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|  | **Curriculum Map 2019-2020**Class-Topaz Year-3 |
| **Autumn Term**  |
| **Topic:**Question:  Launch:REAL Outcome: | **Flora and Fauna**  |
| Spirit of adventure - are humans animals?  |
| Eden Project Visit  |
| Exhibition of Lesser Spotted Animals  |
| **Trips/Visits/Outdoors** | The Eden Project 10.10.19 |
| **Interactive Displays/Roleplay** | Plant zone/leaf reading area |
| **Whole School Special Days and Festivals** | * Christingle
* Christmas Performance
* Bonfire Night – paint blowing
* Anti-bullying Week
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| **RE:** | * The Bible – the Christian way of life
	+ God and Humanity
	+ Beliefs, values and experience
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| **PSHE/TIS:**  | * New Beginnings – target setting for the short term
	+ Self-portraits in the style of James Rizzi
	+ Dream salt jars – targets for future self
* Anti-bullying Week - making and mending friendships
* Knowing and managing feelings
* Valuing others for similarities and differences
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| **BRITISH VALUES:*** Democracy – voting for school council
* Individual liberty – identity – anti-bullying week - understanding of how citizens can influence decision-making through the democratic process
* Mutual respect - further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
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| **English:**Focus books (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting. **Non-fiction**: Instructions, factual reports, explanations, discussions persuasive adverts and posters.

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|  | **Week 1 (2 days)** | **Week 2 (4 days)** | **Week 3 (5 days)** | **Week 4 (5 days)****NfER baseline week**  | **Week 5 (5 days)** | **Week 6 (5 days)****Eden Project Visit 10.10.19** | **Week 7 (3 days)** |
| **Writing**  | * Handwriting – Golden Rules
* Recount – paragraphs/time conjunctions
 | Narrative (Talk for Writing) – The Tin Forest (Dazzle Write) | Instruction – How to grow a plant successfully  | Recount – Trip to Eden |
| **Spelling Rule** | Yr2 revision – ‘ge’ and ‘dge’ ending  | Yr2 revision – ‘le’ ending | Yr2 revision – ‘el’ ending | Yr2 revision – ‘es’ ending  | Yr2 revision – ‘ed’ ending | Yr2 revision – suffix ending ‘ment’  | Yr2 revision – suffix ending ‘less’ |
| **ERIC** | James and the Giant Peach | James and the Giant Peach | James and the Giant Peach | James and the Giant Peach | James and the Giant Peach | James and the Giant Peach | James and the Giant Peach |

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|  | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (5 days)****Anti-bullying Week**  | **Week 11 (5 days)** | **Week 12 (5 days)** | **Week 13 (5 days)** | **Week 14 (5 days)** **Xmas Performances?** | **Week 15 (5 days)** |
| **Writing** | Explanation (Talk for Writing) – Why Bats Sleep in the Day (Tinga Tinga Tales) | Non-Chronological Report – Lesser Spotted Animal Exhibition | Poetry – Animal Shape(Dazzle Write) |
| **Spelling Rule** | Yr2 revision – suffix ending ‘ful’ | Yr2 revision – suffix ending ‘ly’ | Yr3 – prefix – ‘dis’ and ‘mis’ | Yr3 – prefix – ‘re’ | Yr3 – prefix – ‘sub’ | Yr3 – prefix – ‘inter’ | Yr3 – prefix – ‘super’ | Yr3 – prefix – ‘anti’ |
| **ERIC**  | Mr Gum! | Mr Gum! | Mr Gum! | Mr Gum! | Mr Gum! | Mr Gum! | Mr Gum! | Mr Gum! |

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| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures

