

Our Lady of Perpetual Succour Catholic Primary School

*We learn to love everyone as Jesus loves us*

| Year 3 Curriculum Map 2020-21      |  |  |  |  |   |   |
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| Subject                            | Autumn1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| R.E.                               | Domestic Church-<br>Homes<br>Sacramental-<br>Promises  | Other Faith –<br>Judaism<br>Advent/ Christmas –<br>Visitors  | Local Community –<br>Journeys<br>Eucharist relating-<br>Listening and Sharing<br>Other Faith- Islam  | Eucharist relating-<br>Listening and Sharing<br>Lent/ Easter –<br>Giving All   | Pentecost Serving-<br>Energy<br>Reconciliation -<br>Choices   | Universal Church –<br>Special Places  |
| Literacy genres<br>and text types. | <p>The Hodgeheg –<br/>Dick King-Smith</p> <p>To write instructions.</p> <p>In non-narrative<br/>material, to use<br/>simple organisational<br/>devices (headings<br/>and subheadings):</p> <p>To write an<br/>information text on<br/>The Mediterranean.</p> <p>To write an<br/>explanation text on a<br/>Science investigation.</p> <p>To write stories with<br/>familiar settings,<br/>developing settings,<br/>characters,<br/>resolutions and<br/>endings.</p> | <p>Stig of the Dump –<br/>Clive King</p> <p>The Way Home by<br/>Sophie Kirtley</p> <p>To write information<br/>texts based on the<br/>Stone Age to the Iron<br/>Age.</p> <p>To write a non-<br/>chronological report.</p> <p>To write setting<br/>descriptions.</p> <p>To write an adventure<br/>story.</p> <p>To continue to<br/>recognise some<br/>different forms of<br/>poetry – such as list<br/>poems.</p> | <p>Oliver Twist –<br/>Charles Dickens</p> <p>To write a diary in<br/>role, as Oliver.</p> <p>To write character<br/>descriptions from the<br/>novel.</p> <p>To write a story with<br/>a dilemma based on<br/>the novel.</p> <p>To explore poems<br/>from Pie Corbett's<br/>Poetry Spine.</p> <p>To write a persuasive<br/>letter.</p> <p>To write a warning<br/>letter.</p> <p>Explanation text in<br/>Science on how<br/>shadows change</p> | <p>The Pebble in my<br/>Pocket – Meredith<br/>Hooper</p> <p>To write adventure<br/>stories, where they<br/>will:<br/>Discuss writing<br/>similar to that which<br/>they are planning to<br/>write in order to<br/>understand and learn<br/>from its structure,<br/>vocabulary and<br/>grammar.</p> <p>To prepare poems to<br/>read aloud and to<br/>perform, showing<br/>understanding<br/>through intonation,<br/>tone, volume and<br/>action.</p> <p>To write instructions</p> | <p>Men and Gods – Rex<br/>Warner<br/>Myths and Legends</p> <p>To write character<br/>profile from a chosen<br/>Greek myth.</p> <p>To retell a Greek<br/>myth through a diary<br/>entry.</p> <p>To write a narrative<br/>that contains a<br/>mythical character or<br/>event.</p> <p>To create and read<br/>their own poems<br/>aloud, to a group or<br/>the whole class,<br/>using appropriate<br/>intonation and<br/>controlling the tone<br/>and volume so that<br/>the meaning is clear.</p> | <p>Ancient Greece<br/>By<br/>Linda Honan</p> <p>To write a non-<br/>chronological report<br/>on the Ancient<br/>Greeks.</p> <p>To use simple<br/>organisational<br/>devices (headings<br/>and sub-headings) in<br/>writing a scientific<br/>investigation.</p> <p>To write a recount of<br/>the end of year trip.</p> <p>To write letters from<br/>ancient Greek<br/>characters'<br/>perspectives.</p> <p>To write letters from<br/>ancient Greek</p> |

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|  | To begin to recognise further forms of poetry and to create shape poems.   |   | during different times of the day.  | To create a piece of persuasive writing based upon living near volcanoes.  | To write an explanation text on the life cycle of a plant.<br><br>To use simple organisational devices (headings and sub-headings) in writing a scientific investigation.  | characters' perspectives.<br><br>To continue to explore poems from Pie Corbett's Poetry Spine.   |
| Spelling, vocabulary, punctuation and grammar. | <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>To use conjunctions, prepositions and adverbs to express time, cause and place.</p> <p>To begin to use further prefixes ('un', 'dis', 'mis', 'im') and suffixes ('ous' and 'ly') and understand how to add them.</p> | <p>To use the correct form of 'a' or 'an'.</p> <p>To begin to use and punctuate direct speech (i.e. inverted commas).</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To spell words ending in 'ture', homophones, adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'.</p> | <p>To use and punctuate direct speech (i.e. inverted commas), with increasing proficiency.</p> <p>To begin to place apostrophes of possession and omission accurately in words.</p> <p>To spell words with the 'sh' sound spelt 'ch'.</p> <p>To spell words with the short 'l' sound spelt 'y' e.g. myth, gym, pyramid.</p> <p>To add the suffix 'ion' to root words.</p> | <p>To place apostrophes of possession and omission accurately in words.</p> <p>To begin to use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To spell words with the prefix 're'</p> <p>To spell a variety of homophones and use correctly within the context of writing</p> <p>To spell words with the prefix 'anti'</p> | <p>To continue to use and punctuate direct speech (i.e. inverted commas), with increasing proficiency.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To spell words with the prefix 'sub'</p> <p>To revise the suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word</p> <p>To revise the vowel sounds 'a' to 'e'</p> | <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To revise plural and singular nouns.</p> <p>To revise the vowel sounds 'ay', 'ee', 'igh', 'ow', 'oo', 'ar', 'or', 'ure'</p> |

