

CLASS 3 CURRICULUM MAP

		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / text books and dictionaries (NC p 35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
Speaking and listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Earth and Space Properties of Materials	Forces Living things and Habitats	Changes of Materials Animals Including Humans
		Working Scientifically – on going across the year		
Computing		Computer Science – Understand the importance of e-safety, design, write and debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs IT - collect data, analyse and evaluate information, select a variety of software to accomplish given goals Understand opportunities that computer networks offer for communication Digital Literacy - identify a range of ways to report concerns about content	Computer Science - use repetition in programs IT - presentation Digital Literacy - recognise unacceptable/unacceptable behaviour	Computer Science - control or simulate physical systems IT - select a variety of software to accomplish given goals, select, use and combine internet services Digital Literacy -understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected
History		What were the achievements of the Shang dynasty? NC reference: Achievements of earliest civilisations Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences, utility)	Why did the Romans march through County Durham? NC ref: A Local history study Focus: Key features of Roman Britain, buildings etc army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist’s views, built	Were the Vikings vicious? NC Ref: The Viking and Anglo-Saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation NB timeline links
Geography		What can we discover about Europe? Geographical knowledge (location, places, features and processes) Location of key countries, capitals and physical features in Europe. Location of climate zones and an introduction to biomes. Place knowledge, key human and physical characteristics. Understanding of similarities and differences, interactions Developing knowledge of differences across Europe – relief, climate, different biomes. Use of geographical information Developing use of atlas maps, thematic maps and GIS, geographical information from research. Field work and geographical skills Sketch/photographic annotation. Geographical communication: Describing places geographically.	What happens when the Land meets the Sea? Knowledge of locations, places, their features human and physical, processes and key terminology: Physical processes that shape the coast. Coastal protection and management effectiveness. Understanding of geographical similarities and differences, interactions of people, processes and places: coastal processes and the impact on people and landscapes Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork Working like a geographer, fieldwork: planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation.	Why does Italy shake and roar? Knowledge of locations, places and their features: The location of Italy – identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places. Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples). Physical and Human Geography: describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use. Working like a geographer, use of geographical information from different types of maps, atlases and other information

			sources: gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW.
	Geographical skills and fieldwork –on going across the year		
D.T.	Mechanism - make a moving character using pneumatics	Control - design and make an alarm– something which triggers a light or buzzer to come on	Cooking and Nutrition
Art and Design	Investigate the Shang bronze manufacturing process and the amazing Shang bronze vessels. Create vessels.	Artists – Famous Artist Van Gogh Drawing and printing - mining	Find out about Viking writing, sagas and legacy through a range of tasks including painting, mod-roc modelling, poetry, and message making.
Music	Word rhythms (counting syllables) repeat, create textures. (say – play in ensemble) Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features..)		Ukelele
MFL	L'argent de Poche (Pocket Money) In this unit, children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.	Raconte-moi une histoire! (Tell Me a Story!) In this unit children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives, revise how to make simple feminine agreements and give instructions to each other. The unit is based on a song that tells the story of Sleeping Beauty.	Le Carnaval des animaux ('Carnival of the Animals') This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour (analogue only).
P.E.	Dance Gymnastics Swimming	Swimming Games Football	Cricket Athletics
R.E.	Ourselves Sacramental preparation (Reconciliation) Hope	Mission Sacramental preparation (The Mass) Sacrifice	Transformation Freedom & Responsibility Stewardship
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		