

Year 3 Spring Term Curriculum Map

English		
Writing (HFL)		Spelling (No Nonsense)
Year 3 Writing purposes	<p>Narrative: Entertain (3.5) Speech: Persuade (3.6) Personal Narrative: Entertain (3.7) Poetry: Calligrams (3.8)</p>	<p>Revise suffixes '-ness' and '-ful' following a consonant and apostrophe for contraction Prefixes 'sub-' and 'tele-' super-' and 'auto-' Suffixes '-less', '-ness', '-ful' and '-ly' Words with the /k/ sound spelt 'ch'</p>
Year 3 Writing outcomes with core texts	<p>Narrative linked to Alice's Adventures in Wonderland Persuasive speech linked to Stella and the Seagull Personal memoir linked Jabari Jumps, Ralph Tells a Story and The Proudest Blue Poetry (calligrams) linked to Love that Dog</p>	<p style="text-align: center;">Handwriting (Letter Join)</p> <p>To continue consolidating an automatic cursive hand in all areas of the curriculum.</p>
<p>Vocabulary: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas plus all previously taught vocabulary.</p>		
Reading		
<p>Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (dis-, mis-, re-, sub-, tele-, -less, -ly, super-, auto-). Read previous and Year 3/4 common exception words. Use dictionaries to check the meanings of words they have read. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of the text. Predict what might happen from details stated and implied. Summarise main ideas from what has been read. Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, finding evidence in the text to support. Prepare poems and playscripts to read aloud and to perform, including intonation, volume and tone. Recognise some different forms of poetry. Retrieve and record information from non-fiction texts. Participate in discussions about books read to them and those they read, taking turns and listening to what others say. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>		<p>Spring Term Texts: Fiction: Extract – Mr Majeika Extract – Who's a Clever Girl, Then? Extract – The Worst Witch Non-Fiction: Changes in Britain – Settlements Changes in Britain – The Iron Age Food and your Health - Healthy Food Poems: Listless by Colette Hiller I like to stay up – Grace Nichols Poems to learn by heart: Down behind the dustbin by Michael Rosen</p>
<p>Class Reads (teacher to choose order): Stig of the Dump by Clive King, The Boy Who Grew Dragons by Andy Shepherd, The Nothing To See Here Hotel by Steven Butler, The Creakers by Tom Fletcher, The Wild Way Home by Sophie Kirtley, Romans on the Rampage by Jeremy Strong, The Miraculous Journey of Edward Tulane by Kate DiCamillo, Scarlett: Defender of the Universe by James Davis</p>		

Maths (Herts Essentials)

Key Concepts

3LS14 – 2-D shape: properties and drawing
 3LS15 – Perimeter including problem solving using written and mental methods
 3LS16 – Multiplication: 3-, 4- and 8-times tables including counting
 3LS17 – Division: 1-, 2-, 3-, 5-, 4- and 8-times tables
 3LS18 – Multiplication: strategy, associative and distributive laws
 3LS19 – Statistics: pictograms and scaled bar charts
 3LS20 – Multiplication and division worded problems
 3LS21 – Fractions: finding fractions of discrete and continuous quantities
 3LS22 – Ordering and comparing fractions
 3LS23 – Adding and subtracting fractions with the same denominators
 3LS24 – Fractions: problem solving with unit and non-unit fractions

Vocabulary

Geometry: Properties of shapes

orientation degree / degrees angle right angle perpendicular parallel horizontal	vertical quadrilateral polyhedron polyhedral acute angle obtuse angle reflection	orientation three-dimensions right-angle triangle internal angle congruent
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Geometry: Position and direction

north east	south west	compass
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Fractions

fifths sixths sevenths eighths	ninths tenths order unit-fraction	non-unit fraction discrete continuous
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Statistics

bar chart block graph scale title	interpret frequent survey discrete data	continuous data label inferring
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Number: Calculation

column addition column subtraction multiple(s) inverse operations remainder associative law short multiplication	base fact comparison long division correspondence scaling integer scaling quotient	statements derived facts formal written layout product divisible decomposition distributive law
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Science (Oak Academy)

Simple forces including magnets (3.3)

Healthy eating (3.4)

Skills

Knowledge

Skills

Knowledge

Explore how objects move on different surfaces and examining magnetic forces, including attraction, repulsion, and magnetic materials.
Investigate how forces like pushes and pulls, along with magnetism, affect the movement of objects.
Identifying magnetic poles and predicting interactions and emphasizes practical tests, observations, and presenting findings.

To understand and explain how different forces make things move

To name objects that are magnetic and magnetic poles

Explore animals, including humans, obtain nutrition from their diet, emphasising the need for the right types and amounts of food.
Asking questions, gathering and presenting data.
Using scientific language, and interpreting evidence to answer questions and support findings.

Understand how a balanced diet contributes to overall health and well-being, learning about the different types of food and their roles in the body.

