

## YEAR 3 CURRICULUM MAP

		Autumn – Literacy Based Topic (L)	Spring – UK (G)	Summer – Ancient Egypt (H)
<b>Reading</b>	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)		
<b>Writing</b>	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		Animals , including humans  Plants	Light  Rocks	Plants  Forces and Magnets
		<b>Working Scientifically – on going across the year</b>		
<b>Computing</b>		Computer Science – write programs that accomplish specific goals. IT Digital Literacy	IT – use a variety of software packages, collect information, Digital Literacy	Computer Science – work with various forms of input/output IT - effective searching Presentation Digital Literacy
<b>History</b>		Change - Stone Age to Iron Age Who was here before me?		Earliest civilisation – choice e.g. Egypt/Ancient China Why are the pyramids in Egypt?
<b>Geography</b>			Locational knowledge - exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features	Geographical skills and fieldwork -using maps, atlases and globes
		<b>Geographical skills and fieldwork – on going across the year</b>		
<b>D.T.</b>		<b>Control</b> - produce a book with moving parts	<b>Structure</b> - make a photo frame/mirror – to display a map of the UK or city etc.	<b>Textiles</b> - linked to Egyptian art
<b>Art and Design</b>		<b>Drawing and Painting</b>	<b>Architects and designers</b> <b>Printing</b> – landscape/buildings	<b>Drawing /painting/ sculpture</b> – range of media
		<b>Create sketchbooks to record observations</b>		
<b>Music</b>		<b>Play and perform</b> - rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat <b>Improvise and Compose</b> - percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas	<b>Play and perform</b> - notated, repeated rhythms – derived from UK cities/places: Sequence-structure- create textures (say/play) <b>Listen and appraise</b> - regional songs/dances - folk and national music	<b>Play and Perform</b> - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas <b>Understand notation</b> - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc.
		Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		
<b>MFL</b>		<b>All About Me (QCA Unit 1)</b> <i>Introducing self and family</i> <i>Greeting people</i> <i>Counting 1-12</i>	<b>Games and Songs (QCA Unit 2)</b> <i>Saying what there is</i> <i>Giving opinions</i> <i>More counting (13-20)</i>	<b>Portraits (QCA Unit 4)</b> <i>Saying what you and other people have or don't have</i> <i>Saying what something is or is like</i>
<b>P.E.</b>		<b>Games &amp; Gymnastics</b> <b>Games &amp; Dance</b>	<b>Dance</b> <b>Games &amp; Gymnastics</b>	<b>Games</b> <b>Dance &amp; Athletics</b>
<b>R.E.</b>		How do Hindus worship? How and why is Advent important to Christians?	What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday?	What do Hindus believe and how does this affect the way they live their lives?
		Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		

## Additional information relating to Computing

<p><b>Computing</b></p>	<p><b>Computer Science – Write programs that accomplish specific goals.</b> Use iPad apps (ALEX, Lightwood - (higher levels) or websites <a href="http://learn.code.org/hoc/1">learn.code.org/hoc/1</a> to learn about programs and sequencing</p> <p><b>IT</b> -Create comic strip (Strip Designer app) Books (Creative Book Builder app). Rewrite stories/ character descriptions. Morfo app – as character from story. Design book covers</p> <p><b>Digital Literacy</b> - Powerful passwords/storing safely. Communicating online safely and responsibly</p>	<p><b>IT – use a variety of software packages</b> to complete a project on Me and My UK. <b>Collect information</b>, identify key elements and present findings</p> <p>Opportunity to use drawing packages, image editing, draw graphs or tables in spreadsheet, presentation software.</p> <p><b>Digital Literacy</b> - product websites that encourage us to buy. Advertising. <a href="http://www.childnet-int.org/kia/primary/smartadventure/default.aspx">http://www.childnet-int.org/kia/primary/smartadventure/default.aspx</a></p> <p>Who should you tell? Reporting concerns</p>	<p><b>Computer Science – work with various forms of input/output</b></p> <p>Turtle/probot/scratch onscreen turtle – use to draw some shape</p> <p>Turtle on screen software e.g. Textease – routes between Egyptian pictures – record program. Draw shapes in onscreen turtle/letters/ pictures e.g. a house</p> <p><b>IT – Effective searching</b> when making leaflet/museum guide/catalogue of artefacts/newspaper article e.g. Tutankhamen’ tomb/a guide to mummification for beginners. Interview a tomb builder. Compose Egyptian music. Photograph artefacts. Egyptian adventure programs. <b>Presentation</b> on an aspect of ancient Egypt</p> <p><b>Digital Literacy</b> - showing respect online Writing good emails - thank you to museum for visit</p>
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