

Curriculum Map – This document sets out what we will focus on over the next few weeks of Spring Term. It covers the key knowledge, skills and understanding that we will cover. Where possible we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to cross-curricular work whereas others require a more discreet approach and will be taught separately.

Our Learning Principles, & Values



- *Child-centred* – excites, informs and inspires children to learn, know and remember.
- *Inclusive* – ensures equal opportunities for all
- *Relevant* – reflects the world in which we live and promotes sustainability
- *Challenging* – ensures children achieve their best
- *Literature rich* – placing reading at the heart of everything
- *Enjoyable* – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork – Reflection

Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

Are all settlements the same?

Words/language to discuss with your child:

- solids
- liquids
- gases
- prehistoric
- archaeological evidence
- AD/ BC
- Human and physical features
- Local area
- Land use
- Rural/ Urban

Things you can do at home to help with these topics.

- Write a diary entry from the viewpoint of someone from the Stone Age!
- Create your own cave art!
- Research New Delhi and locate it on a map.
- Use compass point to plot a route.

Year Three Spring Term Curriculum Map

English Reading

- Justify inference with evidence from the text
- Empathise with characters
- discuss words and phrases from the text that capture the reader's interest and imagination
- use the structure in non-fiction texts to find information
- identify the important features of different texts

English Writing

- Select words which make the reader want to read on
- Organising paragraphs around a theme
- Use topic words to inform the reader
- Using the correct tense in a piece of writing
- use of speech punctuation

English Grammar

- use of speech punctuation
- conjunctions to signal time and place
- prepositions
- possessive apostrophe
- use of the -ly suffix

Maths Number

- Compare 3 digit numbers
- Recall multiplication facts for 3,4 and 8 times tables
- Find fractions for a set of objects
- Solve problems with fractions
- Compare fractions

Maths Calculations

- Add/subtract amounts of money
- Use formal written methods of addition and subtraction

Maths Shape, Space & Measures

- Identify right angles
- Identify angles greater than and less than a right angle
- Read time to the nearest minute

Science

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Art and Design

- create sketch books to record their observations
- to improve their mastery of pencil and painting techniques by producing art in the style of Quentin Blake

French

- Say a range of different foods
- Learn about Easter

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations

Design Technology

- use research and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups
- use cooking techniques to create a product

Geography

- Are all settlements the same?
- Describe the difference between villages, towns and cities.
- Compare and contrast the UK and New Delhi
- Identify some human and physical features in New Delhi.

PE

- use a range of swimming strokes
- use flexible and direct pathways in gymnastics
- Choose appropriate movements for different pathways

History

- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.

PSHE & C

- Growing and changing – facing new challenges positively.
- Keeping safe indoors and outdoors.
- People and pressure.
- Friendships and being a good friend.

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- select, use and combine a variety of software to design and create a range of programs

RE

- Make links between Jewish beliefs about God and his people and how Jews live
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
- suggest answers about whether it is good to remember the past and look forward to the future