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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 |
| **RE:** | * The Bible – the Christian way of life   + God and Humanity   + Beliefs, values and experience |
| **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 |
| **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 |
| **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.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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 |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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! | |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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 | |  | |
| **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   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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** | | |  | |
| **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? |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **PE:** | * Real P.E. - 2 hours a week.   + Personal unit   + Social unit * Daily Mile |