

# Cleves School Curriculum Map

## Year 3 - SUMMER 2017

### 'GLOBAL AWARENESS - South America'

#### Maths

##### Week 1 - Place Value

- Compare and order numbers up to 1000 and recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Solve number problems and practical problems with number and place value from the Year 3 curriculum

##### Week 2 - 4 Addition and Subtraction

- Mentally add and subtract numbers including a 3-digit number with ones, tens or hundreds moving on to column methods with up to 3-digits
- Solve problems involving addition and subtraction and use methods to check these (inverse operation and rounding)
- Add and subtract amounts of money to give change, recording £ and p separately

##### Week 5 - Shape

- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Describe and draw 2-D shapes using accurate language, including lengths of lines and angles greater or less than a right angle
- Recognise 3-D shapes in different orientations and describe them

##### Week 6 - 7 Multiplication & Division

- Multiplication and division involving the 2,3, 4, 5, 8 and 10 x tables (2-digit numbers x1- digit numbers)
- Use mental methods and progress to formal written methods (expanded method of multiplication and chunking method of division)
- Solve calculation problems involving multiplication and division

##### Week 8 - Measurement (time)

- Tell and read the time to the nearest minute on analogue clocks, 12 and 24 hour clocks, including Roman numerals
- Understand and apply the number of seconds/minutes/days in a month/days in year or leap year
- Record and compare time in terms of seconds, minutes and hours

##### Week 9 - 10 (Multiplication, Division and Fractions)

- Finding fractions of amounts and solving word problems involving fractions
- Counting up and down in tenths
- Expanded and formal methods of multiplication

##### Week 11 - Measurement (capacity)

- Converting between units of capacity to measure and compare and knowing what  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  litre is in millilitres
- Reading scales and interpreting marked and unmarked intervals
- Adding and subtracting using litres and millilitres

##### Week 12 - Statistics

- Interpret & present data in bar charts, pictograms and tables
- Solve problems with one or two steps using scaled bar charts, pictograms and tables
- Continue to count the number of objects in each category and sort the categories by quantity

## Literacy

### Reading

This will be monitored through weekly guided reading sessions with the class teacher and written comprehensions

- To recall and summarise the main points in a text
- To begin to predict what happens next
- To express and justify their own opinions
- Answer questions in response to a text and provide evidence to support this

### Writing

- **Legends** - Reading the legend of St George and the Dragon before rewriting the story in the first person from the viewpoint of St. George.
- **Formal & informal letters** - based on 'The Jolly Postman' (address, sign off etc. )
- **Language and wordplay** - read, compare and perform a range of poetry forms. Creating sense poems based on the rainforest.
- **Non-chronological report** - linked to the rainforest.
- **Creative description** - stimulus under review

### SPaG - Spelling, Punctuation and Grammar

- To understand the rules for spelling plurals dependent on the spelling of the root word
- To understand and apply the rules for adding 'er' and 'est' endings to adjectives in order to make comparisons
- To understand and apply the rules for applying 'ed' and 'ing' endings
- To use the first three letters of a word to locate a word in a dictionary efficiently in order to find its meaning or check its spelling
- Year 3 common exception words
- To know and spell words with the /c/ sound spelt ch
- To know and spell words with the /sh/ sound spelt ch
- To spell a range of homophones and understand the context in which to use each one
- To know and spell words including the short /i/ sound spelt y e.g. Egypt, gym
- To be able to add the prefix 're', 'anti', 'sub', 'super' and understand how this modifies the meaning of the root word
- Using the apostrophe for possession and for plurals
- Identifying verbs, nouns, adjectives, adverbs and determiners in a range of texts
- Using inverted commas accurately for direct speech

## Computing

**Coding** - using Lego to develop programmes, children learn to:

- Apply their understanding of programming to build and move lego models.
- Write simple computer programs that accomplish specific goals;
- Design simple algorithms and use simple logic to explain why an algorithm doesn't work;
- Use forever loops in algorithms; Find errors in own algorithms and correct them (debugging);
- Write computer programs that control physical systems (e.g. move a lego model)

**Digital citizenship** - children continue to develop their understanding of various elements surrounding digital safety including:

- Knowing what to do when concerned about content or being contacted;
- Treating others kindly online;
- Having an awareness of the issues surrounding cyberbullying

**Google-**

- Children create a personal Google site through which they can embed documents
- Use a Google form to evaluate a topic
- Completion of Google Skills progression badges
- Use Google sheets to create a spreadsheet

## Science

**Plant Life cycles & Helping Plants Grow** -

- Children plant seeds and consider the conditions needed for growth.
- They observe the changes as their plants grow in our flower beds.
- They learn about the life cycle of a flowering plant both in class and on the Sayers Croft residential trip.

