

Bishop William Ward Curriculum Map: Year 3

YEAR 3 HR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	MEET THE FLINTSTONES		CONSTABLE COUNTRY		ROTTEN ROMANS	
English	<p>Over the course of the Yr 3 the children will focus on the following skills through the genres set out below:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of texts including, fiction, non-fiction and classical and contemporary poetry understand what they read by, asking questions, drawing inferences and predicting what might happen retrieve and record information from non-Fiction texts Plan their writing, evaluate, proof read to check for grammatical and spelling errors and edit increase the legibility, consistency and quality of their handwriting Read aloud to peers their writing to improve intonation, tone and volume Correctly punctuation sentences, including use of inverted commas, commas after fronted adverbials and possessive apostrophe Use prefixes and suffixes, use a dictionary to check spellings and spell words that are often misspelt Increase the legibility, consistency and quality of their handwriting 					
	<p>Genres 1:1 -Poetry – Free Verse -Diaries/Cine literacy- Stig of the Dump -Dictionaries, reference and text books, Stone Age</p>	<p>Genres 1:2 - Non-fiction – Stone Age Non-chronological report -Dictionaries, reference and text books, Stone Age</p>	<p>Genres 2:1 - Narrative stories, -Greeting in letters(link to PSHE -Jeannie Baker -Positive contribution) -Performance poetry</p>	<p>Genres 2:2- -Newspaper reports based on events in the local area -Fairy stories and Local Folk Tales</p>	<p>Genres 3:1 -Myths and Legends-Rotten Romans-Romulus and Remus -Explanation Text - Science - Diary in the first person –Roman Soldier (history)</p>	<p>Genres 3:2 -Plays- Siege of Colchester- -Narrative Poetry –Boudicca and the Iceni Tribe -Dictionaries, reference books and text books-Roman Life</p>
Mathematics	<ul style="list-style-type: none"> 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 Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving 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 Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2- and 3-digit numbers; using prediction to estimate calculations Read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers 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 recombining. Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimeter; know 1 litre = 1000 ml; estimate and measure capacity in millilitres 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 Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems 	<ul style="list-style-type: none"> 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. Add pairs of 2-digit 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 Identify 1/2s, 1/3s, 1/4s, 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° 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 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 	<ul style="list-style-type: none"> 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) Add two 2-digit numbers mentally; add 2-digit to 3-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) 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 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 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 	<ul style="list-style-type: none"> 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; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator 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 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 Draw and interpret block graphs 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 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 	<ul style="list-style-type: none"> 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 Add 3-digit numbers using column addition; solve problems involving 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 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 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 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

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Science	<p>Working Scientifically: During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					
	<p>Rocks and Soils: Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. The children will describe in simple terms how fossils are formed when things that have lived are trapped within rock. The children will learn and investigate how soils are formed</p>	<p>Animals , including humans: Children will 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 They will learn that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Plants: We will identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. 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. Investigate the way in which water is transported within plants and explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Light: Through this topic children recognise that they need light in order to see things and that dark is the absence of light. They will notice that light is reflected from surfaces and recognise that light from the sun can be dangerous and that there are ways to protect their eyes They will be able to understand and explain how shadows are formed when light from a light source is blocked by a solid object</p>	<p>Forces and magnets: We will compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance The children will observe how magnets attract or repel each other and attract some materials and not others. They will describe magnets as having two poles and be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
Computing	<p>To Code: Through the program 'Espresso coding' children will use specified screen co-ordinates to control movement, create a series of changes and use reporter operations.</p>	<p>Technologies in the World: We will be learning to understand the term 'Copyright', that comments made online that can be hurtful or offensive are the same as bullying and how to stay safe online.</p>	<p>To Connect: Children will learn how online services work and contribute to blogs that are moderated by teachers.</p>	<p>To Collect: We will device and construct databases using applications designed for this purpose in areas related to science and our local area.</p>	<p>To Communicate: Children will create PowerPoint presentations using sound to tell the story of the Siege of Colchester.</p>	<p>To Communicate: Children will use some of the advanced features of applications and devices in order to communicate their ideas, work and messages relating to their Roman topic work.</p>
RE	A time for taking responsibility-Harvest	Festivals of Light Hinduism and Judaism Christmas is coming	Faith In Action-Fruits of the spirit	Jesus the Healer- Easter- Changing Roles –The Servant King-	The Lord's Prayer Pentecost-celebration	5 pillars of Islam
History	<p>Meet the Flintstones Through the Stone Age topic, children will use evidence to ask questions and find answers about the past. They will be using various sources of evidence: Information books, DVD clips, and the internet to compare facts and follow their historical enquiries. They will create timelines and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. They will learn historical vocabulary to communicate facts including: dates, time period, era change and chronology. They will use literacy, numeracy and computing skills to communicate information about the past.</p>		<p>Constable Country Children will research the history of our local area to understand how the locality has changed over time.</p>		<p>Rotten Romans We look at the impact the Roman invasion had on Britain and how their influences can still be seen today. Children will use evidence to ask questions and find answers to questions about the past. They will suggest suitable sources of evidence for historical enquiries and use more one source of evidence for historical enquiry in order to gain a more accurate understanding of history. They will describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Children will identify the social, ethnic, cultural or religious diversity of past society and place events, artefacts and historical figures on a time line using dates. They will use historical vocabulary to communicate meaning.</p>	
Geography	<p>Meet the Flintstones Through this topic children will be introduced to the constant changes and shifts in the position of the Earth's continents and countries over time. They will use maps, atlases, globes and digital/computer mapping to locate and name continents and a variety of countries (linking to our work on nutrition in science and history to understand the country of origin of different foods and how this impacted the Stone Age diet compared to our own).</p>		<p>Constable Country Through the topic children will ask and answer geographical questions about the physical and human characteristics of a location. Explain their own views about locations and giving reasons to support their views. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Our planned visit to Dedham/Flatford will give children the opportunities to observe and record the human and physical features in the area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location and how some of the aspects have changed over time. Children will name and locate the countries of Europe, locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. They will describe how the locality of Dedham has changed has changed and describe key aspects of: physical geography, including: rivers, and earthquakes and the use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and Europe.</p>		<p>Rotten Romans The children will further consolidate their knowledge regarding the location of the countries of Europe, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones, alongside their use and understanding of the eight compass points and four-figure grid references.</p>	
Art	<p>Painting- Cave drawings Printing- front covers for topic books Children will explore what art means to them and focus on how art has been used through the ages to tell a story. They will create their own cave paintings using a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. They will mix colours effectively and use watercolour paint to produce washes for backgrounds before adding detail. Children will create their own printing blocks (e.g. from coiled string glued to a block) and make precise repeating patterns.</p>		<p>Perspective Drawing-townscapes Dedham/Flatford Textiles- Multicultural week Linked to the River Stour and Flatford watermill, children will use different hardnesses of pencils to show line, tone and texture. They will annotate sketches to explain and elaborate ideas, sketch lightly (no need to use a rubber to correct mistakes), use shading to show light and shadow and use hatching and cross hatching to show tone and texture. The children will explore the work of John Constable and base their sketches on the locations he painted, noting the changes in landscape over the years.</p>		<p>Roman/Boudicca collage – class Collage Roman helmet- topic book Children will Select and arrange materials for a striking effect. Ensure that their work is precise, they will be taught to use coiling, overlapping, tessellation, mosaic and montage.</p>	

