

# Warden Hill Primary School Curriculum Mapping 2015-16

## Year Group: 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	<b>Stone to Iron Age</b>	<b>Under our Feet</b>	<b>Awesome Egyptians</b>	<b>May the Force be with you!</b>	<b>Animal Magic!</b>	<b>From Field to Plate</b>
Assemblies	Year Group Assembly: Stone Age Theme		Assembly: Ancient Egyptian Theme		Assembly: Animals and Fables	
Literacy	Stories with a focus on setting~ I'll take you to Mrs Cole, Hodgeheg, Stig of the Dump, Stone Age Boy  Senses Poems ~ Autumn	Non-chronological reports Mountains and Imaginary Islands  Author ~ Anne Fine	Instructions (Talk for Writing) ~ Mummification and Pyramid construction	Adventure stories (Talk for writing) Wallace and Gromit  Language Play	Fables  Poetry (shape poems on animals)	Playscripts  Performance poetry
Guided Reading	Focus on fiction: AFs 1, 2 and 3  Reading Explorers, Total Comprehension, Rising Stars Record Breaking Comprehension, Brilliant Activities Reading Comprehension, Focus English, Rigby Navigators, Language Works, Scholastic Comprehension, Read and Respond, 'I Love Reading'	Focus on non-fiction: AFs 3, 4 and 5  Reading Explorers, Total Comprehension, Rising Stars Record Breaking Comprehension, Brilliant Activities Reading Comprehension, Focus English, Rigby Navigators, Language Works, Scholastic Comprehension, Read and Respond, 'I Love Reading'	Focus on stories from other cultures: AFs 2, 3 and 7  Reading Explorers, Total Comprehension, Rising Stars Record Breaking Comprehension, Brilliant Activities Reading Comprehension, Focus English, Rigby Navigators, Language Works, Scholastic Comprehension, Read and Respond, 'I Love Reading'	Focus on non-fiction: AFs 5, 6 and 7  Reading Explorers, Total Comprehension, Rising Stars Record Breaking Comprehension, Brilliant Activities Reading Comprehension, Focus English, Rigby Navigators, Language Works, Scholastic Comprehension, Read and Respond, 'I Love Reading'	Focus on poetry (3 weeks) AFs 3, 4 and 5 Fiction: AFs 2, 3 and 4  Reading Explorers, Total Comprehension, Rising Stars Record Breaking Comprehension, Brilliant Activities Reading Comprehension, Focus English, Rigby Navigators, Language Works, Scholastic Comprehension, Read and Respond, 'I Love Reading'	Focus on playscripts: (2 weeks) AFs 2, 4 Focus on Non-fiction AFs 5, 6 and 7  Reading Explorers, Total Comprehension, Rising Stars Record Breaking Comprehension, Brilliant Activities Reading Comprehension, Focus English, Rigby Navigators, Language Works, Scholastic Comprehension, Read and Respond, 'I Love Reading'
Guided Reading SMSC	Children will be reading different stories set in different countries and cultures. When reading non-fiction books the children will have the opportunity to discuss the wider world and the differences and similarities between different countries. Whilst answering questions personal opinions using evidence and facts found in the text during which time learning how to share their opinion respectfully and constructively is encouraged.					
Grammar	Rising Stars: Skills Builders Nouns, proper nouns	Rising Stars: Skills Builders Using conjunctions	Rising Stars: Skills Builders Nouns, proper	Rising Stars: Skills Builders Using conjunctions	Rising Stars: Skills Builders Nouns, proper nouns	Rising Stars: Skills Builders Using conjunctions Prepositions

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	What is a sentence Commas in lists Powerful verbs Adjectives Using a and an Consonants and vowels	Prepositions Subordinate clauses Headings, sub headings and numbering Past and present tense 1 <sup>st</sup> and 3 <sup>rd</sup> person	nouns Commas in lists Powerful verbs Adjectives Adverbs  Using a and an Speech marks Apostophes for contraction Plurals	Prepositions Subordinate clauses Headings, sub headings and numbering Past and present tense 1 <sup>st</sup> and 3 <sup>rd</sup> person	Commas in lists Powerful verbs Adjectives Adverbs Using a and an Speech marks Apostophes for contraction/ singular possession Plurals	Subordinate clauses Headings, sub headings and numbering Past and present tense 1 <sup>st</sup> and 3 <sup>rd</sup> person
Literacy & SPAG SMSC	We will be looking at various text types including Aesop's Fables and will discuss how the morals of the story can apply to children's everyday situations. When looking at text types we will discuss where we would find these in society (in libraries/online etc.). We share work aloud and children practise speaking confidently & also listening carefully and respectfully. Sharing views and opinions using evidence to support.					
Mathematics	Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics  Schemes: Maths on Target, Maths Spotlight, Hamilton Trust, Maths Pyramid, Talk It, Solve It, Big Maths, Heinemann Maths Word Problems, CGP		Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics  Schemes: Maths on Target, Maths Spotlight, Hamilton Trust, Maths Pyramid, Talk It, Solve It, Big Maths, Heinemann Maths Word Problems, CGP		Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics  Schemes: Maths on Target, Maths Spotlight, Hamilton Trust, Maths Pyramid, Talk It, Solve It, Big Maths, Heinemann Maths Word Problems, CGP	
Numeracy SMSC	Children use perseverance and determination to solve problems.					
Science	Helping plants grow well	Rocks and fossils	Magnets and forces	Magnets and forces	Light	Animals including humans
Science SMSC	By planting their own vegetable patch the children are encouraged to think about healthy lifestyles. They are encouraged to develop their understanding of how they can be responsible for living things as well as learning about the importance of plants to our planet. Taking part in school trip to Bisley to encourage children's appreciation for our native plants and animals. Throughout the year the children will work in groups to plan and carry out investigations when they are encouraged to communicate with each other effectively in group and paired work, sharing ideas and opinions respectfully.					
ICT	Programming and animation (Scratch or Powerpoint)	Finding and correcting bugs in programs (Scratch or Powerpoint)	Videoining performance (Movie Maker/ imovie)	Exploring computer networks, inc the Internet (Access	Communicating safely on the internet (Email system, Skype etc)	Collecting and analysing data ( Google Forms, Google Sheets and Google Slides, InspireData/ Excel, Word)

