

Warden Hill Primary School Curriculum Mapping 2017-18
Year Group: 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	7 weeks	7 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Assemblies	Assembly:		Assembly:		Assembly:	
English	<p><u>Stone Age</u></p> <p>Holiday recount (1 week)</p> <p><u>Job applications</u> for school jobs-conjunctions (1 week)</p> <p><u>Job applications</u> based on stoneage-conjunctions and sentence structure (2 weeks)</p> <p><u>Non Chron report</u> Stone age beast (2 weeks)</p>	<p><u>Christmas/Narnia</u></p> <p><u>Stone Age Boy</u> Adapting and innovating the story.</p> <p><u>Show not Tell</u> Character Descriptions - Narnia (2 weeks)</p> <p><u>Christmas Advert - Speech</u> John Lewis (2 weeks)</p>	<p><u>Beauty and the Beast</u></p> <p><u>Setting</u> <u>Description of the Castle</u> (film) ISPACE (1 weeks)</p> <p><u>Character description</u> ISPACE (1 week)</p> <p><u>Innovating Beauty and the Beast</u> Story (linked to Egypt) (3 weeks)</p>	<p><u>Poetry</u></p> <p><u>Shape Poetry - Leaves</u> (1 weeks)</p> <p><u>Shape Poetry - Weather</u> (1 weeks)</p> <p><u>Hercules-Speech</u> (1 week)</p> <p><u>Hercules-Monster description</u> ISPACE (2 weeks)</p>	<p><u>Persuasion leaflet - Holiday destinations</u> (2 weeks)</p> <p><u>Advert filming on green screen</u> (1 week)</p> <p><u>Recount</u> (1 week)</p> <p><u>Testing and revision weeks</u> (2 weeks)</p>	<p><u>Debating</u> Should gaming be taught in school? (2 weeks)</p> <p><u>Light House Keeper</u> Retelling the story using I SPACE (2 weeks)</p> <p><u>Letter to year 2</u> (2 weeks)</p>
Guided Reading	<p>Focus on different text types:</p> <p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of</p>	<p>Focus on non-fiction:</p> <p>Retrieve and record simple information from non-fiction.</p> <p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to</p>	<p>Focus on stories from other cultures:</p> <p>Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy</p>	<p>Focus on Poetry:</p> <p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Develop positive</p>	<p>Focus on Fiction</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Develop positive attitudes to reading and understanding of what they read by reading</p>	<p>Focus on playscripts:</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform,</p>

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	<p>what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination</p> <p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Understand what they read, in books they can read independently, by asking simple questions to improve their understanding of a text.</p> <p>Reading Explorers. Rising Stars Record Breaking Comprehension. Brilliant Activities Reading Comprehension Twinkl</p>	<p>reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Understand what they read, in books they can read independently, by asking simple questions to improve their understanding of a text</p> <p>Reading Explorers. Rising Stars Record Breaking Comprehension. Brilliant Activities Reading Comprehension Twinkl</p>	<p>stories, myths and legends, and retelling some of these orally.</p> <p>Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning.</p> <p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Reading Explorers. Rising Stars Record Breaking Comprehension. Brilliant Activities Reading Comprehension Twinkl</p>	<p>attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</p> <p>Reading Explorers. Rising Stars Record Breaking Comprehension. Brilliant Activities Reading Comprehension Twinkl</p>	<p>books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination</p> <p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Understand what they read, in books they can read independently, by asking simple questions to improve their understanding of a text.</p> <p>Reading Explorers. Rising Stars Record Breaking Comprehension. Brilliant Activities Reading Comprehension Twinkl</p>	<p>increasingly showing understanding through intonation, tone, volume and action</p> <p>Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning.</p> <p>Reading Explorers. Rising Stars Record Breaking Comprehension. Brilliant Activities Reading Comprehension Twinkl</p>
<p>Guided Reading SMSC</p>	<p>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.</p>					
<p>Grammar</p>	<p>Rising Stars: Skills Builders</p> <p>Nouns, proper nouns What is a sentence Commas in lists Powerful verbs Adjectives</p>	<p>Rising Stars: Skills Builders</p> <p>Using conjunctions Prepositions Subordinate clauses Headings, sub headings and numbering</p>	<p>Rising Stars: Skills Builders</p> <p>Nouns, proper nouns Commas in lists Powerful verbs Adjectives</p>	<p>Rising Stars: Skills Builders</p> <p>Using conjunctions Prepositions Subordinate clauses</p>	<p>Rising Stars: Skills Builders</p> <p>Nouns, proper nouns Commas in lists Powerful verbs Adjectives Adverbs</p>	<p>Rising Stars: Skills Builders</p> <p>Using conjunctions Prepositions Subordinate clauses Headings, sub headings and numbering</p>

