Montpelier Primary School

Year 3 Curriculum Map

	Autumn	Spring	Summer
Maths	**Place Value within 1,000:** Counting in 100s, representing numbers to 1,000, 100s, 10s and 1s, the number line to 1,000, finding 1, 20 and 100 more or less, comparing numbers to 1,000, ordering numbers to 1,000, and counting in 50s. **Addition and Subtraction Part 1:** Adding and subtracting 100s, adding and subtracting a 3 digit number and 1s, adding a 3 digit number and 1s, subtracting 1s from a 3 digit number, adding and subtracting a 3 digit number and 10s, adding a 3 digit number and 10s, subtracting 10s from a 3 digit number, adding and subtracting a 3 digit and 2 digit number, adding a 3 digit number and 2 digit number, and subtracting a 2 digit number from a 3 digit number. **Addition and Subtraction Part 2:** Addition and subtraction patterns, adding two 3 digit numbers, subtracting a 3 digit number from a 3 digit number, estimating answers to	**Multiplication and Division Part 2:** Comparing multiplication and division statements, related multiplication calculations, related multiplication and division calculations, comparing multiplication and division statements, multiplying a 2 digit number by a 1 digit number, dividing a 2 digit number a 1 digit number, and problem solving – mixed problems. **Length:** Measuring length, equivalent lengths – metres and centimetres, comparing lengths, adding lengths, subtracting lengths, measuring the perimeter, and problem solving – length. **Capacity:** Measuring capacity, comparing capacity, adding and subtracting capacities, and problem solving – capacity. **Fractions Part 1:** Unit and non-unit fractions, making the whole, tenths, fractions as numbers, fractions of a set of objects, and problem solving – fractions.	**Fractions Part 2:** Equivalent fractions, comparing fractions, comparing and ordering fractions, adding fractions, subtracting fractions, problem solving – adding and subtracting fractions, and problem solving – fractions of measures. **Money:** Pounds and pence, converting pounds into pence, adding money, subtracting amounts of money, and problem solving – money. **Time:** Months in a year, hours in a day, estimating time, telling the time to 5 minutes, telling time to a minute, finding the duration, comparing duration, finding start and end times, and measuring time in seconds. **Angles and Properties of Shapes:** Right angles in shapes, comparing angles, drawing accurately, types of line, recognising and describing

	additions and subtractions, checking strategies, and problem solving – addition and subtraction. **Multiplication and Division Part 1:** Multiplication – equal grouping, multiplying by 3, dividing by 3, 3 times table, multiplying by 4, dividing by 4, 4 times table, multiplying by 8, dividing by 8, 8 times table, problem solving – multiplication and division, understanding divisibility, and related facts – multiplication and division.				2D shapes, recognising and describing 3D shapes, and constructing 3D shapes. **Mass:** Measuring mass, comparing masses, adding and subtracting masses, and problem solving – mass. **Statistics:** Pictograms, bar charts, and tables.	
English	**Texts Studied:** The Tear Thief by Carol Ann Duffy Non-Chronological Report (Skara Brae) **Writing Outcomes:**	**Texts Studied:** Journey by Aaron Becker Firework Maker's Daughter by Philip Pullman **Writing Outcomes:**	**Texts Studied:** Cinderella of the Nile by Beverly Naidoo Myths and Legends **Writing Outcomes:** Writing their own diary entry based on	**Texts Studied:** Myths and Legends (Continued) The Happy Prince by Oscar Wilde **Writing Outcomes:**	**Texts Studied:** The Pied Piper of Hamlin by Michael Morpurgo Recounts **Writing Outcomes:** Writing their own innovated version of the Pied Piper of Hamlin,	**Texts Studied:** How to Live Forever by Colin Thompson The Day I Swapped My Dad for Two Goldfish by Neil Gaiman