Vocabulary: Surface, rough, smooth, comparative test, compare, friction forces, conclusion, force, push, pull, contact force, venn diagram, magnetic force, distance, observe, measure, magnet, poles, north-seeking, south-seeking, material, attract, magnetic, non-magnetic, metal, repel, opposite

Vocabulary: Basic needs, food, wild, habitat, captivity, nutrient, vitamin, carbohydrate, protein, calcium, dietician, nutrition, amount, secondary sources, nutritional information, informed decision, label, colour-coded, calorie, diet, preference, allergy, alternative, balance

History (Spring 2)

The Celts/Iron Age (3.2)

Geography (Spring 1)

Settlements and Land Use (3.2)

Skills

Knowledge

Skills

Knowledge

To develop chronological knowledge and understanding.
To know how different time periods link to each other,
To be able to determine the reliability of different sources when researching key information.
To be able to compare similarities and differences between ways of life in different periods.

To know when, who and where the Bronze age was.
To know how this links to the Iron Age.
To know about the structure of round houses during this time period.
To know the different occupations of this time period.
To know what life was like for a child during the Iron Age.
To know the beliefs linked to this time period.

To describe aspects of human geography, including: settlements and land use

I can use a range of resources to identify the key physical and human features of a location and how they may be beneficial to create a settlement

To ask and answer geographical questions about the physical and human characteristics of a location and how they may have changed over time.

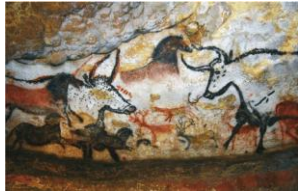
To identify and locate counties and settlements in England using a six figure grid reference

I can explain the terms settlement and land use

To be able to name some towns, villages, hamlets and cities within the UK.
To know how different settlements got their names and meanings

Vocabulary: History, past, Stone Age, Bronze Age, Iron Age, Celts, artefacts, Hill Forts, Round Houses, village, round house, hill fort, Iron Age, (similarities, differences), dwelling, community, settlement.

Vocabulary: hamlet, village, town, city, Port, market town, resort, cathedral, facilities, settlement, location, counties, grid reference,

Art – Spring 1 Prehistoric Pictures (3.2)		Design and Technology (Plan Bee) – Spring 2 British Inventors (3.2)	
Skills	Knowledge	Skills	Knowledge
<p>To begin to explore and experiment with tints and tone with various colours.</p> <p>To explore different brushes and how they can be used for technique.</p> <p>To begin to show increasing awareness of painting skill/technique when painting.</p> <p>To use line skills to draw an increasingly accurate drawing.</p> <p>To experiment and explore using different pencil gradients.</p> <p>To develop and use observational skills to when drawing shapes and objects.</p>	<p>To understand how to make secondary colours from primary colours.</p> <p>To understand differences with warm/cool colours.</p> <p>Know which colours are predominantly used in cave paintings – natural colours</p> 	<p>To explain how concrete is used to make structures more stable.</p> <p>To experiment with newspaper and tape to create different reinforced structures – rolling, folding, layering, weaving</p> <p>To create a structure strong enough to hold a dictionary using just newspaper and tape.</p> <p>To consider how different interventions have impacted how we live.</p>	<p>To know what concrete/reinforced concrete are</p> <p>To understand the term ‘inventor’</p> <p>To be able to name the inventors and their inventions they have studied.</p>
<p>Vocabulary: primary colours, secondary colours, warm, cool, tint, tone, gradient, observation</p> <p>Artists: various prehistoric pictures</p>		<p>Vocabulary: inventor, waterproof, flexible, foldable, reinforced, weaved, rolled, layered, folded, stable, intervention,</p>	

Music (Sing Up)

Skills and Knowledge

Latin Dance (3.21)

- Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
- Sing the syncopated rhythms in *Latin dance* and recognise a verse/chorus structure.
- Working in small groups, sing a call-and-response song with an invented drone accompaniment.
- Play a one-note part contributing to the chords accompanying the verses.
- Compose a 4-beat rhythm pattern to play during the instrumental sections.

'March' from The Nutcracker (3.22)

- Develop active listening skills by responding to musical themes through movement.
- Understand the structure of rondo form (A-B-A-C-A).
- Develop a sense of beat and rhythmic pattern through movement.
- Experience call-and-response patterns through moving with a partner.

From a railway carriage (3.23)

- Improvise and explore a variety of ways in which words can be used to create music.
- Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect.

Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it.

Vocabulary

Latin Dance

Duration: beat, syncopation, 4 beats in a bar, rhythm pattern.
Pitch: melody, chords.
Structure: song (verse, chorus, instrumental), call-and-response.
Texture: accompaniment.
Timbre: piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos.
Style: Latin, salsa.
Other: Latin America.

'March' from The Nutcracker

Duration: beat.
Pitch: higher, lower.
Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer (an opening phrase that offers a musical question, which is followed by a different second phrase forming an answer), phrase.
Timbre: *staccato* (short, detached notes to create a 'spiky' sound/articulation).
Other: orchestral suite, ballet.

