

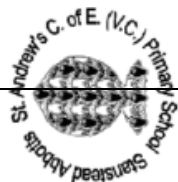


Curriculum area	<u>Autumn</u> <u>Stone Age to the Iron Age</u>	<u>Spring</u> <u>Natural Disasters and Volcanoes</u>	<u>Summer</u> <u>The Roman Empire in Britain and Italy</u>
<b>Literacy</b>	<p>The Stone Age Boy – Satoshi Kitamura The Hodgeheg – Dick King-Smith</p> <ul style="list-style-type: none"> <li>- Writing instructions</li> <li>- Retrieving information from a text</li> <li>- Comparing story settings</li> <li>- Word types</li> <li>- Correct punctuation, spelling and grammar</li> <li>- Exploring story settings focusing on description</li> <li>- Looking for evidence in a text.</li> <li>- Character description</li> <li>- Using inverted commas.</li> <li>- Plan descriptive dialogue</li> <li>- Diary entries</li> <li>- Using the first person and tenses correctly</li> <li>- Homophones</li> <li>- Possessive apostrophes</li> </ul> <p>The Iron Man – Ted Hughes Wolf Brother</p> <ul style="list-style-type: none"> <li>- Adding adverbs to sentences.</li> <li>- Using conjunctions and subordinate clauses.</li> <li>- Sequencing events in a story</li> <li>- Reading Comprehension</li> <li>- Story Writing</li> <li>- Playscript writing</li> </ul>	<p>Fables War and Peas focus – Michael Foreman.</p> <ul style="list-style-type: none"> <li>- Identifying features, key events, recognising punctuation, reading aloud and applying skills.</li> </ul> <p>The Adventures of Freddy Frog and Family – Story writing module. DK – Childrens book of sport. Non-Chronological reports – Sports focus. Letter writing</p> <p>Continuing to refine SPaG knowledge through writing.</p>	<p>Escape from Pompeii to prepare the children for their Romans topic and links with their natural disasters topic. Roman Newspaper reports – The roman record – writing for a purpose. Poetry Emotive poetry Exploring poetry that evokes strong emotion.</p> <p>Roman Myths Learning centred around quest myths – learning about a range of these as a stimuli for writing and their own ideas. Orchard book of Roman myths. Poetry Traditional poems - Explore the poems of Robert Louis Stevenson and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions.. Produce a class book containing poems written by the children. Performance poems</p>



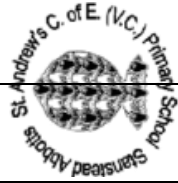
**St Andrew's C. Of E (V.C.) Primary School – Year Three Curriculum Map 2019-20**

	<ul style="list-style-type: none"> <li>- Newspaper reports</li> </ul>		
<p><b>Maths</b></p>	<p>Place Value and Regrouping          Estimation and Rounding          Addition, Subtract and Fact Families          Written addition          Written subtraction          Problem Solving – Word Problems          Statistics          Angles          Shapes          Perimeter</p>	<p>Multiplication 3,4,8          Division          Statistics          M&amp;D word problems          Fractions          Ordering and comparing fractions          Adding and subtracting fractions          Fractions problem solving          Multiplication          Multiplication (written methods</p>	<p>Division          Problem solving          Division of two and three digit numbers          M&amp;D          Fractions          Long division          Time          Securing the 4 operations          Place value          Decimals          Measures          3D shape</p>
<p><b>Science</b></p>	<p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- Food Groups</li> <li>- Understanding the importance of Nutrition</li> <li>- Reading food labels and recognising what is healthy and unhealthy</li> <li>- Skeletons, bones and muscles</li> <li>- Stone Age bodies</li> <li>- Digestion</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- How is light made?</li> <li>- What is light?</li> <li>- Where do we see light?</li> <li>- What are shadows and how are they formed/affected by light?</li> </ul>	<p><b><u>Rocks and fossils</u></b></p> <ul style="list-style-type: none"> <li>- How are rocks formed/where are they found? 3 Main types of rock. Fossils/locations.</li> <li>- Study of Mary Anning – Who was she?</li> <li>- How did she contribute to what we know today?</li> </ul> <p><b><u>Forces and magnets</u></b></p> <ul style="list-style-type: none"> <li>- What is a magnet?</li> <li>- What are its properties?</li> <li>- What is and is not magnetic? What is friction?</li> <li>- How is it made?</li> </ul>	<p><b><u>Plants</u></b></p> <p>What do plants need to grow?          Where are they found?          Parts of plants?          Moving water.          Life cycle          Focus on scientific enquiry and process skills.</p>