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				to school network and command prompt)		
IT SMSC	Learning about new technology, how to stay safe in the modern world/use social media platforms safely. How to communicate via computers effectively and appropriately, understanding that the internet is a global community in which we can communicate across the world. Using internet research to investigate other cultures/societies both contemporary and ancient.					
RE	What makes the bible sacred? How is it used by Christian's today?	What makes the bible sacred? How is it used by Christian's today? Christmas (light)	What do Christian's believe God is like? How does this influence their lives?	What do Christian's believe God is like? How does this influence their lives?	Where, how and why do Christians worship?	Where, how and why do Christians worship?
RE SMSC	Investigating and learning about other people's beliefs and cultures. How these relate to modern day British values?					
History	Stone to the Iron Age		Ancient Egyptians	Ancient Egyptians		Cheltenham through the Ages (One week)
Geography		Volcanoes, Mountains and Earthquakes			Our European Neighbours: Key physical and human features of whole of Europe Map work/skills	UK map - regions, topography, human geography, change over time Where our food comes from
Topic SMSC	Learning about modern & ancient cultures and societies. How have they impacted on modern British life? Looking at local history and how our own school community has developed over our 50 year existence. Comparing different regions and sections of countries and how they relate to each other and then to ourselves. Presenting information in front of the rest of the class and also in whole school assemblies - children will all be included in these assemblies and speaking/acting parts rotated to ensure everyone has a chance to act and speak. Taking part in school trip to Leckhampton Hill to learn about how today links to the past.					
DT		Investigating, planning and making photo framesFrames		Pneumatics linked to Egyptian topic	Pizzas	

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Art	Self-portrait Art linked to Stone Age topic including cave paintings, creating head dresses etc Hall Display work		Egypt: Drawing artefacts and sunset silhouettes, collage, clay			Arcimboldo (Fruit faces) Drawing, painting and collage work using food such as fruit, veg and pasta to create
Art & DT SMSC	Learning about art & design respective to different cultures & societies e.g. Stone Age/ Iron age and Ancient Egypt. Learning to persevere and use constructive feedback to improve designs/creations.					
Music	LCP Unit 3A Animal Magic	LCP Unit 3A Animal Magic	Egyptian songs Introduction to learning the recorder	Continue to learn the recorder	LCP Unit 3B Play it again	LCP Unit 3C Class Orchestra
Music SMSC	Learning songs from different cultures & learning how these were shared within their respective societies.					
PE	Gymnastics Pathways Football/Netball	Gymnastics Symmetry and Asymmetry  Football/Netball	Dance Rugby/ Hockey	Dance Egyptian theme Rugby/ Hockey	Swimming Tennis/ Cricket/Rounders	Swimming Tennis/ Cricket/Rounders
PE SMSC	Working as a team, taking different roles within a group and working together to achieve a shared goal. Learning about how to keep active/fit and be a healthy member of society (Sports clubs/Inter House competitions/Inter School). How to compete respectfully and abide by a set of rules successfully. Pupils volunteer for clubs and show a willingness to participate in school events.					
PSHCE	Theme: Citizenship Unit 3F understanding and practising democracy Unit 3E Rules and rights Theme: Myself and my relationships Topic: Working together Unit 3A Communication and participation	Theme: Myself and my relationships Topic: Working together Unit 3B Self-awareness Unit 3L Healthy lifestyles	Theme: Myself and my relationships Topic: Friendship and difference Unit 3C My relationships Unit 3D Valuing difference	Theme: Myself and my relationships Topic: Friendship and difference Theme: Citizenship 3g me in my community 3H similarities and differences	Theme: Healthy and safer lifestyles Topic: Growing and changing 1 3I How my body works and changes 3J maintaining personal hygiene	Theme: Healthy and safer lifestyles Topic: Growing and changing 2 Unit 3K Changing emotions and responsibilities

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PSHE SMSC	How to communicate, solve conflict, be respectful, solve problems as a group, building good relationships with peers and family. How can I be a healthy and productive member of my community?					
French	<p style="text-align: center;">Numbers</p> <p>Greetings, asking and saying how you are</p>	<p style="text-align: center;">Introducing yourself</p> <p>Christmas in France</p>	<p style="text-align: center;">Revise and extend numbers/ How old are you?</p> <p>Easter in France</p>	<p style="text-align: center;">Classroom instructions</p> <p>Colours</p>	<p style="text-align: center;">Fruits and other food</p>	<p style="text-align: center;">Days of the week</p> <p>Months of the year</p>
French SMSC	Communication effectively with children from other countries, learning another language that we can use late in life, learning about another country's beliefs and culture, looking at similarities and differences between ourselves and French people.					
General SMSC	Children are always encouraged to act and behave in a respectful way, thinking of how they would like to be treated. They are encouraged to start to be more independent learners where they have to work hard in order to achieve their targets - related to how self-motivation is important for later on in life as well! Working in groups and teams helps instil good working relationships with changeable groups. Self-assessing and peer assessing helps to articulate feedback in a constructive and positive way. House points and class behaviour system gives children positive goals to aim for and rewards for participating in the wider school community in a positive way. Making the classroom our own through class displays.					