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D&T	Food-hunter gatherers –VEGETABLE SOUP &FRUIT CRUMBLE Through the preparation and serving of food, children will understand and apply the principles of a healthy and varied diet. They will prepare and cook a variety of fruit and vegetables using a range of cooking techniques. They will understand the term seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Children will prepare ingredients hygienically using appropriate utensils, read scales accurately to the nearest gram and follow a recipe.		Mechanics- Make a watermill Relating to the topic Constable Country, the children will choose suitable techniques to design, construct and evaluate a crane using their scientific knowledge of forces. They will make their products by working efficiently (such as by carefully selecting materials) refining their work and techniques as work progresses and continually evaluating the product design.		Make a Roman Sandal Children will look at a range of footwear and identify the purpose for which the product was made. They will design their own sandal. During the making of the product, children will cut materials accurately and safely by selecting appropriate tools. They will measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) and select appropriate joining techniques.	
Music	Through our Harvest and Christmas concerts children will work on their singing and performing skills.		Children will learn to read simple notation and play the recorder. They will use symbols to compose their own music using instruments to accompany a given image.		This unit gives children to opportunity to learn about the history of music. They will be taught about the interrelated dimensions of music through games, singing, playing instruments and composing.	
PE	Dance-Stone Age Children will plan, perform and repeat sequences. They will create dances and movements that convey a definite idea, incorporating change of speed and levels within a performance. They will develop physical strength and suppleness by practising moves and stretching.	Gym 1 During this unit children will plan, perform and repeat sequences. They will move in a clear, fluent and expressive manner and refine movements into sequences. They will travel in a variety of ways, including flight, by transferring weight to generate power in movements.	Gym 2 Children will build on their skills to improve their sequences and show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shapes. They will use equipment safely .	Dance-Country Dancing We will be learning traditional dances that will develop children’s physical strength and suppleness. Children will perform and repeat sequences in a clear and fluent manner	Creative Dance Roman V Celts Children will use their skills to plan, perform and repeat sequences. They will create dances and movements that convey the story of the Roman invasion in Britain.	Fitness-Aerobics This unit of work will involve children developing their physical fitness and coordination skills. They will throw and catch with control and accuracy, Jump in a number of ways , using a run up where appropriate and compete with others and aim to improve personal performances
	Racket skills During this unit of work children will throw and catch with control and accuracy. They will strike a ball and choose appropriate tactics to cause problems for the opposition. Children will be taught the rules of the game and play fairly.	Rugby Skills Children will throw and catch with control and accuracy. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member.	Swimming Qualified instructors will teach the children to co-ordinate leg and arm movements, use more than one stroke, coordinate breathing as appropriate for the stroke being used and swim between 25 and 50 metres unaided. Children will be made aware of the safety implications when using a swimming pool.		Rounders Through the game children will improve their throwing, catching and batting skills. Choose appropriate tactics to cause problems for the opposition.	Athletics Children will Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Jump in a number of ways , using a run up where appropriate and compete with others and aim to improve personal performances
PSHE	Me and My feeling Me and my relationships	Me and Keeping safe	Me and making a positive contribution	Me and Growing and Changing	Healthy Lifestyles	Me and medicines and Drugs

**Please note that the details listed here are intended as a guide only. The details are not full and complete and are subject to change