

# Curriculum Provision Map – Year 3

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Narrative:</b> 'Here we are' <b>End point:</b> Children will have written poetry, letters and lyrics.</p> <p><b>Narrative/Non-fiction:</b> Stone Age Boy – <b>End Point:</b> Children will have written a diary, joined in with drama and improved their story writing techniques.</p> <p><b>Episodic:</b> Stone Age workshop</p>	<p><b>Non-Fiction:</b> Buzzing about bees– <b>End point:</b> Children will have written a non-Chronological report writing</p> <p><b>Narrative:</b> 'My Christmas Star' <b>End point:</b> Children will have written a recount from a video.</p> <p><b>Play scripts.</b> A Christmas Carol <b>Endpoint:</b> Children will have written and performed using their own playscript.</p>	<p><b>Narrative:</b> 'The Miraculous Journey of Edward Tulane' <b>End point:</b> Children will have written descriptions, used Inference, figurative language, written poetry and will have written creatively to extend the novel.</p>	<p><b>Non-Fiction:</b> 'The Day the Felt tips Quit' <b>End point:</b> The children will have written a letter.</p>	<p><b>Fiction:</b> Masha and The Firebird <b>End point:</b> Drama, narrative writing, recount,</p> <p><b>Performance poetry</b> <b>End point:</b> Children will have performed a poem individually and as a group.</p>	<p><b>Fiction:</b> Historical story. <b>End point:</b> Description, drama, predictions, recount.</p> <p><b>Episodic:</b> Visit to Weald and Downland Museum</p> <p><b>Fiction:</b> 'The Boy, The Mole The fox and the horse' <b>Endpoint:</b></p>
<b>Maths</b>	<p><b>Place Value</b> <b>End point:</b> To be able to compare and order numbers up to 1000.</p> <p><b>Addition and subtraction</b> <b>End point:</b> To be able to add and subtract 3-digit numbers mentally and using column methods</p>	<p><b>Multiplication and Division</b> <b>End point:</b> To be able to use short multiplication and short division.</p> <p><b>End Point:</b> To be able to multiply by 10, 100 and 1000</p> <p>To increase knowledge of appropriate times tables</p>	<p><b>Multiplication and Division</b> <b>End point:</b> To be able to link multiplication and division and use scaling to help understanding</p> <p>To increase knowledge of appropriate times tables</p> <p><b>Measurement:</b> <b>End Point:</b> To be able to measure in mm, cm and m</p> <p>To be able to work with equivalent lengths, compare lengths and understand perimeter</p>	<p><b>Fractions:</b> <b>End Point:</b> To be able to compare and order unit and non-unit fractions</p> <p>To be able to compare equivalent fractions using number lines and bar models</p> <p><b>Mass and Capacity:</b> <b>End Point:</b> To be able to measure and compare mass, volume and capacity (KG, G, L and ML)</p>	<p><b>Fractions (part2):</b> <b>End Point:</b> To be able to add and subtract fractions</p> <p>To be able to use reasoning with fractions of amounts</p> <p><b>Money:</b> <b>End Point:</b> To be able to add and subtract money (finding change)</p> <p>To be able to convert between pounds and pence</p>	<p><b>Time:</b> <b>End Point:</b> To be able to read the time to the minute on an analogue and digital clock</p> <p>To be able to use a time table and reason with durations</p> <p><b>Shape:</b> <b>End Point:</b> To be able to compare angles and understand lines</p>