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	Using a and an Consonants and vowels	Past and present tense 1 st and 3 rd person	Adverbs Using a and an Speech marks Apostrophes for contraction Plurals	Headings, sub headings and numbering Past and present tense 1 st and 3 rd person	Using a and an Speech marks Apostrophes for contraction/ singular possession Plurals	Past and present tense 1 st and 3 rd person
English & 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 Arithmetic and Reasoning	Number and place value Addition and subtraction Assessment (1 week) Schemes: White Rose, Kangaroo Maths, Twinkl, CGP maths, Singapore maths, Big Maths and Stops problem solving	Multiplication and division Measurement (length/mass/capaci ty) Assessment (1 week) Schemes: White Rose, Kangaroo Maths, Twinkl, CGP maths, Singapore maths, Big Maths and Stops problem solving	Fractions Measurement (time) Assessment (1 week) Schemes: White Rose, Kangaroo Maths, Twinkl, CGP maths, Singapore maths, Big Maths and Stops problem solving	Fractions Statistics Money Assessment (1 week) Schemes: White Rose, Kangaroo Maths, Twinkl, CGP maths, Singapore maths, Big Maths and Stops problem solving	Geometry Measurement (time) Recapping of addition, subtraction, multiplication and division Schemes: White Rose, Kangaroo Maths, Twinkl, CGP maths, Singapore maths, Big Maths and Stops problem solving	Test base testing (1 week) Money Measurement (time) Problem solving activities. Schemes: Schemes: White Rose, Kangaroo Maths, Twinkl, CGP maths, Singapore maths, Big Maths and Stops problem solving
Maths SMSC	Children use perseverance and determination to solve problems. Children will work together and justify their work, listening to others and sharing ideas. Children will analyse social data e.g. on likes and dislikes, family etc.					
Science	Rocks and fossils Twinkl and planbee 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	Magnets and Forces Twinkl and planbee Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance	catch up and scientific skills lessons	Helping plants grow well Twinkl and planbee Identify and describe the functions of different parts of flowering plants: roots, stem/trunk,	Animals including humans Twinkl and planbee 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	Light Twinkl and planbee 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.

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	<p>are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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.</p> <p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>leaves and flowers.</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>other animals have skeletons and muscles for support, protection and movement</p>	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p>
Science SMSC	<p>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.</p>					
Computing	<p>Exploring computer networks, inc the Internet</p> <p>Access to school network. using ppt or ebook to create factfile relate to stoneage</p> <p>how to use the internet safely</p>	<p>Programming and animation</p> <p>Scratch and turtle logo</p> <p>use beebots/romer</p> <p>how to use the internet safely</p>	<p>Finding and correcting bugs in programs</p> <p>Scratch and turtle logo</p> <p>use beebots/romer</p> <p>how to use the internet safely</p>	<p>Collecting and analysing data</p> <p>Excel and Word</p> <p>how to use the internet safely</p>	<p>Videeing performance</p> <p>Green screen app related to English work.</p> <p>how to use the internet safely</p>	<p>Gaming using results from debate</p> <p>how to use the internet safely</p>

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Computing 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	<p>Stone to the Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>PlanBee: Prehistoric Britain and Twinkl Stoneage to Ironage</p>		<p>Ancient Egyptians</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>PlanBee: Ancient Egyptians Topic</p>	<p>Ancient Egyptians</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>PlanBee: Ancient Egyptians Topic</p>		
Geography		<p>UK</p> <p>Regions, topography, human geography, change over time</p> <p>Geographical skills and fieldwork: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the united kingdom</p>			<p>Europe.</p> <p>Key physical and human features of Europe Map work/skills</p> <p>Locational knowledge: Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Human and physical geography:</p>	<p>Volcanoes, Mountains and Earthquakes</p> <p>Human and physical geography: Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes</p>

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	Chinese music and pentatonic scales Stone age music	Chinese music and pentatonic scales	Environmental sounds Composing	Environmental sounds Composing	Human body Skelebones and muscles Call and response	Human body Skelebones and muscles Call and response
Music SMSC	Learning songs from different cultures & learning how these were shared within their respective societies.					
PE and Games	Gymnastics Pathways Football/Netball/Rugby 3H- Football 3W- Hockey 3S- Netball	Gymnastics Football/Netball/Rugby 3H- Rugby 3W- Football 3S- Hockey	Dance Hockey 3H-Hockey 3W-Netball 3S- Rugby	Dance Hockey 3H- Netball 3W-Rugby 3S-Football	Swimming Tennis/ Cricket/Rounders/athletic s	Swimming Tennis/ Cricket/Rounders/athletic s
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
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	La Jolie Ronde year 3 scheme of planning Numbers 0-10 Greetings, asking and	La Jolie Ronde year 3 scheme of planning Asking and giving names	La Jolie Ronde year 3 scheme of planning Colours	La Jolie Ronde year 3 scheme of planning Colours	La Jolie Ronde year 3 scheme of planning Days of the week	La Jolie Ronde year 3 scheme of planning French day

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	saying how are you Classroom instructions	Revision of numbers and asking and giving age Christmas in France	Names of fruits	Food items Easter	Months of the year	
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.					