	Writing their own setting description based on 'The Tear Thief' Writing their own non-chronological report based on factual information (Skara Brae)	Writing their own innovated version of 'Journey'. Writing an informal letter from Lila to her father, the firework maker.	events in 'Cinderella of the Nile'. Writing an innovated version and newspaper report based on ''Theseus and the Minotaur'.	Writing a setting description based on scenes from 'The Happy Prince'.	writing a persuasive, formal letter to the people of Hamlin from the Mayor.	**Writing Outcomes:** Writing an alternative ending to 'How to Live Forever'. Writing a playscript based on events in 'The Day I Swapped my Dad for Two Goldfish'
Reading *V – Vocabulary* *I – Inference* *P – Prediction* *E – Explain* *R – Retrieve* *S - Summarise*	**George's Marvellous Medicine** By Roald Dahl	**The Firework Maker's Daughter** By Phillip Pullman	**The Orchard Book of Greek Myths** By Geraldine McCaughrean	**The Secret of Platform 13** By Eva Ibbotson	**The Pied Piper of Hamlin** By Michael Morpurgo	**The Iron Man** BY Ted Hughes
Science	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe	**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	**Forces and Magnets** Compare how things move on different surfaces. Notice that some forces need contact between 2 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		**Plants** Identify and describe the functions of different parts of flowering plants: roots, stem, trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light,	**Animals including Humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make

	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.	from the sun can be dangerous and that there are ways to 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 change.	magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	water, nutrients from the soil, room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Geography	**The United Kingdom** **Key enquiry question: Can you name and locate countries and cities within the UK?** **NC objectives:** - To name and locate counties and cities of the United Kingdom and its geographical regions. - To identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Civilisations – case study on the Mediterranean (Link to Ancient Greece)** **Key enquiry question: Can you compare the features of the Mediterranean and the UK?** **NC objectives:** - Use maps, atlases and digital/computer mapping to locate the Mediterranean - Locate the Mediterranean and focus on key physical and human characteristics - Understand geographical similarities and differences through the study of human and physical geography in a European country.	**United States of America (North America)** **Key enquiry question: Can you describe the range of physical features across North America?** **NC objectives:** - To use maps, atlases, globes and digital/computer mapping to locate the USA and describe features studied - To identify and describe physical characteristics of a region within the USA (e.g. Grand Canyon) - To identify and describe human characteristics of regions within the USA (population distribution) - To understand geographical similarities and differences of a region in North America		

	- To use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world - To describe and understand key aspects of human geography, including: types of settlement and land use and economic activity including trade links	- Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics of Cancer and Capricorn	
History	**Prehistory** **National curriculum objectives:** - Changes in Britain from the Stone Age to the Iron age - To devise historically valid questions about change, continuity, similarity and difference between the prehistory time periods. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources	**Ancient Greece** **National curriculum objectives:** - Ancient Greece – a study of Greek life and achievements and their influence on the western world - To understand how our knowledge of the past is constructed from a range of sources. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	
Art & Design	**Cave Paintings (Drawing/Painting)** **Skills Focus:**	**Greek Pottery (Sculpture – Ceramic/Painting)** **Skills Focus:**	**Weaving (Textiles)** **Skills Focus:**

	Taught Artists: Examples of Prehistoric art (Caves of Altamira in Spain) • Oil Pastel Skills: Holding it on the point/side, heavy pressure/light pressure blending, linear marks (dots, way lines, straight lines), side strokes • Paint skills: Applying paint with different materials (sponge), create different textures with paint (adding sand) **Key Vocabulary:** line, textured surface, sand, sponge, shape, oil pastel, stencil, outline, blending, point, side, pigment **Links to the curriculum:** History (Prehistory) English (Non-chronological Reports: Skara Brae)	**Taught Artists:** Examples of Greek Pottery • Clay skills: Create a pinch pot, using water/thumb to seal, smooth and secure clay handles and clay base • Paint skills: Use different paintbrushes to create different marks **Key Vocabulary:** rolling, kneading, pinch pot, modelling, lip, base, handles, score, water, brushstroke, paintbrush, pattern, mark-making **Links to the curriculum:** History (Ancient Greece) English (Greek Myths)	**Taught Artists:** Anni Albers • Textile skills: Show a pattern by weaving, use a dying technique to alter a textile's colour and pattern (tie-dye as a class) • Fabric crayons: Create marks and patterns on fabric **Key Vocabulary:** dye, natural, synthetic, fabric crayons, weaving, woven, weaving loom, decoration, batik, wax resist, complimentary colours, tie-dye
Design and Technology	**Structures** **Outcome:** To design, make and evaluate a lunch box for a trip to Skara Brae **National Curriculum link:** English unit- Skara Brae **National Curriculum objectives:** • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,	**Textiles** **Outcome:** To design, make, and evaluate a wallet for future use **National Curriculum link:** Maths- money and History – Ancient Greece **National Curriculum objectives:** • To select from and use a wider range of materials and components, including construction materials, textiles and	**Cooking and Nutrition** **Outcome:** To design, make and evaluate a healthy and nutritious sandwich/wrap **National Curriculum link: Geography – The Mediterranean** **National Curriculum objectives:** • To understand and apply the principles of a healthy and varied diet.