						<p>To recognise and describe 2-D and 3-D shapes</p> <p>Statistics: <b>End Point:</b> To be able to interpret and draw pictograms and bar charts</p> <p>To be able to collect and represent data in two-way tables</p>
<b>Science</b>	<p><u>Chemistry</u> Rocks 'Rocks and Fossils' <b>Episodic: Paleontology Day</b> <b>End Point:</b> Classification of Rocks and characteristics To explain formation of fossils Who was Mary Anning? Carry out a scientific investigation Fair Test and Evaluation</p>	<p><u>Biology</u> Animals including humans 'Bones and Muscles' <b>Episodic: Creepy Critter Day</b> <b>End Point:</b> The function of all skeletons To know the location of: biceps, triceps, hamstrings, quadriceps, abdominals and gluteus maximum. To know the heart is a muscle and know what a pulse is To know examples of vertebrates and invertebrates- know the difference Carry out a scientific investigation Fair Test and Evaluation</p>	<p><u>Biology</u> Animals including humans 'Healthy Bodies' <b>Episodic: Crisp Fat Content Experiment</b> <b>End Point:</b> To know what activities and food affects the health of their body Understand what balanced diet means Understand the digestive system Carry out a scientific investigation Fair Test and Evaluation</p>	<p><u>Physics</u> Light <b>Episodic: Light boxes</b> <b>End Point:</b> Difference between a light source and reflected light and share examples Sunlight can be dangerous Know what opaque, translucent and transparent means</p>	<p><u>Biology</u> Plants 'Helping Plants Grow' <b>Episodic: Wakehurst Place and grow their own sunflowers</b> <b>End Point:</b> How seeds are dispersed Explain what a plant needs to grow What are the parts of a plant Lifecycle of a plant Understand germination Explain water movement and transportation in a plant</p>	<p><u>Physics</u> Forces and Magnets <b>Episodic: Creating parachutes</b> <b>End Point:</b> To know north and south on a magnet Recognise what a magnetic field is Difference between push and pull forces Understand how difference surfaces have a different amount of friction How air resistance works and use this to create parachutes</p>
<b>ICT</b>	<p>Computer Basics – Networks, logging on. Using online resources <b>End Point:</b></p>	<p>Learning to Type – improve speed and action in typing*E-Safety</p>	<p>Story Board That – Exploring and creating a range of comic designs</p>	<p>Dazzle – manipulating images for various purposes and designs</p>	<p>Using an iPad for photos –the art of photography</p>	<p>Draw Plus Image manipulation</p>

	<p>Turning the computer on and off correctly Using their log in Understanding how to use the search bar when on Google</p>	<p><b>End Point:</b> Using the keyboard commands Increasing confidence when using non-dominant hand to type Knowing how to close and open a new tab on Google</p>	<p><b>End Point:</b> Understanding how a comic is made Using different features from the program Logging onto a new website Planning and copying onto website</p>	<p><b>End Point:</b> Experimenting with a new program Exploring features and functions of how to create their own images Manipulating images using tools from the program Learning to save creations to their folders on the server Following step by step instructions to 'save as'</p>	<p><b>End Point:</b> Understanding how to take pictures on an iPad Exploring different features on the camera Looking at how to manipulate pictures on the iPad Using airdrop to send pictures to class teachers' computer</p>	<p><b>End Point:</b> Using images from last term Learn to manipulate images using tools Outlining images to separate background Using fine motor skills Edit selected items of the image</p>
DT	<p>Not taught this half term</p>	<p>Not taught this half term</p>	<p><b>Ancient Greek Clay Pots</b> <b>End Point:</b> To be able to design a clay pot using air clay.  To be able to select appropriate equipment to shape and sculpt the pot  To be able to understand how certain actions will weaken or strengthen their pot</p>	<p><b>Hats</b> <b>End Point:</b> To be able to use research to develop design criteria To be able to use a range of equipment to cut, shape, join and finish whilst considering aesthetic and functional properties</p>	<p><b>Pugglies</b> <b>End Point:</b> To be able to use two different stitches when sewing To be able to develop and communicate design ideas through discussion and annotated sketches  <b>Pizza</b> <b>End Point:</b> To be able to understand the history of Pizzas  To be able to understand and apply the principles of a healthy and varied diet  To understand seasonality and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Pizza</b> To be able to prepare and cook a variety of styles of pizzas using a variety of bases and toppings.  To be able to make design decisions making their own pizzas based on what they have learnt in the unit.</p>

