 'an' Synonyms</p> <p>Spellings: plurals continued, pronouns</p> <p>Group discussion Perform short story extracts</p>	<p>Fables Dictionary Work Stories with historical settings (Egypt) Story structure – story mountain</p>	<p>Poems using patterns of sound e.g. alliteration, rhyme etc. Advertisements</p>	<p>Sound poetry First person accounts Letters home (evacuee)</p>	<p>Story openings Adventure stories Note-making</p>
Maths	<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>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>Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers</p> <p>Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and</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 divide by 10 (whole number answers); count in steps of 10, 50 and 100.</p> <p>Add pairs of 2-digit</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 vertical written addition (expanded)</p> <p>Add two 2-digit numbers mentally; add 2-digit to 3-</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 using number facts to cross 100s; compare and order fractions with the same denominator;</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 appropriate method</p> <p>Add 3-digit numbers using column addition; solve problems involving</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>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>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 angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in</p>	<p>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 strategies to perform mental subtractions; choose to solve a given subtraction by counting up or</p>	<p>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 grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar</p>	<p>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 one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers</p>	
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			relation to 90° Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds	counting back Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division	charts where one square represents one hundred units Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition	Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts
Science	Movement and Feeding. Function of muscles and skeleton and muscles in mammals. Animal nutrition, food groups and balanced diet	Light and shadow. Needed to see, various reflective surfaces, path of light, investigate shadows, use of silhouettes	Magnets and Forces. Identify various forces in action. Magnetic poles, fields and strength. Magnetic materials.	Rocks and Soil. Identify, compare and classify various rocks and soils. Understand how these are formed. Mohs scale. Fossil formation	Parts of Plants. Functions of roots, leaves, stem, flower. Investigate water transport in plants. Plant life cycles. Photosynthesis	What Plants Need. Role of oxygen, water, space and light. Hydroponics, absence of soil, root bound plants
Geog.	<u>Mapping skills</u> <u>Local Area</u>		<u>Rainforests</u> Layers of the rainforest. Plants and animals. How the rainforests help our planets. Destruction of rainforests.		<u>Farming</u> History of farming. Types of farming. From farm to fork. Diversification.	
History	<u>The Stone Age</u> Ice Age and early man Life in the Stone Age Life in the Bronze Age and how it differed from the Stone Age	<u>The Stone Age</u> What was Stonehenge and why was it built? What was the Iron Age? Who were the Celts? Possible visit to Stonehenge	<u>Ancient Egyptians</u> The importance of the River Nile Daily life in Ancient Egypt The pharaohs of Egypt Life after death	<u>Ancient Egyptians</u> Tutankhamun Gods & Goddesses Visit to Egyptian Museum Dorchester	<u>Children in World War II</u> The causes of the war and major events The Blitz Evacuees War in Dorset Life on the Home Front	<u>Children in World War II</u> Refugees and the treatment of the Jews VE Day
RS	Preparation for Harvest Festival The Old	Remembrance The Old Testament	Judaism	Judaism	The New Testament	The New Testament

	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	Animals in Art Christmas	Stories in Art / The Owl and the Pussy Cat	Children in Art	Take One Picture	Models and Print
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.
Comp- uting	Word processing skills	Coding – sequence and animation	Searching the internet and online safety	Coding - conditional events	Scratch animation programming	Presentation skills
PSHE	Meet the GoGivers Peer Pressure	Healthy Minds	Fair Trade	Go Givers’ Park To Give is to Receive	British Values	Emergencies
PE	Gymnastics Swimming: Water skills /	Gymnastics Swimming: Water skills /	Dance Swimming: Water skills /	Dance Swimming: Water skills /	Athletics: Running / Jumping / Throwing	Athletics: Running / Jumping / Throwing

	stroke development	stroke development	stroke development	stroke development	Tennis Cricket – Girls only	Tennis Cricket – Girls only
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: Athletics / Tennis/ Rounders	Boys: Cricket/Athletics Girls: Athletics / Tennis / Rounders