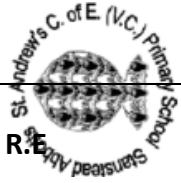
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	<ul style="list-style-type: none"> <li>- Transparent/translucent objects and light.</li> <li>- THE SCIENCE OF CHRISTMAS</li> </ul>	<ul style="list-style-type: none"> <li>- What does it cause?</li> <li>- What causes it?</li> </ul>	
<b>Art</b>	<p>Cave Paintings – exploring different mediums to create art with            Primary , Secondary and Tertiary Colours –            Experimenting with Colour            Henry Rousseau – Landscape Paintings            Christmas Art</p>	<p>Exploring colour mixing            Painting of volcanic eruptions – effects of mixing            Using oil pastels for different effects.            Exploring abstract art – Picasso, Robert Delauney, Victor Vasaley</p>	<p>Mosaics            Hypocaust near Verulamium – can we recreate this on a smaller scale.            Then a large scale class project.</p>
<b>Design and Technology</b>	<p>Design Process            Stone Age Weapons            Stone Age Jewellery            Making Celtic Roundhouse            Christmas</p>	<p>Designing an Earthquake proof building.</p>	<p>Roman Shields</p>
<b>Computing</b>	<p><b><u>Communication and Information</u></b>            Accuracy Counts            Brining Images to life            Stone Age related Tasks – Fact Files and word processing software</p> <p>Children understand the difference between data and information. They use sensors, data-loggers and other tools as part of their investigations. They use branching and flat-file databases to enter, organise and search data, deriving information which they present in different forms.</p>	<p><b><u>Bringing Images to Life</u></b>            Children develop understanding of digital images. They transform and edit images, respecting copyright and ownership. They explore stop animation creating their own versions. They produce programmed animations, using sequence, repeat and selection.</p>	<p><b><u>Developing Communication</u></b>            Children use online communication tools such as email and blogs to support collaborative learning, safely and respectfully. They begin to investigate the technology used in digital communication networks. They use simple sound editing software to record and manipulate sound clips</p>
<b>Geography</b>	<p>Map Skills            Map reading fieldwork            Stone Age relevant Geography</p>	<p>Volcanoes            Natural Disasters            2004 Tsunami</p>	<p>Romans in Britain – what made them want to stay?            Location and extent of Roman</p>



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	Where did the Celts come from? UK and European landmarks	Climate Zones The equator, tropics, biomes etc	Empire
<b>History</b>	The Stone Age! Understanding the concept of time Key Vocab such as Neolithic, Prehistoric Prehistoric Beasts Stone Age hunting Stonehenge The Celts and Druids	History of Volcanoes San Francisco Earthquake Pompeii	Famous events around the time of the Romans. The end of pre-history. Looking at Roman myths to aid literacy learning. Location and extent of Roman Empire What was it like to be a Roman? How did they live? How does it differ from today? Major Roman road and towns – Do we still use any today.
<b>French</b>	1: Greetings and French culture 2: Greetings and classroom instructions 3: Classroom instructions 4: Animals 5: At the pet shop 6: Numbers and plurals 7: Connectives and simple sentences 8: Gender 9: Memorisation & storytelling 10: Je m'appelle 11: French names	13 Colours and aliens story 14: Colours and opinions 15: Word order of adjectives 16: Word order and opinions 17: The enormous turnip 18: Numbers 1-10 19: Numbers and j'ai 20: Age 21: Definite (le,le,les) and indefinite articles	23: The connective 'mais' 24: C'est & the Hare and the Tortoise 25: Aussi 26: Numbers 1-15 27: Days of the week 28: Revision and raps 29: Assessment & rap performance 30: Paris
<b>Music</b>	Wider Opps – Keyboard Music through time	Learning what a note is Understanding different lengths of notes Musical language and vocabulary Composing your own piece of music	Exploring Roman Music
<b>P.E</b>	Gymnastics and Dance Hockey	Netball OAA Funtrition	Swimming Rounders



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	<p>How, where and why do religious people pray?          Identifying and naming key places of worship          Naming a variety of prayers          Comparing the practice of Jews, Muslims and Christians.          Recognising the value and purpose of prayer.</p> <p>Why do some people think life is like a journey?          How and why do people mark the significant events of life?          Christians, Hindus, Muslims, non-religious people  <b>Christmas</b></p>	<p>What is the 'Trinity' and why is it important for Christians</p> <p>The Easter Story</p>	<p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> <li>- Discussions based on bible teachings</li> <li>- Reflection upon the children's ability to fulfil Jesus' teachings</li> </ul>
<p><b>PSHE/SCARF Planning</b></p>	<p>Generosity – Values          Kindness and Showing Respect          Class Rules          Sharing and being selfless          Wider Opps – Space Session</p>	<p>Environmental Awareness</p>	<p>Where to look for advice          Keeping safe – link to e-safety</p>