

## Bishop William Ward Curriculum Map: Year 3 \*\*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age or Iron Age?		Our Colourful Countryside		Rotten Romans	
<b>English</b>	<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"> <li>develop positive attitudes to reading, listening to and discussing a wide range of texts including, fiction, non-fiction and classical and contemporary poetry</li> <li>understand what they read by, asking questions, drawing inferences and predicting what might happen</li> <li>retrieve and record information from non-Fiction texts</li> <li>Plan their writing, evaluate, proof read to check for grammatical and spelling errors and edit</li> <li>increase the legibility, consistency and quality of their handwriting</li> <li>Read aloud to peers their writing to improve intonation, tone and volume</li> <li>Correctly punctuation sentences, including use of inverted comas, commas after fronted adverbials and possessive apostrophe</li> <li>Use prefixes and suffixes, use a dictionary to check spellings and spell words that are often misspelt</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>					
	<b>Genres 1:1</b> -Adventure Stories: <i>The Tunnel</i> -Non-chronological report	<b>Genres 1:2</b> -Newspaper reports	<b>Genres 2:1</b> -Free Verse: <i>Magic Box Kit Wright</i> -Stories set in imaginary lands: <i>The Minpins</i>	<b>Genres 2:2-</b> -Plays to read aloud, perform and write – <i>Hansel and Gretel</i>	<b>Genres 3:1</b> -Myths: <i>Perseus and Medusa (Roman version)</i>	<b>Genres 3:2</b> -Imagery/ Narrative Poetry: <i>The Battle of Colchester</i> -Explanation Text
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>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</li> <li>Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers</li> <li>Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving</li> <li>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</li> <li>Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2- and 3-digit numbers; using prediction to estimate calculations</li> </ul>	<ul style="list-style-type: none"> <li>Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers</li> <li>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.</li> <li>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</li> <li>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</li> <li>Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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</li> <li>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°</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

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Science	<p><b>Working Scientifically:</b> 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"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
	<p><b>Rocks and Soils:</b> 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><b>Animals , including humans:</b> 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><b>Forces and magnets:</b> 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>	<p><b>Light:</b> 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><b>Plants:</b> 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>	
Computing	<p><b>To Code:</b> Through the programme 'Purple Mash' children will use specified screen co-ordinates to control movement, create a series of changes and use reporter operations.</p>	<p><b>To Communicate:</b> Using Word the children will use some of the advanced features of applications and devices in order to communicate their ideas.</p>	<p><b>To Connect:</b> Children will learn how online services work and contribute to blogs that are moderated by teachers.</p>	<p><b>To Collect:</b> We will device and construct databases using applications designed for this purpose.</p>	<p><b>To Communicate:</b> Children will create PowerPoint presentations using sound.</p>	<p><b>Technologies in the World:</b> 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>
History	<p><b>Stone Age or Iron Age?</b> Through this topic the 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><b>Rotten Romans/Local History Study</b> We will look at the impact the Roman invasion had on Britain and how their influences can still be seen today. The 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 focusing particularly on the attack of the temple in Colchester by Boudicca. 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><b>Great Horkesley</b> Through the topic children will ask and answer geographical questions about the physical and human characteristics of their locality. Explain their own views about locations and give reasons to support their views. Our planned visit around the village 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. They will use the eight points of a compass, four-figure grid references, symbols and key to communicate. They will 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.</p>		
Art	<p><b>Painting- Cave drawings</b> Children will use 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.</p>			<p><b>Collage</b> 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			<b>Mechanics</b> The children will choose suitable techniques to design, construct and evaluate a waterwheel 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.		<b>Materials</b> 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	The children will develop an understanding of the history of music and consider different musical genres and their personal views on them.		The children will learn to describe music using the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. They will be taught to understand layers of sounds and discuss their effect on mood and feelings.		The children will be taught to play and perform in solo and ensemble contexts, using voice with increasing accuracy, control and expression.	
PE	Dance-Stone Age	Gymnastics	Gymnastics	Dance-Country Dancing	Creative Dance Roman V Celts	Fitness-Aerobics
	Racket skills	Rugby Skills	Swimming		Rounders	Athletics
PSHE See PSHE Syllabus	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
RE See Chelmsford Diocese Syllabus	Creation and The Fall	Festivals of Light – Puja & Divali Incarnation	Faith In Action-Fruits of the spirit	Jesus the Healer-Salvation	The Lord’s Prayer Pentecost-celebration	Islam – Muhammad and the Qur’an

\*\*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