



Year 3 Curriculum Map - Spring 1

<p style="text-align: center;">English</p> <p>'How the Stars Came to Be' - Poonam Mistry (fiction)</p> <ul style="list-style-type: none"> - To establish and develop an insight into the culture and history of origin stories - To enjoy a story and discuss its meanings - To explore character viewpoint and motivation through role-play and through writing in role - To be given the opportunity to develop the skill of oral storytelling - To develop a personal and distinctive voice to support storytelling and writing - To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate - To spell many of the Year 3 and 4 statutory spelling words correctly - To proof-read theirs and others' work to check for errors, suggesting and making improvements - To use a neat, joined handwriting style with increasing accuracy and speed 	<p style="text-align: center;">Mathematics</p> <p>Length, Mass, Capacity, Volume and Mental arithmetic</p> <ul style="list-style-type: none"> - To write length in metres and centimetres - To write length in centimetres - To write length in metres - To write length in kilometres and metres - To compare length - To solve word problems involving length - To read weighing scales - To use grams, kilograms and standard scales to measure the mass of objects - To solve word problems involving mass - To measure volume in millilitres - To measure capacity in millilitres - To measure volume in millilitres and litres - To write volume in millilitres and litres - To write capacity in millilitres and litres - To solve word problems involving volume and capacity - To calculate using mental strategies 	
<p style="text-align: center;">Science</p> <p>Fossils and Soils</p> <ul style="list-style-type: none"> - To describe in simple terms how fossils are formed when things that have lived are trapped within rock. - To recognise that soils are made from rocks and organic matter. - To use straight forward scientific evidence to answer questions or to support their findings. - To set up simple practical enquiries, comparative and fair tests. - To make systematic and careful observations. - To take accurate measurements using standard units using a range of equipment. - To draw simple conclusions, make predictions for new values. - To suggest improvements to the experiments and ask further questions. 	<p style="text-align: center;">RE</p> <p>Hinduism: Why do Hindus want to collect good karma?</p> <ul style="list-style-type: none"> - To enquire into why karma is important to Hindus - To explore Hindu ideas of Karma and Samsara through Hindu story and text - To explore ways Hindus encourage good 'karma' through Hindu community action - To explore the Hindu belief in 'karma' through Hindu daily life - To evaluate how karma impacts on a Hindu's life 	<p style="text-align: center;">PE</p> <p>Fitness</p> <ul style="list-style-type: none"> - To develop an awareness of what your body is capable of - To develop speed and strength - To complete actions to develop co-ordination - To complete actions to develop agility - To complete actions to develop balance - To complete actions to develop stamina <p>Gymnastics</p> <ul style="list-style-type: none"> - To be able to create interesting point and patch balances - To develop the straight, barrel and forward roll - To create a sequence with matching and contrasting actions and shapes
<p style="text-align: center;">History</p> <p>Railways... moving forward</p> <ul style="list-style-type: none"> - To have a chronological understanding about the first trains and railways 	<p style="text-align: center;">Geography</p> <p>(*Alternates half termly with History)</p>	<p style="text-align: center;">Computing</p> <p>Desktop Publishing</p> <ul style="list-style-type: none"> - E Safety - To recognise how text and images convey information

<ul style="list-style-type: none"> - To learn about some of the most iconic steam trains of Britain - To describe how and why the railway network in Britain grew and changed over time - To understand how art can be used persuasively in the context of promoting railway travel - To find out about and debate the impact of the first railways on different aspects of society - To explore and describe the technology of different locomotives 		<ul style="list-style-type: none"> - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing - To consider the benefits of desktop publishing
<p style="text-align: center;">DT - Nutrition</p> <ul style="list-style-type: none"> - To understand how key events and individuals in design and technology have helped shape the world - To investigate and analyse a range of existing products - To develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - To prepare and bake using a range of cooking techniques - To evaluate their ideas and products against their own design criteria 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> - To be able to talk and write about my family and to say who I live with - To understand and respond in French to “How old are you?” - To learn the colours of the rainbow 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> - To explore moderato tempo - To look at a 3/4 time signature - To understand F major has one flat in the key signature - To explore minims, crotchets and quavers. - To listen and respond to pop, pop ballads and musicals. - To follow a stave of music. - To play a part on the glockenspiel. - Singing
<p style="text-align: center;">PSHEE</p> <p>More about me:</p> <ul style="list-style-type: none"> - To make good food choices - To identify and reflect on and celebrate my achievements and strengths - To know when I need to listen to my emotions - To know the importance of protecting personal information, including passwords, addresses and images - To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 		