**Habitats** -

- We define what a habitat is and investigate habitats within the school environment to understand the range of plant and animal species found there.
- The children will investigate mini-beasts and the habitats that they choose to live in.

## PSHE/Philosophy

- Identifying different communities we belong to and how we demonstrate we belong to them
- Deforestation in South America and how our actions affect others
- Transition sessions with Year 2.
- Mental Health and Wellbeing - how we feel about change (linked to moving into Year 4).

## Geography/History

- Children will study some physical and social aspects of South America, including looking in detail at the rainforest.
- They will compare their lives with those of a child living in a village on the edge of the Amazon.
- They will consider the impact of man's actions on the rainforest - deforestation, uncontacted tribes, endangered species.

## RE

- What happened during Jesus' last week on Earth? (continued from before Easter holidays)
- How do Christians celebrate milestones in life? - Baptism. Includes visit to St Mary's Church
- Why do Christians make promises in marriage?

<p style="text-align: center;"><b>PE/Games</b></p> <ul style="list-style-type: none"> <li>• Athletics (running, throwing and jumping)</li> <li>• Striking &amp; Fielding (bowling, throwing, batting)</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <p><b>Self portraits</b></p> <ul style="list-style-type: none"> <li>• Children will look at the work of Freida Kahlo</li> <li>• They will learn how to draw a self portrait using the dimensions of their faces and experimenting with ways in which surface detail can be added to drawings.</li> <li>• They will design a background of rainforest leaves, vines and flowers, incorporating those collected from digital sources.</li> <li>• Children will mix colours and use tints and shades to create their background collage of leaves and self portait - multi media e.g. oil pastels, watercolours and paints.</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Design Technology</b></p> <p><b>Baking a bread of South American orgin</b></p> <ul style="list-style-type: none"> <li>• Children will have to select the right tools to slice, mix, spread, bake and knead</li> <li>• they will weigh ingredients to an appropriate level of accuracy</li> <li>• gain an understanding that different foods are produced in different areas of the world</li> </ul>		
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music to influence thoughts</li> <li>• Composing and editing music using Garageband</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Performing a conversation</li> <li>• Alphabet</li> <li>• Household items</li> <li>• Prepositions IN and ON</li> <li>• Snacks</li> <li>• 21-30</li> <li>• Dates</li> </ul>			
<p style="text-align: center;"><b>Dates for your diary</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p><b>1st May</b> - Bank Holiday</p> <p><b>29th May - 2nd June</b> - Half -term</p> <p><b>7th June</b> - Y3 Residential information evening</p> <p><b>29th June</b> - Lower School Sports morning</p> <p><b>30th June - 2nd July</b> - Year 3 Residential trip to Sayers Croft</p> <p><b>5th July</b> - Induction Day (Y3 - Y4 classes)</p> <p><b>7th July</b> - PTA discos</p> <p><b>21st July</b> - End of term (1:45pm)</p> </td> <td style="width: 50%; border: none;"> <p><b>16th May</b> - Fete in the Field</p> <p><b>5th June</b> - INSET Day</p> <p><b>30th June</b> - PTA summer Sundowner</p> <p><b>3rd July</b> - Post trip rest day</p> <p><b>7th July</b> - annual report to parents</p> <p><b>11th July</b> - Drop in for parents</p> </td> </tr> </table>			<p><b>1st May</b> - Bank Holiday</p> <p><b>29th May - 2nd June</b> - Half -term</p> <p><b>7th June</b> - Y3 Residential information evening</p> <p><b>29th June</b> - Lower School Sports morning</p> <p><b>30th June - 2nd July</b> - Year 3 Residential trip to Sayers Croft</p> <p><b>5th July</b> - Induction Day (Y3 - Y4 classes)</p> <p><b>7th July</b> - PTA discos</p> <p><b>21st July</b> - End of term (1:45pm)</p>	<p><b>16th May</b> - Fete in the Field</p> <p><b>5th June</b> - INSET Day</p> <p><b>30th June</b> - PTA summer Sundowner</p> <p><b>3rd July</b> - Post trip rest day</p> <p><b>7th July</b> - annual report to parents</p> <p><b>11th July</b> - Drop in for parents</p>
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