

	Year 3 Federation of Westleigh Infants and Backwell C of E Junior School Curriculum Grid					
	Autumn		Spring		Summer	
School values	Diversity across the curriculum					
	Respect	Challenge	Aspiration	Responsibility	Confidence	Self-esteem & celebration
Enrichment	Stone Age WOW day (school based)		Rainforest visitor (WOW day – Geography)		Egyptology visitor (WOW day – History) Tyntesfield trip – Science focus (plants)	
English	We will be reading: <ul style="list-style-type: none"> The Minpins by Roald Dahl Into the Forest by Anthony Browne The Iron Man by Ted Hughes We will be writing: <ul style="list-style-type: none"> Setting and character descriptions Story opening Overcoming the monster story Story ending prediction Recount (diary entry) Persuasive letters Shape poem 		We will be reading: <ul style="list-style-type: none"> The Iron Man by Ted Hughes The pebble in my pocket by Meredith Hooper How to wash a woolly mammoth by Michelle Robinson Stone Age boy by Satoshi Kitamura We will be writing: <ul style="list-style-type: none"> Non-chronological report Recount text Free verse poem Instructions Setting and character descriptions Story ending prediction 		We will be reading: <ul style="list-style-type: none"> The miraculous journey of Edward Tulane by Kate DiCamillo Jemmy Button by Alix Barzelay We will be writing: <ul style="list-style-type: none"> Recount (diary) A lost and found story Discussion text Setting description Free verse poem Explanation text Playscripts 	
Maths: White Rose Maths	Number: Place value We will be: <ul style="list-style-type: none"> Working with numbers up to 1000 including ordering, rounding and counting in multiples of 100. Addition & subtraction We will be: <ul style="list-style-type: none"> Adding and subtracting 1s, 10s and 100s. Using a formal written method to add and subtract numbers with up to 3-digits (with regrouping). Multiplication and division We will be: <ul style="list-style-type: none"> Learning and working with our 3, 4 and 8 times tables. Applying times tables to division problems. 		Number: Multiplication & division We will be: <ul style="list-style-type: none"> Applying our times tables knowledge to a formal written method for multiplying 2-digit by 1-digit numbers. Learning to divide a 2-digit and 1-digit number with remainders. Measurement: Length & perimeter We will be: <ul style="list-style-type: none"> Converting equivalent lengths (mm, cm and m) Adding and subtracting lengths Measure and calculate perimeter Mass & capacity We will be: <ul style="list-style-type: none"> Measuring mass and capacity (Kg, g, l, ml) Adding and subtracting mass and capacity Fractions We will be: <ul style="list-style-type: none"> Recognising and counting in 10ths Finding fractions of objects and amounts Recognising equivalent fractions Adding and subtracting fractions 		Number: Fractions We will be: <ul style="list-style-type: none"> Recognising and counting in 10ths Finding fractions of objects and amounts Recognising equivalent fractions Adding and subtracting fractions Measurement: Time We will be: <ul style="list-style-type: none"> Learning to tell the time to the 5 minutes Using the 24-hour clock Money We will be: <ul style="list-style-type: none"> Recognising all coins and notes. Learning how to solve money problems and calculate change. Geometry. Shape: We will be: <ul style="list-style-type: none"> Looking at different angles Exploring the properties of 2D and 3D shapes. Statistics	
History: LSP	Changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> The Stone Age Continuity and change What changed in Britain during the Stone Age? Occupation, Trade, Migration and Settlement Technology and Innovation 		Changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> The Iron Age Continuity and change How did life change in Britain during the Bronze and Iron age? War, Conflict and Peace Occupation, Trade, Migration and Settlement 		The achievements of the earliest civilisations <ul style="list-style-type: none"> Ancient Egyptian Beliefs Similarity and difference What were the beliefs of the Ancient Egyptians and how are these different to what different religions believe today? Empires and civilisations 	
Geography	Where we Live – The South West <ul style="list-style-type: none"> Know the countries of the UK and regions of England Identify major settlements and cities in the UK Know the county where I live and surrounding counties Recognise human features in the UK and key landmarks Recognise physical features in the UK and specifically those in my region Use a compass to read a map Understand and use a map key Use a 4 figure grid reference to read a map Know the key topographical features of the UK Identify the key human and physical features of my region 		Rainforests <ul style="list-style-type: none"> What is significant about the location of the planet's rainforests? Can we locate the equator and the tropics? Locating South America What is a biome? What are the different layers of the rainforest and which creatures live in each? How have animals adapted to survive in the rainforests? What is the climate and weather like in the rainforests? Why is it called a 'rainforest'? How are humans impacting the rainforests? How is this affecting climate change? 		Land use and settlements - Human geography, <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Science	Animals including humans: <ul style="list-style-type: none"> Do all animals eat the same things? How do I know if I am eating the right diet? Why do we need bones? What can we learn from skeletons? Can you improve your muscle strength? Light and shadows: <ul style="list-style-type: none"> Why can't I see in the dark? What types of materials are reflective? What do I see in the mirror? How are shadows formed? 		Rocks, fossils and soils <ul style="list-style-type: none"> Do all rocks look the same? How are rocks formed? What are fossils? Who was Mary Anning? Where does soil come from? Forces and Magnets <ul style="list-style-type: none"> Can I identify pushes and pulls? What is friction? How do magnets behave? Are all materials magnetic? 		Plants <ul style="list-style-type: none"> Do all flowering plants look the same? What do plants need to grow well? Do plants need _____ to grow? Do plants need water? How is water transported around the plant? How do plants spread their seeds? 	

