

Bedmond Academy Curriculum Map  
Year3

**Autumn Term**

**Pre-historic Britain**



**English:**

**Fiction:**

- **Poetry:** Emotion poems, reading examples and expressing one's emotions through verse  
Key vocabulary: verse, stanza, rhyme, imagery the use of emotive language and its impact.
- **Traditional Tales/Fables:** The Little Red Hen and The Greedy Fox , reading and writing alternative versions of as well as understanding the morals behind such narratives.
- **Adventure Stories:** Our narrative will be The Greedy Fox which we will learn to retell using a story map, learn to order the story on a story mountain and then write the original story up levelling the character description.  
Throughout our narrative unit we will develop our cursive handwriting, widen our use of spelling rules and learn about commas and conjunctions.  
Key vocabulary: narrative, comma, conjunction, past tense, present tense.

**Non-fiction:**

- **Instruction texts** (learning about the importance of writing clear instructions- imperative verbs).
- **Non-chronological :** The elements of a good informational text  
Key vocabulary: Headings and sub-headings, opening and closing statements, glossaries, diagrams or illustrations.

**Geography:**

**Maps:**

Continents and Oceans, location and some characteristics. The children will be taught about the oceans and continents. We will also be identifying animals that live in each continent and compare lifestyles. When learning about the oceans we will explore the types of animals there and how they have evolved to thrive in their setting.

**Locational knowledge**

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  
Europe countries, capital cities and landmarks.

**History:**

**Tribal Tales:** Stone, Bronze and Iron ages (timeline comparisons and characteristics) and Pre-Roman Celtic life and customs.

**Science:**

**Life Processes, Light and Shadows:** Experimenting and conducting fair tests, culminating into a puppet shadow for Christmas.

**Light**

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to

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**Maths**

**Number-Place Value**

Children will identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Children will read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100.

**Number – Addition And Subtraction**

Children will add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Formal written methods of columnar addition and subtraction will be introduced. Focus will be estimating the answer to a calculation and use inverse operations to check answers. Children will be expected to solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

**Number – Multiplication And Division**

Children will recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. They will calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Children will be introduced to formal written multiplication and division method (grid method, short and expanded multiplication and bus method for division)

**Whole school assemblies:**

Building-up learning muscles, Learning resilience, Growth Mind-set and Learning to Learn skills). Our whole school themes of Tolerance and Forgiveness as well as the importance of setting learning goals. Reflections on British Values: Democracy, Mutual respect (those we know and cultures we are unfamiliar with), Individual Liberty, The rule of law.

protect their eyes

-Recognise that shadows are formed when the light from a light source is blocked by an opaque object

-Find patterns in the way that the size of shadows changes.

**R.E:**

**Islam and Christianity:** early history, creed, teachings and rites.

- Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;
- Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;

**PE:**

-Use running, jumping, throwing and catching in isolation and in combination

-Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

**I.C.T.:**

Programming skills using Scratch as well as using I.C.T for topical research.

**P.S.H.E:**

Recognise and respond appropriately to a wider range of feelings in others

Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

**Art/D.T.:** Sketching nature, Caricatures. Cross-curricular links to Science/Drama  
Shadow theatre design, construction and performance.

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**Spring Term**

**The Roaming Romans**



**English**

**Fiction**

- Play-scripts Reading (Intonation, gestures, Mime), Writing and Performing.

Useful vocabulary: Characters ,Narrator ,Brackets (.....),Scenes Stage directions ,Colons :,Verbs and Adverbs

**Non-Fiction**

- Recount (a news/sports report of an ‘unfolding event’)-purpose- to retell events, telling what happened, a sequence of events

Useful vocabulary-diary, an experiment, autobiography/biography, past tense, 1<sup>st</sup> or 3<sup>rd</sup> person

- Persuasion – persuasive letter writing –key features: repetition, emotive language, exaggeration , rhetorical questions

**Maths**

**Number: Multiplication and Division**

Children will recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. They will solve problems including missing number problems involving multiplication and division. Children will write and calculate mathematical statements for multiplication and division using the multiplication tables they know. They will progress from mental methods and progressing to formal written methods.