<p><b>PE</b></p>	<p><b>INTERCLASS SPORTS DAY</b> NETBALL GYMNASTICS FOOTBALL BASKETBALL</p>	<p>DANCE HEALTH AND FITNESS INDOOR ATHLETICS</p>	<p><b>MOVE IT</b> OAA INDOOR GAMES</p>	<p><b>INTERCLASS SPORTS DAY</b> STRIKING AND FIELDING SKILLS AND SPORTS AMERICAN FOOTBALL INDOOR TENNIS</p>	<p>ATHLETICS HANDBALL</p>	<p><b>LEGACY GAMES SPORTS DAY</b> CRICKET ROUNDERS TENNIS VOLLEYBALL</p>
<p><b>History</b></p>	<p>Stone Age <b>Episodic: Stone Age Day</b> Explore artefacts <b>End Point:</b> Explain timelines dating back to stone age Know what chronological order means To explain comparisons between Stone Age life to life today To be able to explain the importance of discovering Skara Brae</p>	<p>Not taught this half term.</p>	<p>Ancient Greeks <b>Episodic: Greek Day</b> Explore artefacts <b>End Point:</b> To compare the key areas from Greek history using a variety of sources. <b>End point:</b> Explain chronology. Know that period was a long time after the Stone Age on a timeline. To understand that the Greek myths were like a religion to them. Know some of the things that Ancient Greece provided that we still have today e.g. democracy, the Olympics etc.</p>	<p>Not taught this half term.</p>	<p>Not taught this half term.</p>	<p>The Tudors <b>Episodic: Tudor Day</b> Explore artefacts <b>End Point:</b> Know when the Tudor period in history was and find it on a timeline Look at the chronology of the Tudors in relation to the Stone Age and Ancient Greek period. Learn about Henry VIII and his six wives and investigate the different marriages and how they all ended. What influence did this period of time have on us? <b>Visiting Weald and Downland museum</b></p>
<p><b>Geography</b></p>	<p><b>UK STUDY</b> <b>End point:</b> To explain where we live. To know what country we live in and some of the neighboring countries. To explore our Capital City and be able to</p>	<p><b>UK STUDY</b> <b>End point:</b> To explain where we live. To know what country we live in and some of the neighboring countries. To explore our Capital City and be able to</p>	<p><b>COASTS</b> <b>End point:</b> To study and explain the physical features of coastlines To know what erosion is To learn key terminology relating to coasts</p>	<p><b>COASTS</b> <b>End point:</b> To study and explain the physical features of coastlines To know what erosion is To learn key terminology relating to coasts</p>	<p><b>SUSTAINABLE/ RENEWABLE ENERGY</b> Features and comparisons. What we can do to be more eco-friendly? Produce a poster on the 3 R's.</p>	<p><b>SUSTAINABLE/ RENEWABLE ENERGY</b> Features and comparisons. What we can do to be more eco-friendly? Produce a poster on the 3 R's.</p>

		<p>discuss some famous landmarks To understand: Landlocked, coastal, and the points on a compass.</p>				<p>Look at different forms of renewable energy. <b>Episodic: Looking at solar panels at school.</b></p>
<b>RE</b>	<p><b>Hinduism: WORSHIP</b> <b>End point:</b> To explain why Diwali is important to Hindus To be able to discuss why Diwali brings belonging to a Hindu child To understand feelings and emotions towards Diwali if we were to celebrate it</p>	<p><b>Christianity: CHRISTMAS</b> Has Christmas lost its true meaning? <b>End point:</b> To discuss why some people don't celebrate Christmas To understand who Christians believe Jesus is To be able to explain what Christmas means to you Explain why Christmas is important to Christians</p>	<p><b>Christianity: WORSHIP</b> Could Jesus heal people? <b>End point:</b> What do Christians believe happened when the man was lowered in front of Jesus? What do you think happened? What is a miracle? Could Jesus really heal people?</p>	<p><b>Christianity: EASTER</b> What is 'good' about Good Friday? <b>End point:</b> Children can explain what was good about 'Good Friday' Children can recall the events of the Easter story, To understand how Christians believe Jesus' death was a sacrifice.</p>	<p><b>Hinduism: BELIEF</b> How can Brahman be everywhere and in everything? <b>End point:</b> To understand that we are all different to other people To understand that Hindus believe in 1 god with 3 different sides to them To understand Brahman's different aspects To make links between Brahman and how people lead their lives</p>	<p><b>Hinduism: VALUES</b> Would visiting the River Ganges feel special to a non-Hindu? <b>End Point:</b> To understand the importance of the River Ganges to Hindus. To describe a Hindu ritual at the River Ganges. To understand why non-Hindus might also visit the river Show understanding of why Hindus want to feel 'clean'</p>
<b>PSHCE</b>	<p><b>Mental Wellbeing</b> <b>End point:</b> To be able to discuss everyday feelings To learn how to manage feelings and emotions To understand how people's feelings can change To understand what we can do to maintain a healthy mind and body.</p>	<p><b>Relationships</b> <b>End point:</b> To understand friendships and relationships To know different ways of coping with different emotions To understand how we impact our own mental health and wellbeing To understand what a healthy relationship is and what we can do to</p>	<p><b>Wellbeing</b> <b>End Point:</b> To understand the importance of having a positive mental attitude  To be able to explain helpful and unhelpful thoughts For children to know some basic mindfulness techniques.</p>	<p><b>Money and Sun Safety</b> <b>End Point:</b> Children will understand how adults get money and how money can be spent  To be able to explain how to stay safe in the sun and why it is important</p>	<p><b>Health and Personal Hygiene</b> <b>End Point:</b> To be able to explain the importance of a healthy, balanced lifestyle  To know why sleep is so important and how to stay clean.</p>	<p><b>Diversity and Community</b> <b>End Point:</b> To be able to explain what a community is  To understand the importance of diversity</p>