	<p>● Why do shadows change throughout the day?</p> <p>Religious books What different kinds of writing and story are there? Why are these important to religions and beliefs? What are the best ways of passing on information? Where do the most special kinds of writing and stories come from? How do communities show that they value special books and writings? How do religious books influence the lives of their followers?</p> <p>Christmas: Christmas in a Box (link with our local church) <u>Key Question:</u> Who are the key characters in the Christmas story? <u>Focus:</u> Mary and the Wise Men <u>Christian Message:</u> Everyone is special!</p>	<p>● Which magnet is the strongest?</p> <p>Islam What does it mean to belong to Islam? How do members of this faith celebrate and live out their beliefs?</p> <ul style="list-style-type: none"> • Their main festivals and practices • The five pillars of Islam • Islamic artefacts • Drawing comparisons between Islam and Christianity <p>Easter: Servant and King <u>Key Question:</u> Why do Christians call the day Jesus died 'Good Friday'? <u>Focus:</u> Good Friday from Mary's point of view <u>Christian Message:</u> Resurrection of Jesus and his victory over death and sin and the celebration of Easter</p>	
RE			<p>Life and teachings of Jesus Who is Jesus and what does it mean to follow him today? What did Jesus teach us about love, sin, revenge, greed, making a difference and prayer? Why might Christmas be important to ourselves as well as other Christians? How do the teachings of Jesus help Christians to live their lives?</p> <p>Pentecost: Symbols and Celebrations <u>Key Question:</u> How do Christians represent the Holy Spirit in colours and symbols? <u>Focus:</u> The story of Pentecost. <u>Christian Message:</u> The coming of the Holy Spirit is a joyful event for Christians.</p>
PSHME: Jigsaw	<p>Being Me in my World Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives</p> <p>Celebrating difference Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments</p>	<p>Dreams and goals Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting</p> <p>Healthy Me Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important online and off line scenarios, Respect for myself and others, Healthy and safe choices</p>	<p>Relationships Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends</p> <p>Changing Me How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition</p>
Computing: Teach Computing	<p>E-Safety: Self-image and identity. Online relationships.</p> <p>Term 1: Creating media - Stop-frame animation</p> <p>Term 2: Connecting computers - Computing systems and networks –</p>	<p>E-Safety: Online reputation, online bullying and managing online information.</p> <ul style="list-style-type: none"> • Term 3: Programming A - Sequencing sounds – Scratch! • Term 4: Data and information – Branching databases 	<p>E-Safety: Health, wellbeing and lifestyle. Privacy and security. Copyright and ownership.</p> <ul style="list-style-type: none"> • Term 5: Creating media – Desktop publishing • Term 6: Programming B - Events and actions in programs
PE: Complete PE	<p>Term 1: Invasion games and Mindfulness</p> <p>Term 2: Net and Wall & dance</p>	<p>Term 3: Invasion Games (handball) & Gymnastics</p> <p>Term 4: Swimming lessons & Athletics</p>	<p>Term 5: Swimming lessons & Striking and Fielding</p> <p>Term 6: Swimming lessons & Communication and Tactics</p>
Art	<p>Key skills: Drawing, line and painting/colour. Focus artists: Quentin Blake (illustration) Julian Opie + Kimmy Cantrell (portrait work)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Use sketchbooks to plan and develop ideas. • Learn about focus artists. Analyse and appraise their work <ul style="list-style-type: none"> • Illustrate a character from the Minpins • Replicating an artist's work • Understand how to use watercolours in different ways. • Explore the use of different brushes • Blend colours to imitate a sunrise/set <ul style="list-style-type: none"> • Develop line skills through shading and tone and understanding of sketching pencils. • Compare the work of 2 different artists (Cantrell and Opie) • Draw faces with increasing accuracy • Mix colours with increasing accuracy. 	<p>Key skills: Collage Textile Focus artists: Jessica Coote (Textile landscapes) Henri Matisse (Abstract collage)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Use sketchbooks to plan and develop ideas. • Learn about focus artists. Analyse and appraise their work • Identify and isolate shapes within an art piece • Cutting • Composition - Use abstract shapes to create an artwork inspired by the rainforest 	<p>Key skills: Form (3D sculpture) Printing (rainforest prints) Focus artist: Picasso (clay sculpture focus)</p> <p>Angie Lewin</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Use sketchbooks to plan and develop ideas. • Learn about focus artists. Analyse and appraise their work • Use clay to create a sculpture inspired by Picasso's work • Understand different printing techniques • Create a plant inspired monoprint. • Imitate an artists' use of colour
DT	<p>Photo frames Construction: Cutting, joining and strengthening</p> <p>Photo frames from cardboard and paper</p>	<p>Rainforest headbands Design and make a rainforest headband <i>Artificial context:</i> design to be meaningful to a tribe (Link to Rainforest unit)</p> <ul style="list-style-type: none"> • Develop sewing skills – including simple running stitches • Develop ideas for and design a rainforest inspired headband (sewing) • Create a rainforest headband using different stitches and patterns 	<p>Pop up cards Mechanisms: pivots, levers, flaps</p> <p>Design a healthy sandwich Food technology – plan and make a healthy sandwich</p>
Music	<p>Term 1: Let your spirit fly (singing unit):</p> <p>Term 2: Glockenspiels: Exploring and developing playing skills</p>	<p>Term 3: Rainforest percussion</p> <p>Term 4: Three little birds – singing unit</p>	<p>Term 5: The Dragon song – singing and performing</p> <p>Term 6: Reflect, rewind and replay.</p>
French: Language Angles	<p>Term 1: J'apprends le français (I Am Learning French)</p> <p>Term 2: Je peux... (I Am Able...)</p>	<p>Term 3: L'ancienne histoire de la Grande-Bretagne (Ancient Britain)</p> <p>Term 4: Les animaux (Animals)</p>	<p>Term 5: Les fruits (Fruits)</p> <p>Term 6: Les légumes (Vegetables)</p>

