**YEAR 3 CURRICULUM MAP 2020-2021**

**Dovedale Primary School**

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| **SUBJECT** | **Autumn 1 Autumn 2** | | **Spring 1 Spring 2** | | **Summer 1 Summer 2** | |
| **English** | **The Iron Man**  by Ted Hughes & Chris Mould | **Fox**  by Margaret Wild and Ron Brooks | **Jemmy Button**  by Valerio Vidali | **Return**  by Aaron Becker | **Into the Forest**  by Anthony Browne | **Seen and Not Heard**  by Katie May Green |
| **Writing Outcomes:** Approaching Threat Narrative and Explanation  **Narrative:** Approach threat.  **Writing Purpose:** To narrate  **Explanation:** How to capture the Iron Man  **Writing purpose:** To inform | **Writing Outcomes:**  Fable Narrative and Information Report  **Narrative:** Fable Narrative  **Writing Purpose:** To narrate  **Persuasion:** Fox Report  **Writing Purpose:** To persuade | **Writing Outcomes:**  Return Narrative and Letters  **Narrative:** Jemmy Button  **Writing Purpose:** To narrate (return narrative)  **Letters:** Letter from Jemmy  **Writing Purpose:** To write a letter | **Writing Outcomes:**  Setting Narrative and Travel Report  **Narrative:** Setting Narrative  **Writing Purpose:** To narrate  **Information:** Travel Report  **Writing Purpose:** To inform | **Writing Outcomes:**  Lost Narrative and Newspaper Report  **Narrative:** Lost Narrative  **Writing Purpose:** To narrate  **Recount:** Newspaper Report  **Writing Purpose:** To recount | **Writing Outcomes:**  Character Narrative and Instructions  **Narrative:** Character Narrative  **Writing Purpose:** To narrate  **Instructions:** How to be a mischievous child  **Writing Purpose:** To instruct |
| **Spellings**  **(RWI)** | -Adding the prefixes dis- and in-  -Adding im– to root words beginning with m or p  -Adding the suffix -ous  Drop the e before adding -ous | -Adding the suffix -ly – swap the le for –ly  -Words ending in -ture  -Adding –ation to verbs to form nouns  Drop the e before adding -ation | Words with the c sound spelt ch  Words with the sh sound spelt ch  Adding the suffix -ion  If the word ends in t, just add –ion  If the word ends in te, drop the e before adding -ion | Adding the suffix -ian  If the word ends in cs, drop the s before adding -ian  Adding the prefix re-  Adding the prefix anti- | Adding the prefix super-  Adding the prefix sub- | Spelling Assessment  Identify gaps within learning  Review previous learning |
| **Statutory Spellings** | accidentally  accident  answer  address  arrive  appear  bicycle  believe | breath  breathe  build  busy  business  calendar  caught  centre  century | certain  circle  complete  consider  continue  decide  describe  different | difficult  disappear  early  earth  eight  eighth  enough  exercise  experience | through  thought  various  weight  woman  women  occasion  occasionally  special  notice | experiment  extreme  famous  favourite  February  forward  forwards  fruit  grammar |
| **Maths** | **Number:** Place Value – 3 weeks  Addition and Subtraction - 5 weeks  Multiplication and Division - 3 weeks  Week 12 Consolidation | | **Number:** – Multiplication and Division - 3 weeks  **Measurement:** Money, Statistics, Length and Perimeter - 6 weeks  **Number:** Fractions - 2 weeks  Week 12 Consolidation | | **Number:** Fractions – 3 weeks  **Measurement:** Time – 3 weeks  **Geometry:** Properties of shape – 2 weeks  **Measurement:** Mass and Capacity – 3 weeks  Week 12 Consolidation | |
| **Science** | **Rocks**  To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | **Forces & Magnets**  To investigate how magnetic forces act through different materials. | **Plants**  To 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. | **Light**  To investigate how moving a light source changes the size of an object's shadow. | **Animals including Humans**  To investigate the importance of nutrition and why humans need the right types and amount of food.  Identifying that humans and some other animals have skeletons and muscles for support, protection and movement. | |
| **History** | **British History:**  **Stone Age to Iron Age**  To describe similarities and differences between people, events and objects. | | **Local History Study:**  Superlambananas and what they symbolise | | **Ancient History:**  The Roman Empire and its impact on Britain | |
| **Geography** | **Basic skills sessions** | | **Where on Earth are we?**  All about Asia! | | | **Local Field Work** |
| **Art** | **Drawing skills**  Stone Age Drawings  To produce a range of drawings/mark making on brown paper working with a variety of equipment.  Chalk/charcoal /paint /different tools  Portraits of a Neolithic man/woman—pencil/chalks  Stone age mark making | | **Painting skills**  Colour wheel— investigate correct placement of colours. Mix different colour tints and complete in style of Sean Scully. Experiment with tonking/scraffito. | | **Movement**  Continue developing drawing & painting skills  **Photography:** capturing movement  **3D:** exploring figures—make a sculpture using twigs/masking tape  **Collage:** Paper figures based on Matisse  Henri Matisse 1950+  Antony Gormley –present day & Alberto Giacometti 1920+ | |
| **DT** |  | **Textiles:**  2D shapes and 3D product design. Make and evaluate a Christmas decoration for home. |  | **Food technology:**  Healthy & varied diet  Preparing fruit and vegetables. Design, make and evaluate a fruit smoothie for themselves. |  | **Mechanisms**  *Wheels and axles*  Design, make and evaluate a push / pull toy for themselves. |
| **Computing** | **Focus: Digital Productivity (IT)**  Typing skills, IT best practice, generic software, internet skills. | | **Focus: Computing (CS)**  Computational thinking, gaming, programming & coding, models & simulations, technical terms, hardware & software | | **Focus: Digital Creativity (DL)**  Animation & video, 2D & 3D design,  e-books, photography, movies | |
| **PSHE** | **Being Me in My World** | **Celebrating Difference** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changes** |
| **PE** | **Health and Fitness**  (Inc. Sports Hall Athletics) | **Gymnastics** | **Dance** | **Competitive tactical sport** (Emphasis on attack and defence) | **Competitive tactical sport** (Emphasis on attack and defence) | **Athletics** |
| **RE** | **Hinduism and Diwali**  Does celebrating Diwali bring a feeling of belonging to a Hindu child? | **Christianity and Christmas**  Has Christmas lost its true meaning? | **Christianity and Jesus’ Miracles**  Could Jesus really heal people? | **Christianity and Easter-forgiveness**  What is ‘good’ about Good Friday? | **Hindu Beliefs**  Do Sikhs think it is important to share? | **Sikhism: Sharing and Community and Prayer and Worship**  What is the best way for a Sikh to show commitment to God? |
| **Music** | **Let your spirit fly**  Aural memory - rhythms | **Glockenspiel Stage 1**  Aural memory - rhythms | **Three Little Birds**  Pitch - melody | **The Dragon song**  Pitch - melody | **Bringing Us Together**  Interrelated dimensions of music | **Reflect, rewind & replay**  Interrelated dimensions of music |
| **French** | Moi (All about me) | Jeux et chansons  (Games & songs) | On fait la fete  (Celebrations) | Portraits | Les quatre amis  (The four friends) | Ca pousse  (Growing things) |
| **Possible Enrichment**  **Opportunities** | National Poetry Day  Black History Week  National Poetry Day  Peer massage / Yoga |  | Internet Safety Day  World Book Day | Geography Day – Map skills  Geography visits (earthquakes in Japan) |  | Science Day – We can investigate |