	aimed at particular individuals or groups. • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • To investigate and analyse a range of existing products. • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures	ingredients, according to their functional properties and aesthetic qualities. • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • To investigate and analyse a range of existing products.	• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
RE	**What can we learn from different religious symbols?** This unit will provide an opportunity for pupils to explore the symbolic dimension of religious life by examining the symbols, artefacts, clothing, food and gestures that are associated with different religious traditions. It will enable them to consider the meaning that these elements hold for people of faith, both individually and collectively. The unit will highlight the non-factual dimension of religious life by enabling pupils to engage with meaning, value and mystery as these notions are encountered in religious symbols.	**What do sacred texts within Hinduism say about God?** This unit will enable pupils to explore the Hindu understanding of God and how this is presented in the vast and complex collection of sacred Sanskrit writings of Hinduism as well as in the oral tradition of scripture within the religion. The divine origin of some Hindu texts will be explored, along with information about God that can be derived from them.	**What do Muslims believe?** This unit will explore the fundamental beliefs that Muslims hold about the nature of God; the manner in which God has revealed himself to humanity; the role of prophets as messengers of God; the particular importance of the Prophet Muhammad as the last and final messenger; the order and harmony of God's creation; the purpose of human life; and the purpose of the last thing: the Day of Judgement, heaven and hell. **How do sacred scriptures inform religious beliefs?**

	What contribution can religion make to our society? This unit gives scope for pupils to explore the many ways in which religious traditions make a positive contribution to our society through their work in building communities, addressing issues of injustice and poverty, and in projects that advance social wellbeing.			In this unit, pupils will have the opportunity to explore the significant role that sacred scriptures play as sources of authority within religious tradition. The unit will examine the status, content, function and purpose of holy texts and consider the part they play in both individual and collective religious practices.	
Computing	**Computer Science** Unit: Coding **Software:** 2Code **E-Safety Focus - Stay Smart):** I can know that whilst the internet offers positive opportunities there is an element of risk.	**Digital Literacy** Unit: Online Safety **Information Technology** Unit: Spreadsheets **Software:** 2Calculate **E-Safety Focus - Stay Kind:** I can practise posting positive comments online.	**Information Technology** Unit: Touch Typing **Software:** 2Type **Digital Literacy** Unit: Email (including email safety) **Software:** 2Email **E-Safety Focus - Stay Safe and Critical:** I can know what makes a secure password and why they are important, including protecting personal information when online. I can ask an adult before downloading files and games from the internet, recognising websites and games that are age appropriate.	**Information Technology** Unit: Branching Databases **Software:** 2Question (Binary Databases) **Information Technology** Unit: Simulations **Software:** 2Simulate 2Publish **E-Safety Focus - Stay Healthy:**	**Information Technology** Unit: Graphing/Presenting **Software:** 2Graph2Blog (Blogging) **E-Safety Focus - Stay Accountable:** I can know how to use the safety features of key websites as well as

				I can make good choices about how long to spend online.	how to report concerns to an adult.
PSHE	**Health and Well-Being** **Pupils should be taught:** • To set a goal. • To understand how food choices can contribute to tooth decay. • To explain what a drug is. • To explain the effects of passive smoking and caffeine. • To explain democracy and explain why democracy is important. • To explain a healthy lifestyle.		**Living in the Wider World** **Pupils should be taught:** • To understand what charity is, explain why people donate to charity and fundraise for charity. • To explain how their life is different to the lives of children in other countries. • To explain how to keep safe online. • To explain the risks associated with fire. • To explore gender stereotypes	**Relationships** **Pupils should be taught:** • To identify what makes a healthy relationship and explain what makes a good friend. • To understand peer pressure and saying no. • To identify positive thoughts and how positive thoughts can affect us. • To explain who is in their family, while recognising families are different.	
French	**All About Me** • Saying hello/goodbye • Counting up to 10 • Say your name, age, brothers and sisters **Games and Songs** • Counting to 20 • Asking how many (Combien de..?),		**Celebrations** • Months of the year • Saying when your birthday is. • Using 'je' form of regular verbs (je mange/je danse) **Portraits** • Colours • Features of a face (nose, eyes, ears etc.)	**The Four Friends** • Animals • Simple verbs (run/gallop/hop) **Growing Things** • Asking peoples' opinions, • Giving opinion, • Names of vegetables	