**Measurement- Money**

**History**

Roman Empire

- Julius Caesar’s attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian’s Wall
- British resistance, for example, Boudicca
- ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

**Science**

Forces and magnets

- compare how things move on different surfaces
- 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 and 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
- predict whether two magnets will attract or repel each other, depending on which poles are facing.<sup>1</sup>

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

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Children will be encouraged to add and subtract amounts of money to give change, using both £ and p in practical contexts. They will be able to calculate change using the Froggy method on a number line.

#### **Statistics**

Focus will be interpreting and presenting data using bar charts, pictograms and tables. Children will solve one step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

#### **Measurement: Length and Perimeter**

Children will measure, compare, add and subtract lengths (m/cm/mm). They will measure the perimeter of simple 2D shapes using appropriate tools and units.

trapped within rock

-recognise that soils are made from rocks and organic matter.

#### **R.E**

- Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief;
- Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words;

#### **Art**

Design a Roman shield, use clay to create a Roman vase and Roman bust

#### **PE**

##### Games/Gym/Dance

-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **PSHE**

Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

Work collaboratively towards shared goals

Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

#### **British Values**

Through our theme of forgiveness we will link in the ideas of mutual respect of those we know and cultures we are unfamiliar with.

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<b>Summer Term</b>	
<b>The Seaside</b>	
	
<p><b>English</b> <b>Poetry</b></p> <ul style="list-style-type: none"><li>- Vocabulary Building</li><li>- Take One Poet – poetry appreciation</li><li>- Structure- Haiku (Originating in Japan, a Haiku is a three line poem which contains seventeen syllables.)</li></ul> <p>Tanka(a Japanese poem similar to a <b>haiku</b> but has two additional lines) &amp; Kennings(A Kenning is a two word phrase describing an object often using a <b>metaphor</b>. A Kennings poem is a <b>riddle</b> made up of several lines of kennings to describe something or someone)</p> <ul style="list-style-type: none"><li>- Structure – Limericks - A very short humorous or nonsensical poem with five lines.</li></ul>	<p><b>Science</b> <b>Plants</b></p> <ul style="list-style-type: none"><li>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li><li>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li><li>-investigate the way in which water is transported within plants</li><li>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"><li>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li><li>-identify that humans and some other animals have skeletons and muscles for support, protection and movement</li></ul> <p><b>Geography:</b></p>

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**Maths**

**Number-Fraction**

Children will recognise and use fractions, find and write fractions and count up and down in tenths. They will recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Children will be introduced to adding and subtracting fractions with the same denominator, comparing and ordering fractions.

**Measurement-Time**

Children will tell and write the time from an analogue clock, including using Roman numerals, 12-hour and 24-hour clocks with increasing accuracy to the nearest minute. They are expected to record and compare time in terms of seconds, minutes and hours. Use of vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight will be encouraged. Children identify the number of seconds in a minute and the number of days in each month, year and leap year

**Geometry –Properties of Shapes**

Focus will be on recognising angles as a property of shape, identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. Children will be expected to identify horizontal and vertical lines and pairs of perpendicular and parallel lines. They will be encouraged to recognise 3-D shapes in different orientations and describe them.

**Measurement:Mass and Capacity**

Children will measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). They will encouraged to solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Children will continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g)

**Human geography**

types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  
-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**R.E**

- Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;
- Use specialist vocabulary in communicating their knowledge and understanding;
- Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community and world;

What they believe, what they think is important and how these influence their day-to-day lives.

**PE**

**Dance**

-use running, jumping, throwing and catching in isolation and in combination  
-perform dances using a range of movement patterns  
-take part in outdoor and adventurous activity challenges both individually and within a team  
-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**PSHE**

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**How to help at home:**

- **Read with your child daily and check understanding by asking probing questions.**
- **Work on spelling**
- **Mental addition and subtraction**
- **Practice time tables**

Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender

Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours

Recognise and manage 'dares'

Recognise and challenge stereotypes

**British Values**

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