



# Burford School Curriculum Map Year 3

	Autumn Term		Spring Term		Summer Term	
Trips			English/History – Roman Day in school TBC Roman Assembly - TBC		TBC	
English - Reading and Writing	<p><b>How to Poems</b>                      Model Text: How to take care of your tree by Allan Wolf                      Outcome: Children to write their own how-to poem.</p> <p><b>Direct Speech:</b>                      Model text: The Sun, The Frost and The Wind (Russian folktale)                      Outcome: Argument between different types of weather with personification.</p>	<p><b>Biographies:</b>                      Model Text: The Fossil Hunter by Kate Winter                      Outcome: Children to narrate a short video clip about Mary Anning’s life.</p>	<p><b>Setting Descriptions:</b>                      Model Text: The Tin Forest by Helen Ward                      Outcome: Children write a setting description about an imaginary forest.</p> <p><b>Narrative writing:</b>                      Model text: Prince Kano by Edward Lowbury                      Outcome: Children create a character</p>	<p><b>Mystery Writing</b>                      Model Text: The Secret Garden by Frances Hodgson Burnett                      Outcome: Children to write about discovering their own garden.</p>	<p><b>Nonsense Poetry</b>                      Model text: Daddy Fell in the Pond by Alfred Noyes                      Outcome: Children to write their own nonsense poem about an incident.</p>	<p><b>Persuasive Text:</b>                      Model Text: The Lost Happy Endings                      Outcome: Children to write a letter to the witch persuading her to return the happy endings.</p> <p><b>Poetry</b></p>

			and write a short narrative piece.			
<b>Spelling (Spelling Shed)</b>	Digraph ou makes ow sound Digraph ou makes u sound Y makes i Suffix – sure Suffix - ture Challenge Words	Prefix re Prefix dis Prefix mis Suffix ing, er, ed Suffix ing, en, ed Challenge Words	Digraph ai and tetragraph aigh Digraph ei and tetragraph eigh ey makes ai suffix ly Homophones Challenge Words	Suffix al Suffix le ly when the base word ends in le ly when the base words end in ic words in ly exceptions Challenge Words	Suffix er ch makes k words end in gue and que sc makes s homophones Challenge Words	Words ending in sion Challenge words Revision
<b>Maths (WRM)</b>	<b>Place Value</b> Representing and partitioning numbers to 1000. Number lines to 1000. Estimating, comparing and ordering numbers to 1000. Counting in hundreds, tens and ones. Counting in fifties.  <b>Addition and Subtraction</b>	<b>Multiplication and Division A</b> Equal groups Using arrays. Working with multiples of 2, 5 and 10. Sharing and grouping numbers. Multiplying and dividing by 3, 4, and 8.	Multiplication and Division B Multiples of 10. Reasoning about multiplication. Multiplying and dividing a 2-digit number by a 1-digit number. Dividing using partitioning. Scaling.	<b>Fractions A</b> Unit fractions. Non-unit fractions Comparing fractions Plotting fractions on a number line. Equivalent fractions.  <b>Mass and capacity</b> Using scales Measuring in g and kg.	<b>Fractions B</b> Adding and subtracting fractions. Partitioning the whole. Unit and non-unit fractions of a set of objects. Reasoning with fractions of an amount.  <b>Money</b>	<b>Shape</b> Turns and angles. Right angles. Comparing, measuring and drawing angles. Horizontal, vertical, parallel and perpendicular lines. 2D shapes. Polygons. 3D shapes.  <b>Statistics</b>

	<p>Number bonds within 10.</p> <p>Adding and subtracting ones, tens and hundreds.</p> <p>Spotting patterns and making connections.</p> <p>Adding and subtracting 2 numbers (no exchange).</p> <p>Adding and subtracting 2 and 3 digit numbers.</p> <p>Estimating answers.</p> <p>Inverse operations.</p>		<p><b>Length and Perimeter</b></p> <p>Measuring in m, cm and mm.</p> <p>Equivalent lengths.</p> <p>Comparing lengths.</p> <p>Adding and subtracting lengths.</p> <p>Perimeter.</p>	<p>Comparing mass.</p> <p>Adding and subtracting mass.</p> <p>Measuring capacity and volume in l and ml.</p> <p>Comparing capacity and volume.</p> <p>Adding and subtracting capacity and volume.</p>	<p>Converting pounds and pence.</p> <p>Adding and subtracting money.</p> <p>Finding change.</p> <p><b>Time</b></p> <p>Roman numerals to 12.</p> <p>Telling the time to 5 minutes and the minute.</p> <p>Reading time on a digital clock.</p> <p>Using am and pm.</p> <p>Units of time.</p> <p>Solving problems with time.</p>	<p>Interpret and draw pictograms and bar charts.</p> <p>Collect and represent data.</p> <p>2-way tables.</p>
Science	<p><b>Rocks, Soils and Fossils</b></p> <p>Children will:</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p><b>Forces, Friction and Magnets</b></p> <p>Children will:</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p><b>Movement and nutrition for the human body</b></p> <p>Children will: ·</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make</p>	<p><b>Light and Shadows</b></p> <p>Children will:</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>	<p><b>Flowering Plants and plant Growth</b></p> <p>Children will:</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p><b>Flowering plants life cycle</b></p>

	<p>Recognise that soils are made from rocks and organic material.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p><b>Our Changing World</b></p>	<p>Compare how things move on different surfaces.</p> <p>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.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Our Changing World</b></p>	<p>their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><b>Our Changing World</b></p>	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p><b>Our Changing World</b></p>	<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Explore the part bees play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Our Changing World</b></p>	
History	Stone Age to Iron Age:		Romans in Britain:			

	<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> <li>-Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>-Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>-Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>		<p>Pupils should be taught about the Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> <li>-Julius Caesar's attempted invasion in 55-54 BC</li> <li>-The Roman Empire by AD 42 and the power of its army</li> <li>-British resistance, for example, Boudica</li> <li>-'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> <li>-Roman Baths</li> <li>-Life in the Roman Empire</li> <li>-Roman Gods</li> </ul>			
<b>Geography</b>				<b>Are all settlements the same?</b>	<b>Why do people live near volcanoes?</b>	<b>Who lives in Antarctica?</b>
<b>RE (Jigsaw)</b>	<b>Sikhism – The Armit Ceremony &amp; The Khalsa</b>		<b>Christianity – Easter - Forgiveness</b>			<b>Hinduism - Pilgrimage to the River Ganges</b>
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

(Jigsaw)						
Art	Gestural Drawing with Charcoal		Collage- Working with Shape and Colour		Cloth, Thread and Paint	
DT		Structures - Photo frames		Food - Healthy Snacks		Sewing – Pencil Cases
French	French greetings. French adjectives of colour, size and shape.		French playground games – numbers and age		In a French Classroom	
Computing		Connecting Computers		Programming	Desktop Publishing	
Outdoor Learning						
Music	Glockenspiel Stage 1	Writing music down	Compose using your imagination	More musical styles	Glockenspiel Stage 2	Enjoying improvisation
PE Outdoor	Basketball	Multi skills/Sports	Hockey	Fitness	Athletics	Multi Skills
PE Indoor	Gymnastics	Dance	Swimming	Swimming	Athletics	Rounders