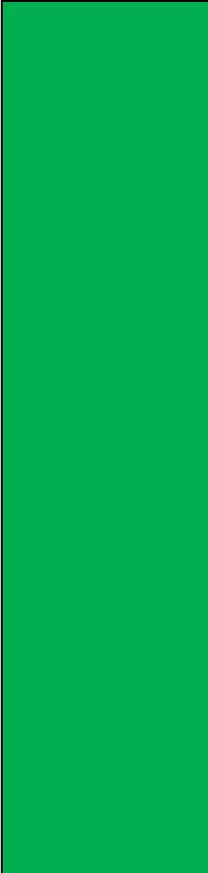


YEAR 3 BLUEBIRDS CURRICULUM MAP 2017-2018

Subject	Autumn	Spring	Summer
Behaviours For Learning	Active Listening, Concentration, Perseverance, Creativity, Curiosity, Critical Thinking		
Trips and visitors	Sarehole Mill visit	Professor McGinty	
History	The Stone Age	Ancient Egypt	
	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use dates and terms to describe events.
Geography	Great Britain study using atlases and globes.	Egypt	Mountains and Rivers Describe and understand key aspects of physical geography
	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a

	<p>describe features.</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 		<p>the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. 		<p>location.</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	
	<p>Art</p>	<p>Painting Cave paintings</p>	<p>Textiles Dye</p>	<p>Sculpture Egyptian death masks</p>	<p>Drawing Portraits</p>	<p>Collage Environmental art (Goldsworthy).</p>

	<ul style="list-style-type: none"> • Mix colours effectively. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line 	<ul style="list-style-type: none"> • Colour fabric. 	<p>Include texture that conveys feelings, expression or movement.</p> <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>Use different hardness' of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Create weavings. • Quilt, pad and gather fabric.
D & T	Mechanics Pulleys and levers –		Textiles – Design brief –		Electrical circuits Making a lighthouse	
Music	<p>Listen to music of different styles and genres and appraise music by answering a range of questions.</p> <p>Understand the importance of warming up voices, good posture and projection. Sing in an ensemble with the aim of producing a round sound, clear diction and control of pitch.</p> <p>Play musical instruments with increasing accuracy in solo and ensemble contexts. Build on understanding the basics of formal notation.</p> <p>Confidently perform rhythms and melodies using the voice or an instrument.</p> <p>Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</p>					
	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. 					

	<ul style="list-style-type: none"> • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <hr/> <ul style="list-style-type: none"> • Understand layers of sounds and discuss their effect on mood and feelings. 				
Science	Plants and Photosynthesis	Chemical Changes	Energy		
	<p>To work scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 				
	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped 	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. 	<ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of 	<ul style="list-style-type: none"> • Identify that humans and some animals have skeletons and muscles for support, protection and movement.

	<p>within sedimentary rock.</p> <ul style="list-style-type: none"> • Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • <i>Identify how plants and animals, including humans, resemble their parents in many features.</i> • <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited</i> 	

					<i>the Earth millions of years ago</i>	
PE	Games Gymnastics	Games Gymnastics Games Dance	Games Gymnastics Games Dance	Games Dance	Outdoor adventurous activity	Gymnastics
Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement	Number: Multiplication and Division Measurement Number: Fractions	Number: Multiplication and Division Measurement Number: Fractions	Number: Fractions Geometry: Properties of shape Measurement Statistics		
Computing	Technology in our lives Programming e-safety Multimedia	Programming Handling data e-safety Multimedia	Programming Handling data e-safety Multimedia	Technology in our lives Multimedia Programming Handling data		
PSHE	Values: Sept – Responsibility Oct – Tolerance We Belong	Values: Nov –Freedom Dec - Thoughtfulness Friends for life/keeping safe Anti – bullying week	Values: Jan - appreciation Feb - Caring Healthy lives Growing and changing – personal space	Values: March – Honesty April - Friendship Good to be me	Values: May - Perseverance Talk it through	Values: June – Courage July – Respect Joining in
RE	Sharing and Being Generous (Compassion) Ramadan, Harvest Creating Unity and Harmony The Hajj Caring for others, animals and the environment (compassion) Responsibility for the environment Participating and willing to lead (community) Christmas Story	Being Fair and Just (choice) The story of Jacob and Esau The Black Stone Being Accountable and living with integrity Prophets Promise The story of Adam and Eve Remembering Roots (Commitment) Passover Being loyal and steadfast (commitment) Easter	Being Fair and Just (choice) The story of Jacob and Esau The Black Stone Being Accountable and living with integrity Prophets Promise The story of Adam and Eve Remembering Roots (Commitment) Passover Being loyal and steadfast (commitment) Easter	Being open, honest and truthful (contemplation) Being silent and attentive to, and cultivating a sense for the Sacred and Transcendence (Contemplation) Being Courageous and Confident (commitment) Baisakhi Being hopeful and visionary (commitment) Martin Luther King		
French	Greetings Social conversations How they feel Numbers 1-12 Names and French names Saying and asking names	Numbers 13-20 Classroom instructions Fete de Rois – recipe Colours Shape Parts of the body Story: Un Grand Monster	Numbers 13-20 Classroom instructions Fete de Rois – recipe Colours Shape Parts of the body Story: Un Grand Monster	Numbers 21-31 Classroom instructions Pets and animals Habitats Handa's Surprise African animals		

	France Traditional tales from France Classroom instructions Christmas	Vert Transport and travel to France Easter traditions in France	Simple opinions
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Journey Tale Kassim and the Dragon	Tale of Fear Staying Out	Character Flaw King Midas	Fables The Cobbler of Krakow	Persuasive writing Incredible Himalayas	Wishing Tale The Tin Forest
		Non-chronological reports The Rainbow Dragon	Instructions How to catch a dragon	Diary Tutankhamen	Newspaper Egypt		Non-chronological reports Mountains
			Descriptive poetry			Shape/haiku/cinquain	
English : writing Transcription	Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes (ly, ation, un, de, in, im) <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Y3/4 list) • place the possessive apostrophe accurately in words with regular plurals • use the first two or three letters of a word to check its spelling in a dictionary <ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher • increase the legibility, consistency and quality of handwriting 					
	Hand						

English: writing Vocabulary, grammar and punctuation	Writing	<p>Pupils will be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause <ul style="list-style-type: none"> • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <ul style="list-style-type: none"> • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns <ul style="list-style-type: none"> • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Grammar will be taught explicitly: pupils will be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>Pupils will start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p>
	English Reading	Word Reading

Comprehension

- **Read for a range of purposes**
 - **Retell stories**
 - **Discuss words & phrases**
- **Identify themes & conventions**
- **Retrieve & record information**
- **Make inferences & justify predictions**
- **Recognise a variety of forms of poetry**
 - **Identify & summarise ideas**