

Cleves School Curriculum Map

Year 3 - SPRING 2017

'ANCIENT EGYPT'

Maths

- **Number**

- Count from 0 in steps of 4, 8, 50 & 100; finding 10 or 100 more; read & write numbers up to 1000
- +/- mentally up to 3 digits + ones/tens; column +/- up to 3-digit numbers; estimate & check; +/- small amounts of money to give change; use both £ and p in practical contexts
- Know and use \times/\div facts for 3, 4 and 8x tables; use this knowledge to write mathematical statements
- Count up & down in tenths; recognise, find & write simple fractions of a discrete set of objects; recognise and use simple fractions as numbers;
- Recognise & show, using simple diagrams, simple equivalent fractions with small denominators; +/- simple fractions with the same denominator
- Compare & order simple unit fractions and fractions with the same denominator

- **Geometry**

- Draw simple 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations
- Recognise that angles are a property of shape and a measure of turn; identify right angles; identify whether angles are $<$ or $>$ a right angle;
- Identify horizontal & vertical lines and pairs of perpendicular or parallel lines

- **Measurement**

- Measure, compare, +/- simple lengths, mass, volume and capacity
- Measure the perimeter of 2D shapes
- Tell and write time from an analogue clock, Roman numerals to XII, 12 and 24 hour clocks; read & estimate time to nearest minute; know key facts involving time; compare duration of events

- **Statistics**

- To compare, interpret and present data using bar charts, pictograms and tables.
- To accurately solve simple one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Problem solving and Investigations: children will investigate and solve numerical and real-life problems involving all the above.

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
- In response to a text and provide evidence to support this

- **Writing -**

- To use features of 'dialogue & plays' to compose their own scene for the end of 'Rhodipis & the Falcon Song'
- To use features of instructional writing to create a set of instructions on how to mummify a body.
- To write a narrative story twisting a traditional fairy tale
- Use the features of an information text to produce a poster about the British Museum
- Use the features of non-chronological writing to write a report on the subject of dragons.

- **SPAG - Spelling, Punctuation and Grammar**

- To use correct grammar terminology
- To use adverbs
- To understand the rules for spelling plurals dependent on the spelling of the root word
- To understand the comparative and superlative forms
- To understand and apply 'ed' and 'ing' endings
- Year 3 common exception words
- Words with the /c/ sound spelt ch
- Words with the /sh/ sound spelt ch
- Homophones
- The short /i/ sound spelt y e.g. Egypt, gym
- Adding the suffix '-ion, an'
- Adding the prefix '- re'

Computing

Coding

- Design simple algorithms
- Write simple algorithms that accomplish specific goals
- Use sequences in algorithm
- Find errors in own algorithms and correct them (debugging)

Research

- How to locate the most relevant websites for research
- Gathering of specific digital content for their enquiry
- Use Google presentation to present findings

Digital Safety

- Understand the importance of communicating safely
- Know what to do when concerned about content encountered on the Internet or being contacted

Comic Life

- Use iPads to create a digital presentation
- learn the significance of copyright while creating presentation

Science

Forces & Magnets

- 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 but 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 and predict whether two magnets will attract or repel

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- 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

PSHE/Philosophy	Geography/History	RE
<p>Good to be Me</p> <ul style="list-style-type: none"> SEAL unit based on children becoming more self-aware, managing feelings and becoming more assertive. <p>Going for Goals</p> <ul style="list-style-type: none"> New Year's Resolutions SEAL unit focused on celebrating pupils' achievements and identifying areas they want to further improve on and their steps to success. 	<ul style="list-style-type: none"> Children will examine evidence to find out what life was like in Ancient Egypt. They will visit the British Museum to help them understand the difference between primary and secondary sources. They will use different sources and artefacts to understand that we learn from objects that have survived and interpret these to learn further about life in Ancient Egypt. They will follow their own line of enquiry to become class experts on a particular aspect of Ancient Egypt.. Children identify and locate Egypt within the world and the African continent. They trace the course of the River Nile and learn about the effect of the Aswan Dam 	<p>How did it all begin?</p> <ul style="list-style-type: none"> Children will read and discuss the Christian story of Creation as laid out in Genesis to understand that Christians believe in God as the Creator. There will also be the opportunity to explore creation stories from other cultures as well as look at the role of science in explaining the origins of the world. <p>The story of Moses.</p> <ul style="list-style-type: none"> Children will learn about the life of Moses including stories from the Bible such as Moses and the burning bush, the plagues and Moses' visit to the Pharaoh. <p>What happened during Jesus' last week on Earth?</p> <ul style="list-style-type: none"> Children will learn about the Easter story and the events of Holy Week, symbols associated with Easter and their links to Christian beliefs.

<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children will experiment with different effects and textures to create paint effects similar to those used by the Egyptians. • Children will experiment with different grades of pencil to draw different forms and shapes. • Experiment with ways in which surface detail can be added to drawings. <p>Containers</p> <ul style="list-style-type: none"> • The children will plan, design and make a model of a canopic jar, using observation and acquired knowledge to inform their design choices • They will learn how to join clay adequately, using slip and construct a simple base for extending and modelling other shapes • They will learn how to create surface patterns and textures, using a variety of implements 	<p style="text-align: center;">PE/Games</p> <p>Invasion games</p> <ul style="list-style-type: none"> • Learning skills of passing, receiving, intercepting and team playing through a carousel of sports focus including hockey, rugby, basketball, netball and football (we will continue the carousel of FA coaching) <p>Dance</p> <ul style="list-style-type: none"> • Children will develop, revise and rehearse sequences of movement to represent and interpret life in Ancient Egypt <p>Gym</p> <ul style="list-style-type: none"> • Children will develop and refine sequences of movement that build on earlier balances. They will focus on how they travel across the equipment. 	<p style="text-align: center;">Design Technology</p> <p>Moving monsters - Egyptian Gods</p> <ul style="list-style-type: none"> • Children will generate innovative ideas, drawing on research • They will make design decisions that take account of the availability of resources • Children will develop their own design criteria and use these to inform their ideas • They will learn to assemble, join and combine materials and components with some accuracy. • They will learn how mechanical systems such as levers and linkages or pneumatic systems create movement
<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • World music, timbres created by different instruments from around the world. • Children explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure. 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> • Parts of the body • Descriptions • Sentence work - agreements of adjectives • Days of the week • Pets • Numbers to 20 • Easter traditions 	

Dates for your diary

INSET - 3rd Jan

Immersion days - 4th - 6th Jan

SEND drop ins - 17th Jan

British Museum visit - 19th Jan

Young Voices concert - 20th Jan

3C Class Assembly - Friday 3rd Feb

3S Class Assembly - Friday 10th Feb

Half term - 11th - 17th Feb

Outdoor learning day - 23rd March

Pupil Progress meetings - 24th March - daytime

Term ends at 1.45pm - 31st March

Easter Holidays - 3rd - 14th April