		maintain healthy relationships				
<b>Music</b>	<b>SINGING:</b> <b>End Point:</b> To know what a rhythm is To recognize difference instruments To begin to understand the word timbre.	<b>LISTENING &amp; SINGING:</b> <b>End Point:</b> To be able to rehearse and perform a song with an awareness of dynamics.	<b>WORLD MUSIC BRAZIL:</b> <b>End Point:</b> To know where Samba music originated To understand a graphic score To conduct a rhythm	<b>WORLD MUSIC BRAZIL:</b> <b>End Point:</b> To be able to compose and perform a group rhythm inspired by Samba music.	<b>LISTENING &amp; COMPOSING:</b> <b>End Point:</b> To compose their own jingle To use musical terminology to assess their composed piece of music.	<b>PERFORM:</b>
<b>Art</b>	<b>DRAWING</b> How to use a sketchbook. Drawing techniques. Drawing with Rob Know how to produce a good line drawing following clear, step by step instructions.  <b>End Point:</b> To be able to use different sketching techniques and know how to use their sketchbooks effectively	<b>PAINTING</b> Exploring Emotions. Investigating Faces. PICASSO paintings. Know facts about Picasso and the difference in some of his art work. Understand the different styles of art work and the influences behind these. <b>End Point:</b> To be able to recall some facts about Picasso To be able to create art work inspired by Picasso and recognise similar art	<b>PAINTING</b> Mixing using Primary colours. Working 'in the style of KLEE. Know about Paul Klee's life and work. Reproduce art work in the style of.  <b>End Point:</b> To be able to recall some facts about Klee  To be able to create art work inspired by Klee and recognise similar art	Mixing tones and tints with P. Paint [collaborative] use a flour/water resistance. KLEE.  <b>End Point:</b> Produce own Klee style painting using a resistance and dyes.	Not taught this half term.	Not taught this half term.
<b>Languages</b>	About Spain Hello / How are you? <b>End Point:</b> Locate Spain on the map To learn facts about the country Recognise the Spanish flag Learn to say hello and goodbye	Numbers to 12 Months Age / Birthdays Xmas <b>End Point:</b> How to say my name How to ask someone their name Recognise and recall numbers to 12 Learn Feliz Navidad	Recap Numbers to 12 Age / Phonics <b>End Point:</b> Recall numbers 1 to 12 Recognise Spanish phonics sounds Learn the correct pronunciation for Spanish phonics	Colours Easter <b>End Point:</b> Recognise Spanish colours Understand the links between English and Spanish spellings of colours Match the colours correctly	Telling the time Days of the week Fruit <b>End point:</b> Recall numbers to 12 Understand how to tell the time Recognise fruit and how to match them with English	Story Unit The Hungry Caterpillar <b>End point:</b> Research and recall the Spanish speaking countries Recognise some key vocabulary in the hungry caterpillar in Spanish