From a railway carriage

Duration: steady beat, repetition, rhythm.
Structure: pattern, fugue, round.
Texture: unison, layers, combining sounds.
Timbre: exploring sounds for intended effect, using words and voices musically.
Other: collaboration, rap, music NOT sound effects.

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p>Spring 1 – Dreams and Goals Recognise other people’s achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p>Spring 2 – Healthy Me Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do</p>	<p>Spring 1 – Dreams and Goals Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning progress and identify</p> <p>Spring 2 – Healthy Me Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of</p>	<p>Unit 3.3 – We are presenters Develop their web-based research skills structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area Record a piece to camera Edit a movie using static images and green screen footage Give constructive, critical feedback on recorded presentations.</p> <p>Unit 3.4 – We are who we are. create a number of structured presentations narrate presentations consider issues of trust and privacy when sharing information.</p>	<p>Unit 3.3 – We are presenters Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information. Use technology safely, respectfully and responsibly.</p> <p>Unit 3.4 – We are who we are. Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information. Use technology safely, respectfully and responsibly.</p>
<p>Vocabulary: Spr 1: Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Celebrate, Evaluate Spr 2: Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>		<p>Vocabulary: Unit 3.3 – camera roll, colour value, creative commons, green screen, pixel, resolution, rushes, search engine, ‘Ken Burns’ Unit 3.4 – comments, creative comments, data centre, outline, personal information.</p>	

Religious Education (R.E)- Herts Agreed Syllabus

Skills

Beliefs and practices - Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.

Sources of wisdom - Raise questions and suggest meanings to three examples of religious and moral stories, sacred writings or sources of wisdom. Identify their faith traditions and their impact on followers.

Symbols and actions - Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.

Prayer, worship and reflection - Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.

Identity and belonging - Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.

Ultimate questions - Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.

Human responsibility and values - Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.

Justice and fairness – Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

Knowledge

Spring 1 – How do festivals and worship show what matters to a Muslim? (3.3)

Ibadah: Islam

- Identify some beliefs about God in Islam, expressed in Surah 1.
 - Make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.
- Ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.

Vocabulary: Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid

Knowledge

Spring 2 – How do festivals and family life show what matters to Jewish people? (3.4)

God/Torah/God's people: Judaism

- Recap and deepen knowledge of Shabbat.
- Consider how different Jews today mark Shabbat.
- Understand that Jews are diverse – beginning to use the language of Orthodox and Progressive.
- Explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up an understanding of festivals and ideas of forgiveness, remembering, and freedom.

Vocabulary: Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, progressive, forgiveness

Physical Education (Complete PE)

Gymnastics: Symmetry and Asymmetry (3.31)

The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.

Vocabulary:

3.32: Excellent dancers, Expression, Creativity, Emotion, Motif, Character, Interconnecting

Games: Invasion: Basketball (3.32)

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.

Vocabulary:

3.42: Attacker, defender, dribbling, possession, triple threat, chest pass

Dance: Witches and Wizards (3.41)

The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together their choreography and characterisation skills to tell a story.

Vocabulary:

3.51: Excellent Dancers, Expression, Creativity, Emotion, Motif, Choreography, Character

Outdoor Adventure Activities: Orienteering (3.42)

The unit of work will develop pupils' ability to orientate a map, locate points in a set order. Pupils will follow the route they have been given to reach as many points as possible in an allocated time. Pupils will develop their ability to collaborate with others and work as a team to complete the challenges

Vocabulary:

3.52: Outwit, Space, Return, Recover, Baseline, Forehand, Rally, Out

French

Skills

Listening - Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Speaking - Communicate with others using simple words and short phrases covered in the units.

Reading - Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing - Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar - Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Knowledge

Instruments (3.3)
Name and recognise up to 10 instruments in French.
Attempt to spell some of these nouns with their definite article/determiner in French.
Learn how to say 'I play' + an instrument in French.

Fruits (3.4)
Name, recognise and remember up to 10 fruits in French.
Attempt to spell some of these nouns with their correct article/ determiner.
Ask somebody in French if they like a particular fruit.
Say what fruits we like and dislike in French.

Vocabulary



Les instruments

Nom		Classe	
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Unit Glossary

French	English	French	English
le	the (masculine)	la clarinette	the clarinet
la	the (feminine)	la harpe	the harp
les	the (plural)	le piano	the piano
la trompette	the trumpet	le triangle	the triangle
la batterie	the drums	le violon	the violin
la guitare	the guitar	les cymbales	the cymbals
la flûte à bec	the recorder	Je joue (du, de la, des)...	I play...



Les fruits

Nom		Classe	
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Unit Glossary

French	English	French	English
une pomme	an apple	les pommes	the apples
une fraise	a strawberry	les fraises	the strawberries
une pêche	a peach	les pêches	the peaches
une banane	a banana	les bananes	the bananas
une cerise	a cherry	les cerises	the cherries
une orange	an orange	les oranges	the oranges
une prune	a plum	les prunes	the plums
une poire	a pear	les poires	the pears
un kiwi	a kiwi	les kiwis	the kiwis
un abricot	an apricot	les abricots	the apricots
J'aime...	I like...		
Je n'aime pas...	I do not like...		