	• Saying which you prefer (Je prefere…)		
PE	**Invasion Games: Football, tag ruby, hockey** **Coordination – Movement Patterns: Gymnastics**	**Invasion Games: Netball, Basketball, Handball** **Coordination and balance: Badminton and Tennis**	**Striking and Fielding: Cricket and rounders** **Athletics: Track and field events**
Music	Let your spirits fly R&B/ Western Classical/ Musicals/Motown/ Soul Glockenspiel stage 1 Instrumental skills **National Curriculum objectives:** Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music	Animal Magic* Famous classical pieces about animal Three Little Birds Reggae **National Curriculum objectives:** Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory	Bringing us together Disco Let's notate our rhythms* Music notation **National Curriculum objectives:** Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory

	• listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	• use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	• use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Tuesday

Reading:

If your child is assigned an Oxford Reading Tree Stage book:

- Their purple reading records and reading books will be sent home every Thursday.
- We would ask that these are returned the following Monday.

- If books are not returned on time, it is possible your child's books will not be changed.

We would ask that you sign your child's reading record with a comment regarding their reading e.g. Could they decode the story using their phonics e.g. b-o-x > box? Did you have to discuss new vocabulary? Did they enjoy the book? Were they able to retell the key events within the story? Could they make a prediction about what could happen next, based on their knowledge of key events in the story? Can they make links to other similar texts they have read previously?

If you feel a comment is not required, please sign to acknowledge you have read with your child.

If your child is a free-reader:

- They will need to bring in their reading record daily.
- 3 times a week, as a minimum, we would ask that pupils log the pages they have read (e.g. p71-78) and once a week write an extended comment about the following:

Vocabulary – Did you identify an unknown word? Did you use a dictionary to discover its meaning? *Write down the word and its meaning*

Prediction – Can you make a prediction about what will happen next, based on your understanding of events so far? *I predict...because…*

Questions – Did the text raise any questions for you? *Write down your questions.*

Additional support and guidance you can provide at home:	
Essential Reads	**Common Exception Words**

This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.		These are the common exception words for year 3/4. Pupils are expected to write these words correctly in order to reach the **expected standard** at the end of year 4.
Please Mrs Butler by Allan Ahlberg The Finger-Eater by Dick King Smith The Day of Ahmed's Secret by Florence Parry War Horse by Michael Morpurgo The Little Prince by Antoine De Saint-Exupery Emil, and the Detectives by Eric Kastner I, Houdini by Lynne Reid Banks Diary of Dorkius Maximus by Tim Collins	Alice Next Door by Judi Curtain The Twits by Roald Dahl The 13-Story treehouse by Andy Griffiths The Iron Man by Ted Hughes Bill's New Forck by Anne Fine Brilliant by Roddy Doyle The Turbulent Term of Tyke Tiler by Gene Kemp Tales from Moominvalley by Tove Jansson The Firework-Maker's Daughter by Phillip Pullman	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength

		suppose surprise therefore though/although thought through various weight women/woman

Mental Arithmetic (Mathematics)

- I can count from 0 in multiples of 100
- I can find 10 more or 100 more or less than a given number (e.g. 10 less than 63 is 53, 100 more than 157 is 257)
- I can count from 0 in multiples of 4, 8 and 50
- I can round whole numbers up to 100 to the nearest 10 (e.g. 84 rounded to the nearest 10 is 80, 1, 2, 3, 4 touch the floor (round down), 5, 6, 7, 8, 9, climb the vine (round up))
- I can mentally add and subtract numbers, including a three digit number with ones, tens and hundreds (e.g. 124 + 235 = 345 – 231 =))
- I can count up and down in tenths and I know that tenths arise from dividing an object into ten equal parts (e.g. 1/10 one tenth, 2/10 two tenths)
- I can calculate mentally multiplication and division facts for 3, 4, and 8 times table

Once pupils are secure, they will move on to learn:

- 1000 more or less than a number
- Count in multiples of 6,7,9, and 25
- Recall multiplication and division facts for tables up to 12 x 12