

# Year 3 Curriculum Provision Map



## Curriculum Drivers - interwoven throughout our Curriculum -

Ourselfs



Our Aspirations



Our Communities



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	<b>Sounds Like a Celebration</b>	<b>Take a Break</b>	<b>The Egyptian Civilisation</b>		<b>Moorland Life</b>	
Numeracy	Knowing & Using Numbers Addition & Subtraction Properties of shape (2D & 3D) Multiplication	Angles Division/Fractions Measurement Cross curricular application of statistics	Knowing & Using Numbers Addition & Subtraction Properties of shape (2D & 3D) Multiplication Angles Division/Fractions Measurement Cross curricular application of statistics		Revision and embedding of Year 3 Key Concepts assessed as not yet secure	
Literacy	A play ending. instructions <b>Grammar focus:</b> imperative verbs, adverbs of time.	descriptive writing an A-Z travel guide. <b>Grammar focus:</b> adverbs to express time and cause, adverbials, direct speech	a folk tale. a biography. <b>Grammar focus:</b> adverbs and adverbials, paragraphs. a mystery story. a non-chronological report <b>Grammar focus:</b> speech, adverbs, conjunctions		a new episode for a story. a balanced discussion. <b>Grammar focus:</b> first person, adverbs and adverbials a poem to perform. explanation texts <b>Grammar focus:</b> : punctuation and line breaks, adverbs of time and conjunctions to sequence	
Science	<b>Animals Including Humans:</b> Skeletons and muscles <b>Sound:</b> How sound travels Pitch & volume	<b>Forces and magnets:</b> Attraction & repulsion Magnetic materials	<b>Animals Including Humans:</b> Food and Nutrition <b>Plants:</b> Differing needs for growth How water is transported Life-cycle, flowers and seed dispersal		<b>Rocks:</b> Rocks, fossils and soils + <b>Revision of previous content:</b> <b>Animals Including humans:</b> Habitats (river and moorland habitats)	
Computing	<b>Coding:</b> create a simple animated program about a dancing character using Scratch.	<b>Communicate &amp; Collect:</b> create a collaborative database A-Z holiday location theme (2 Simple / Mind Maps).	<b>Communicate and Collect:</b> apply keyboard and mouse skills to create a PowerPoint Presentation about the Indus Valley. <b>Coding:</b> create an information page about the parts of a plant.		<b>Communicate and Collect:</b> use Stop Frame Animation to create a Stone Age animation. Use Movie Maker to edit and create movie clips.	
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Carnivals and celebrations in Britain and around the world	NONE	<b>The achievements of the earliest civilizations:</b> The Egyptians		<b>A local history study +</b> <b>Changes in Britain from the Stone Age to the Iron Age:</b> Evidence of early human settlement on Dartmoor	
Geography	<b>Locational Knowledge:</b> Mapping- To use maps, atlases, globes and digital/computer mapping to locate Europe, North and South America.	<b>Geographical Skills and Field work:</b> Mapping- Add features to an existing map Compare maps with aerial photographs.	<b>Locational Knowledge:</b> Mapping- Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <b>Geographical Skills and Field work:</b> 8 point compass <b>Geographical Skills and Field work:</b> To observe, record and present the human and physical features in the locality Use sketch maps and digital technologies to create a plan map		<b>Geographical Skills and Field work:</b> Human and Physical geography of Dartmoor (land changes over time) Mapping- Introduction to Ordnance Survey maps four figure grid references, symbols and keys large Draw maps from data collected	

Art and Design		NONE	<b>Collage and Printing:</b> Create a holiday scene	<b>Sculpture:</b> Clay	<b>Drawing and Painting:</b> Claude Monet's 'Water Lilies' A local river/water landscape painting	
Design Technology		Select and use a wide range of tools/equipment – instruments.	<b>Mechanisms:</b> 2D moving scene Linkages and levers	<b>Mechanisms:</b> Toys with moving parts wheels and axels <b>Textiles:</b> fabric Seams and stitching to join Stitching on embellishments	<b>Cooking and Nutrition:</b> Prepare and cook a range of savoury foods.	
Music		<b>Describe Music:</b> Music from a range of carnivals and celebrations	<b>Describing Music:</b> pitch and tempo <b>Perform and Evaluate:</b> Sing from memory, with control and maintaining a part	<b>Compose and Transcribe:</b> non-standard notation where to play and rest. <b>Perform and Evaluate:</b> Un-tuned instruments.	<b>Compose and Transcribe:</b> Handel's 'Water Music' compose pieces, using a range of tuned instruments, to reflect the journey of a river.	
Physical Education	Games/Gymnastics	<b>Games:</b> Throwing and catching	<b>Games:</b> Multi skills	<b>Games:</b> Bat and ball skills <b>Gymnastics:</b> running, jumping, balancing changing direction, speed and levels.	<b>Games:</b> Athletics <b>Gymnastics:</b> Travelling in a variety of ways	
	Dance	Rio Carnival Dance (whole class)	We're Going on a holiday Dance (groups)	<b>Egyptian Dance</b> (partner) <b>Murder Mystery Dance</b> (partner)	<b>Dancing Dartmoor Stones:</b> (groups)	
Religious Education		<b>Symbols and Religious Expression</b> Focus: Music/Dance (Multi-faith)	<b>Worship, Pilgrimages And Sacred Places</b> (Christianity/Hinduism) <b>Christmas</b> (Christian)	<b>Teaching and Authority</b> (Christianity/Hinduism) <b>Easter</b> (Christian)	<b>Beliefs and Questions/The Journey of Life</b> (Pre-Christian)	<b>Symbols and Religious Expression</b> Focus: symbols (Multi-faith)
Languages		<b>FRENCH:</b> Greetings/French culture/classroom instructions/animals/numbers and plurals	<b>FRENCH:</b> Simple sentences (Je m'appelle & Je suis) /French names/Christmas vocabulary	<b>FRENCH:</b> Colours/give an opinion/adjectives and word order Numbers 1-10/telling someone your age (l'ai...)/definite and indefinite articles (a/the) Sing an Easter themed song	<b>FRENCH:</b> Je voudrais/the connective 'mais'('but')/ 'C'est' ('It is...')/aussi/numbers 1-15/days of the week Paris and its famous landmarks	
PSHME		<b>Themselves:</b> Playing by the rules	<b>Communities:</b> Empathy and Understanding Anti-bullying	<b>Awareness of the Behaviour of Others:</b> What makes a good friend? <b>Respecting Others:</b> Diversity in our school community	<b>Keeping Healthy and Safe:</b> Staying safe around unknown others <b>Local Area:</b> Looking after our local, natural and built environment	