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|  | **Wk1****(2 days)** | **Wk2****(4 days)** | **Wk3****(5 days)** | **Wk4****(5 days)****NfER Baseline** | **Wk5****(5 days)** | **Wk6****(5 days)****Eden Project Visit** | **Wk7****(3 days)** | **Wk8** | **Wk9** | **Wk10****Anti-bullying week** | **Wk11** | **Wk12** | **Wk13** | **Wk14** | **Wk 15** |
|  | PLACE VALUE♣ count from 0 in multiples of 4, 8, 50 and 100; ♣ 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 ♣ identify, represent and estimate numbers using different representations ♣ read and write numbers up to 1000 in numerals and in words♣ solve number problems and practical problems involving these ideas. | ADDITION AND SUBTRACTION ♣ add and subtract numbers mentally, including: ♣ a three-digit number and ones ♣ a three-digit number and tens ♣ a three-digit number and hundreds ♣ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ♣ estimate the answer to a calculation and use inverse operations to check answers ♣ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | MULTIPLICATION AND DIVISION ♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ♣ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ♣ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. |  |
| **AP focus** | Revision – count in 2s/5s/10s | Revision – count in 3s | Revision – x2, x5, x10 facts | Revision - ÷2, ÷5, ÷10 facts | Count in multiples of 4 | Count in multiples of 4 and 8 | Count in multiples of 50 | Count in multiples of 100 | Recall and use x3 facts | Recall and use x4 facts | Recall and use x8 facts |  |

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| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions

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| **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9**  | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** |
| * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

**flower dissection**  | * 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

**vary the conditions for growth** * **ask relevant questions (show different plants – what questions do you have about these?**
* **Set up simple fair test – planting and placing in different locations for growth**
* **Make systematic observations taking accurate measurements**
 | * investigate the way in which water is transported within plants

**celery/ carnations in coloured water** * **Make observations**
* **Report on findings with a written explanation**
* **Use results to make a simple conclusion**
 | **Eden Project Visit****Use scientific evidence to answer questions**Eden Project Website – Plant profiles  | * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
* **design a seed**
 | * 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
* **design a diet for different animals according to their lifestyle/behaviour**
* **gather and record data – time exercising and pulse rate – draw conclusions**
* **look at energy within food packaging – calories**
* **cans floating or sinking – sugar content – weigh bags of sugar out according to grams.**
* **diets of omnivores, carnivores and herbivores**
 | * identify that humans and some other animals have skeletons and muscles for support, protection and movement
* **compare animals with and without skeletons**
* **penguins huddling/insulation**
* **label skeleton – create split pin skeleton at joints**
* **collect the measurements of bone lengths and graph – forearm**
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| **History:** | * Note contrasts, connections and trends over time
* Develop appropriate use of historical terms
* Devise questions about change, cause, similarity and difference
* Begin to understand that our knowledge of the past comes from a range of sources – how do we know?
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| **Geography:** | * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – locate countries linked to plants seen at Eden
* Use fieldwork to observe, measure record and present the human and physical features in the local area – identify the physical features of local area – plants and animals habitats
* Describe the physical aspects of vegetation belts
* Understand how humans impact the physical evidence
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere – link to plants seen at Eden
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| **Art and Design:** | * The work of Jon Tremaine – animals within animals
* The work of Giacometti – human body sculptures
* Leaf shapes and patterns – sketching
* The work of Georgia O’Keeffe – large group paintings of flowers – colour mixing
* Vincent Van Gogh – sunflowers – draw and sketch vase of flowers
* The work of Henri Rousseau
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| **Design Technology:**Including Cooking and Nutrition | * Design a food packet – 3D nets
* Pneumatic system to create moving parts on a model animal e.g. giraffe neck
* Food tasting and evaluating – sandwiches?
* Design and make a mini greenhouse
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| **Cooking:** Make a balanced smoothie – add protein/carbs etc. |
| **Music/Drama:** | * improvise and compose music for a range of purposes using the inter-related dimensions of music – animal sounds using a range of instruments
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| **Computing:**  | * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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| **Languages- French:** | * listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* appreciate stories, songs, poems and rhymes in the language
* broaden their vocabulary
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| **PE:** | * Real P.E. - 2 hours a week.
	+ Personal unit
	+ Social unit
* Daily Mile
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