

# YEAR 3 SUBJECT MAP

Term							
Subject	Autumn		Spring			Summer	
<b>English</b>	<u>TEXTS:</u> <b>The Secrets of Stonehenge</b> Narrative Poetry Adventure story  Non-fiction Instructions  Handwriting Cursive writing – which letters join.	<u>TEXTS:</u> Narrative Playscript  Writing – transcription Spellings.	<u>TEXTS:</u> Narrative Letter – formal  Non-fiction Non-chronological reports  Writing – transcription	<u>TEXTS:</u> Narrative Letter – informal Adventure story Poetry – classic - Haiku  Writing – transcription	<u>TEXTS:</u> Narrative Myths/Legends  Non-fiction Diary	<u>TEXTS:</u> Narrative- Classic text - Shakespeare  Non-fiction Poetry Explanations  Writing – transcription	

Maths	Term													
	Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number – Place Value	Number – Addition and Subtraction			Number – Multiplication and Division				Consolidation					
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation		
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity				Consolidation	

<p><b>Science</b></p>	<p><b>Animals including humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Rocks</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Light</b> 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 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 an opaque object Find patterns in the way that the size of shadows change.</p> <p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p><b>Forces and magnets</b> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance 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>
<p><b>D&amp;T</b></p>	<p><b>Design – Iron Age Fort</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for</p>	<p><b>Design - Parachute</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for</p>	<p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p>

	<p>example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Food D&amp;T</b></p> <p>Taste, evaluate and make traditional Egyptian food eg flat bread, hummus etc</p>	<p>example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>
<b>A&amp;D</b>	<p><b>Drawings (e.g. pencil, chalk, pastel, charcoal)</b></p> <p><b>Stone Age art</b></p> <p>Uses line and tone to represent things seen, remembered or observed.</p> <p>Explores shading, using different media.</p> <p><b>Sculpture</b></p> <p>Uses the technique of adding materials to create texture, feeling expression or movement (e.g. wrinkles on a portrait sculpture).</p> <p>Use clay to make prehistoric artefacts.</p>	<p><b>Printing – Rainforest art</b></p> <p>Explores colour mixing through printing, using two colours and a variety of materials.</p> <p>Uses printing to represent the natural environment. <b>Collage work</b></p> <p>Develops awareness of contrasts in texture and colour.</p>	<p><b>Paintings</b></p> <p>Introduces different types of brushes for specific purposes.</p> <p>Explores the effect on paint of adding water, glue, sand and sawdust.</p>
<b>History</b>	<p><b>British History</b></p> <p>Stone Age to Iron Age Britain including: hunter-gatherers and early farmers.</p> <p>Bronze Age religion, technology and travel.</p> <p>Iron Age hill forts.</p>		<b>Local History Project</b>
<b>Geography</b>		<p><b>Location / Place Knowledge</b></p> <p>Locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Compare and contrast UK with Europe.</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, globes etc.</p> <p>Compass skills – <b>8 points of a compass and keys.</b></p> <p><b>Physical Knowledge</b></p> <p>Describe and understand climate, rivers and water cycle.</p>

<b>Music</b>	<p>Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Control the voice when singing. Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p>Compose and perform melodies and songs. Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose, order, combine and control sounds with awareness of their combined effect</p> <p>Describe music using words such as duration, timbre, pitch beat, tempo, and texture. Use these words to identify where music works well and how it can be improved.</p>					
<b>PE</b>	REAL PE Dance	REAL PE Swimming.	REAL PE Swimming	REAL PE Swimming	REAL PE Athletics	REAL PE Rounders
<b>Computing</b>	<p>Use the internet safely and appropriately.</p> <p>Understand computer networks</p>		<p>Use the internet safely and appropriately.</p> <p>Collect and present data appropriately (blogging).</p> <p>Creating own eBook.</p>		<p>Use the internet safely and appropriately.</p> <p>Design and write programs to achieve specific goals including solving problems.</p>	
<b>RE</b>	Christianity		Islam Christianity		Judaism Islam	
<b>Languages</b>	<p><b>Meeting and Greeting</b> Intro to French – building confidence and enjoyment – cultural element. <b>Meeting and Greeting (continued)</b> Further intro – basic conversation. <b>Family names</b> <b>Numbers (1–10)</b> Recognition of different sounds – asking and responding to questions. <b>Asking and answering simple questions</b></p>		<p><b>Numbers (Age)</b> <b>Colours</b> Beginning to learn colours - develop pronunciation. <b>School Supplies</b> Learning names for everyday objects <b>Numbers (11-20)</b> <b>Developing pronunciation and intonation</b></p>		<p><b>Fruit and Vegetables</b> Further understanding of gender – understanding of plurals – develop listening skills and pronunciation. <b>Fruit and Veg (continued)</b> Asking and answering questions</p>	