



YEAR 3 TERM 1 CURRICULUM MAP

THE FLINTSTONES



In this topic children will begin to develop an awareness of Great Britain as an ever changing place that has been influenced by changes in technology, belief and custom. This topic aims to help children understand the momentous changes that happened in this early historical period, especially the movement from a hunter gatherer society to a country dependent on farming. It forms the beginning of a narrative about the islands on which we live which is built on later in K.S.2. Linking with other areas of the curriculum will enable the children to have opportunities to develop a wider range of general and period specific vocabulary, improve skills in enquiry and questioning evidence, read Stone-Age themed stories and information books, retell stories, write letters, newspaper reports and recounts and make Stone-Age jewellery and cave paintings.



HISTORY: The children will learn to place the Stone-Age, Bronze-Age and Iron Age in a chronological framework and use the terms B.C.E. and A.D.; ask and answer questions about Ancient Britain and use artefacts and other sources to investigate; give reasons why artefacts can be represented and interpreted in different ways including looking at cave paintings and considering why they were drawn, examining the broken tooth of a young mammoth and thinking about why the tooth is broken; know what life was like and know about some of the social, religious and cultural practises that have been discovered; identify some of the different ways in which this period can be represented, and beginning to realise that different versions of the past may exist; know about the late Neolithic hunter gatherers and early farmers (study of Skara Brae); know about Bronze Age religion, technology and travel (Stonehenge); know about Iron Age hill forts, tribal kingdoms, farming, art and culture. The topic will involve a **STONE-AGE DAY**.

ENGLISH: The children will use the knowledge gained from the texts they study and from the topic to write reports, stories set in the stone-age and a diary extract of a stone-age character.

GEOGRAPHY: The children will develop their knowledge about the changing world; key topographical features and land-use patterns; understand how some of these aspects change over time (volcanoes and earthquakes); they will make volcanoes which erupt; use maps/atlases/globes to locate world's countries (focus Europe) including North/South America, concentrating on their environmental regions; use secondary sources of information; ask geographical questions; learn to express their own views about people and the environment.



ART - DRAWING AND PAINTING: The children will create pieces of art work using a range of brushes to create different effects; use different grades of pencil shade to show different tones and textures. They will also create stone age cave paintings using chalks.

DT - STIFF AND FLEXIBLE SHEET MATERIALS: The children will measure, cut and join materials using a range of skills to make clay pots.

ENGLISH

STORIES WITH FAMILIAR SETTINGS
Read key texts Ug-A-Lug, Stone Age Boy, Wooley and investigate familiar settings e.g. house, school, wood and cave; identify how the 5 senses are used to describe settings; describe a familiar setting using the 5 senses; plan, draft, edit and review a story with a familiar setting.

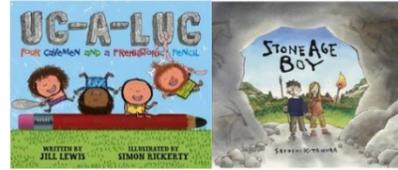
REPORTS
Read a range of Reports: identify the structure and language features of a report; noting the index, glossary and how to locate the relevant information on a page; plan, draft, edit and review a report based on the topic.

LETTERS/DIARIES
Read and discuss features; identify structure and key language features; produce a letter or diary in role based on key texts read.

INSTRUCTIONS
Read a range of instructions: recognise the structure and language features; use information collected to plan, draft, write and edit own instructions.

POETRY - POEMS TO PERFORM
Read and discuss a range of performance poems, identify distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. Identify features of this genre. Plan, draft, edit, perform and review performance poems.

READING
Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature.
The year 3 programmes of study for **VOCABULARY, GRAMMAR, PUNCTUATION** and **SPELLING** will also be followed



MATHEMATICS

Review of the Year 2 Key Performance Indicators.
NUMBER AND PLACE VALUE
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; recognise the place value of each digit in a 3-digit number (100s, 10s, 1s); compare and order numbers up to 1,000; read and write numbers up to 1,000 in numerals and in words; compare and order numbers up to 1,000.

ADDITION AND SUBTRACTION
Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s; add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction; solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction; estimate the answer to a calculation and use inverse operations to check answers.

MULTIPLICATION AND DIVISION
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods; solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.



SCIENCE

ROCK DETECTIVES
Identify and name a variety of rocks, and describe and compare their observable properties. Use a key to sort and identify a variety of rocks, in some cases identifying questions that they might ask to help them identify each rock from a selection. Identify a variety of contexts where rocks have been used and explain why their properties make them particularly suited to the job that they are doing. Understand which rocks absorb water and be able to suggest why rocks being 'waterproof' might sometimes be useful. Describe how the appearance of rocks can change and suggest some possible causes recognise that soils are formed, in part, from broken down rocks and be able to describe some of the properties of different types of soil; describe in simple terms what a fossil is, name a variety of fossil types and have researched some of these in more detail; examine a range of fossils; describe in simple terms the stages and timescales involved in the fossilisation process, and link living creatures, plants or other remains from the past to the fossil evidence they see today; learn about the life and work of Mary Anning, the famous Victorian fossil-hunter.

DESIGN TECHNOLOGY: Research and develop suitable design criteria; select from and use materials to make a product; discuss ideas from a plan and follow steps carefully.

OUR CHANGING WORLD
During this series of lessons, the children will revisit the same two trees or shrubs to look at how the leaves change through the year. Children will notice that the leaves of deciduous trees change greatly through the year whereas others do not have such dramatic changes.



MUSIC

Begin to sing in tune with expression; add another verse to a song; feel the beat and rhythm when singing; perform with an awareness of different parts; use sounds to represent animals; improvise repeated patterns; make improvements to my own work; identify descriptive features in music; follow graphic notation; begin to follow standard rhythmic notation.
Erythrina will be having sessions with the drumming teacher this term.
Know that Saint-Saens was a French composer (1835 - 1921) who composed Carnival of the Animals.

COMPUTING

Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts; use sequence ... in programs; work with variables and various forms of input and output; use logical reasoning to detect and correct errors in algorithms and programs; select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information. **Scratch; Snap!; Tux Paint; Microsoft Paint**

Debug programs that accomplish specific goals; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Scratch, Snap!, Screencast-o-matic.**

M.F.L.
About me
Yo
Songs and games
Canciones y Juegos



R.E.

CHRISTIANITY - THE BIBLE, CHRISTMAS
Explore what the Bible contains and how it is used by Christians to help grow their faith; focus on how Christmas is celebrated around the world.
PEACE
Pupils will investigate beliefs about peace in Christianity and other faiths.
BRITISH VALUES: Develop tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

P.E.

GAMES: Develop skills in passing and bouncing, receive a ball with different hands, move to receive passes; develop dribbling, passing and receiving skills; passing and receiving the ball whilst on the move.
GYMNASTICS: Travel in a range of ways using rolling and jumping; show and understanding of low, medium and high positions using stretched and curled balances; create sequences using these skills.
DANCE: Create, rehearse and perform dance based on Stone Age ideas.

P.S.H.E. incl. R.S.E.

Make simple choices about some aspects of their health and well-being; begin to recognise that their actions affect themselves and others around them.
BRITISH VALUES: accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
RSE: Differences: Male and Female.