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|   | Year 3 Common Exception words   | Year 3 Common Exception words  | To add the suffix 'ian' to root words.<br><br>Year 3 Common Exception words  | Year 3 Common Exception words   | Year 3 Common Exception words  | Year 3 Common Exception words  |
| Mathematics                               | Number and Place Value<br>Addition and subtraction.<br>Problem solving with all of the above  | Multiplication and division<br>Money<br>Picture & Bar Graphs   | Fractions<br>Problem solving with fractions.   | Shape<br>Angles<br>Perimeter  | Measurement – Length<br>Measurement - Mass   | Measurement – Volume<br>Time<br>Problem solving with all of the above. |
| Science<br>(Learning Challenge)           | <b>Are you attractive enough?</b><br>Forces and Magnets<br>- How magnets attract/repel some materials<br>- Magnetic poles<br>- Friction | <b>How can Usain Bolt move as quickly so quickly?</b><br>Humans and Animals<br>- Nutrition, linked to what we eat<br>- Skeletons and muscles | <b>How far can you throw your shadow?</b><br>Light<br>- Sources, including the Sun<br>- Protecting eyes from the Sun<br>- Shadows<br>- Reflection /mirrors   | <b>What makes the Earth angry?</b><br>Rocks:<br>- How rocks are formed<br>- Different kinds of rocks<br>- Fossils<br>- Soil   | <b>How did the blossom become an apple?</b><br>Plants<br>- Function of different parts of plants<br>- What different plants need to flourish<br>- Journey of water through a plant<br>- Life cycle of a plant  |  |
| Geography/History<br>(Learning Challenge) |   |  | <b>History</b><br><b>How did the Victorian period help to shape the Widnes we know today?</b><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.<br><br>Focus on School and Home life | <b>Geography</b><br><b>What makes the Earth angry?</b><br>What is a volcano and what causes it to erupt?<br>Describe and understand key aspects of: physical geography, including: climate zones (volcanoes) and their impact | <b>History and Geography</b><br><b>Has Greece always been in the news?</b><br>Ancient Greece<br>- A study of Greek life and achievements and their influence on the western world<br>Who were the Ancient Greeks and what do we know about them?<br>What makes the Greeks such great fighters?<br>To learn about the Greek Gods and temples as part of the Greek culture.<br><br>Use maps and atlases to locate Greece |  |

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| Art/ D.T. | <b>Design a board game</b><br>Design and make a simple board game based on the science topic of magnets | <b>Picasso art study</b><br>To be able to research the life of Pablo Picasso. Create pictures in a similar style<br><br>Create cave paintings linked to history topic | <b>Using light and shade when sketching</b><br>-Make marks and lines using a wide range of media and experiment with different grades of drawing media to create lines, marks, forms and shapes.<br><br>-Experiment with shadows. Creating different dark shades. | <b>Design a working volcano.</b><br>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and | <b>Make a Greek healthy meal</b><br>Understand and apply the principles of a healthy and varied diet. | <b>Design a Greek mask and pot</b><br>-Look at examples of Greek masks<br>Design their own mask, make and evaluate their masks |
| Music     | Improve and compose music using the inter-related dimensions of music separately and in combination     | Listen with attention to detail and recall sounds with increasing aural memory  | Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.  | Use and understand the basics of the stave and other musical notations.  | Learning a musical Instrument<br><br>Ukulele  | Learning a musical Instrument<br><br>Ukulele   |
| Computing | <b>E-SAFETY</b><br>Managing Online Information:<br><b>COMPUTER SCIENCE</b><br>Using Code.Org Course C   | <b>E-SAFETY</b><br>Online Bullying:<br><b>COMPUTER SCIENCE</b><br>Using Code.Org Course C   | <b>E-SAFETY</b><br>Online relationships:<br><b>DIGITAL LITERACY</b><br>Google Applied Digital Skills: If-Then Adventure Stories   | <b>E-SAFETY</b><br>Self-Image and Identity:<br><b>DIGITAL LITERACY</b><br>Google Applied Digital Skills: If-Then Adventure Stories                   | <b>E-SAFETY</b><br>Privacy and Security:<br><b>COMPUTER SCIENCE</b><br>My First Program Apptivity     | <b>E-SAFETY</b><br>Copyright and Ownership:<br><b>COMPUTER SCIENCE</b><br>My First Program Apptivity                           |

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| P.E.          | Gym<br>Netball                   | Dance<br>Rugby  | Yoga<br>Hockey                             | Tennis<br>Football              | Dance<br>Cricket                         | Athletics<br>Outdoor Adventure            |
| MFL<br>French | Name people,<br>colours, numbers | Understand simple<br>phrases and choose<br>correct word | To read and<br>understand short<br>phrases | Sing simple songs<br>and rhymes | Naming objects and<br>labelling pictures | Write and<br>understand simple<br>phrases |