

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (Geography/ History/Science)	Local Area (Stanmore and London)	River Thames: Thames	Stone age and Iron Age	Geography Theme: Map Work Trinidad & Tobago	Ancient Egypt	Geography Theme: Human V Physical Geography River Nile
Educational Trips or workshops	St John's Church, Stanmore	River Thames Cruise	Museum of London Prehistory Shadow Puppet Show	Natural History Museum story workshops	UCL Petrie Museum Mummification workshop British Museum workshop	Museum of Docklands Mud Larking
Enquiry Question/ Hook into learning	How was Stanmore different in the past?	Where would be the best place to start a trading business in the UK?	What was life like in the prehistoric era?	What geographical features would make you want to move to a Caribbean island?	What was life like in Ancient Egypt?	How do cities in Egypt benefit from the River Nile?
English focus	The Very Best of Aesop's Fables - Margaret Clarke War and Peas - Michael Foreman I'll Take you to Mrs Col - Nigel Gray The Dragon Machine - Helen Ward The Great Kapok Tree - Lynne Cherry The Twits – Roald Dahl (playscripts) The town mouse and the country mouse		The True Story of the Three Little Pigs - Jon Scieszka The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas Jim and the Beanstalk - Raymond Briggs The Lost Happy Endings - Carol Ann Duffy The Stone Age Boy		The Snow Dragon - Vivien French The Iron Man – Ted Hughes The Green Ship - Quentin Blake The Egyptian Cinderella – Shirley Climo	
Grammar/ Punctuation S- sentence P- punctuation T-Text	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after,	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of] T1: Introduction to paragraphs as a way to group related material	

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	T1 Introduction to paragraphs as a way to group related material T3 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] P1 Introduction to inverted commas to punctuate direct speech	prepositions [for example, before, after, during, in, because of] T1 Introduction to paragraphs as a way to group related material T2 Headings and sub-headings to aid presentation	[for example, before, after, during, in, because of] T1: Introduction to paragraphs as a way to group related material	during, in, because of T1 Introduction to paragraphs as a way to group related material T2 Headings and sub-headings to aid presentation P1 Introduction to inverted commas to punctuate direct speech	P1: 1 Introduction to inverted commas to punctuate direct speech	
Spellings	Words with the long /eɪ/ sound spelt with ei (eight, eighth, weight) Words with the long /eɪ/ sound spelt with ey (they, grey, survey) Words with the Long /eɪ/ sound spelt with ai (straight) Words with the Words with /e:/ sound spelt with ear (earth, early, learn, heard) Homophones & near homophones (here, hear, mail, male, berry, bury)	Creating adverbs using the suffix -ly (no change to root word) (kindly, quickly, safely) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) (happily, angrily, messily) Creating adverbs using the suffix -ly (root word ends in 'le') (gently, simply, possibly), probably	Words with short /i/ sound spelt with 'y' (myth, gym, Egypt) Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) (gardener, offering, focusing) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than	Homophones & Near Homophones (grate, great, grown, groan, rode, road) Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') (bicycle, reappear, rebuild) Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (league, rogue, antique, unique) Words with a /sh/ sound spelt with 'ch' (chef,	Words ending in -ary (library, February, ordinary) Words with a short /u/ sound spelt with 'o' (woman, wonder, shovel) Words with a short /u/ sound spelt with 'ou' (enough, young, double) Word families based on common words, showing how words are related in form and meaning (instruct, structure, telescope,	Words ending in the suffix -al (natural, actual, capital) Words ending with an /zher/ sound spelt with 'sure' (treasure, measure, pressure) Words ending with a /cher/ sound spelt with 'ture' (picture, nature) Silent letters (island, answer, build, guide, surprise)

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		Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') (Actually, accidentally, occasionally) Creating adverbs using the suffix -ly (exceptions to the rules) (truly, daily, shyly) Statutory Spelling Challenge Words (believe, appear, often, women)	one syllable (stressed last syllable - double the final consonant) (forgetting, occurred, beginning) Creating negative meanings using prefix mis- (misspell, mislead, misheard) Creating negative meanings using prefix dis (disappear, disbelieve, dishonest) Words with a /k/ sound spelt with 'ch' (scheme, character, stomach)	machine, parachute) Statutory Spellings Challenge Words (address, busy, extreme, fruit)	microscope, press, compress, suppress)	
Maths	Measurement (Time) Number and place value Adding and subtracting	Multiplication and Division Fractions Properties of shapes Problem solving and consolidating	Adding and Subtracting (estimating) Measurement (length m/cm/mm) Statistics Multiplication	Properties of shapes (angles and turns) Measurement (Mass kg/g) Fractions Place value Adding and subtracting (money)	Statistics Multiplication and Division Measurement (capacity/time)	Adding and subtraction (money) Fractions
Science	Forces and Magnets	Light	Animals including humans	Science Capital and Working scientifically skills	Plants	Rocks
Art/DT	Cityscapes	Cookery – Afternoon tea Cakes	Cave Paintings	Carnival float accessories	Sewing – Egyptian neck collars	Egyptian art

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		and Sandwiches		(Pneumatics)		
Computing	Online safety	Word Processing	Internet Research and Multimedia presentations	Communication	Code.org Coding	Scratch coding
Music	Beat/Rhythm	Pentatonic Scales	Programme Music/ Chrome Music Lab	Year 3,4,5 show	Ancient Egypt – song structure	Pitch
PE	Gymfit Circuits	Groovy Gymnastics	Fitness Frenzy	African Dance	Multi-Skills	Might Movers
MFL	Greetings. - Name. - Alphabet. - “El Día de los Muertos”.	- Numbers (0-10). - Age. - Days of the week. - Christmas in Spain.	- Pets. - Indefinite articles. - Verb “tener” (to have).	- Colours. - Adjectival agreement. - Verb “ser” (to be). - Easter in Spain.	- Classroom instructions. - Numbers (11-20). - Sound-spelling links.	- Items in a pencil case. - Negative sentences with “tener”. - A survey.
PSHE	Theme: Rights and Responsibilities What are we responsible for?	Theme: Feelings and Friendship How can we describe our feelings?	Theme: Safety and Risk What are the rules that keep us safe?	Theme health How can we eat well?	Theme: Money Wht does being enterprising mean?	RHE
RE	What do Christians when they pray and why? Christianity	What can we learn from the life of Buddha about being happy? Buddhism	Should holy books be treated differently from other books? Islam	What are the most important religious artefacts and symbols? How do they show what we believe? Judaism	What do faith groups mark naming ceremonies? Hinduism / Christianity	What role does food play in religion? Islam and one other faith - Jain