

Springhill Catholic Primary School - Year 3 Curriculum Map 2024-2025

As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p><u>Charism</u> <i>What is it?</i></p> <p><u>Mission Statement</u> <i>'How do we live our life through Jesus?'</i></p> <p><u>Creation</u> 'How are we called to a New Life?' <i>What do we know about baptism? How did Jesus respond to his baptism? How are we called to baptism? What does it mean to be born again? What do we know about the disciples? How are we called to be disciples today?</i></p>	<p><u>Prayers, Saints and Feasts</u> 'How can we seek and help bring about prayer and forgiveness?' <i>What does the story of Zacchaeus teach us about forgiveness? When do we seek forgiveness from God? How do the examples of the saints help us to be like Jesus?</i></p> <p><u>Advent</u> 'Why is Mary an important guide for us during advent?' <i>What is the season of Advent about? Who is Mary? How can the story of the Annunciation inspire us? What more does the Visitation tell us about Mary and what we should do in Advent? How does Mary help us prepare for the coming of Christ?</i></p>	<p><u>Christmas</u> 'What part do the shepherds play in the Christmas story?' <i>What is a shepherd? How did the shepherd's emotions change during the story? How can the crib help us focus during Christmas?</i></p> <p><u>Revelation</u> 'Does God still call people today and how do they respond?' <i>How do others let us know what they want us to do? How does God let his people know what he wants them to do? How does God call Samuel? How is God calling to us? Who in the world listens and responds to God's call today?</i></p>	<p><u>Lent</u> Why is Lent a special time to show compassion?' <i>What is the season of Lent for? What are we called to do during Lent? How does the story of the Widow of Nain show Jesus' compassion for others? How can we show compassion to others?'</i></p> <p><u>Holy Week</u> 'How do the events of the Last Supper still guide us today?' <i>What do the children remember of the events of Holy Week? What are the messages for us from what Jesus said and did at the Last Supper?</i></p>	<p><u>Easter</u> 'Why is it good to find the time to share a meal?' <i>What do you already know about the Easter Story? When did Jesus appear to his disciples? What happened on the shore of Galilee? Why was Peter asked to 'Feed my sheep'? What message does the story of Breakfast on the Shore have for us today? When do we share a special meal with Jesus?'</i></p> <p><u>Pentecost and Mission</u> 'How are you transformed by the Holy Spirit?' <i>What was the effect of the Holy Spirit at Pentecost? What gifts did the Holy Spirit bring? How did the Holy Spirit transform St Paul? Where is the Holy Spirit present in Mass? How are we transformed by the Holy Spirit?</i></p>	<p><u>Sacraments</u> 'How does Jesus feed his followers?' <i>What do we already know about the sacraments? How do we know we belong? When did Jesus feed his followers? How does Jesus feed his followers today? How can we show we are grateful for the gift of the Eucharist?'</i></p>
Other Faiths	<p><u>Hinduism</u> The Initiation Rite <i>How do other faiths welcome new life?</i></p>	<p><u>Islam</u> The life and works of the Prophet Mohammad (pbuh) <i>Who was Muhammed? How did he help Muslims get closer to God?</i></p>	<p><u>Sikhism</u> Developing a spiritual life at the Gurdwara <i>What is a gurdwara?</i></p>	<p><u>Judaism</u> The importance of prayer to the Jewish people. <i>When do Jewish people pray?</i></p>	<p><u>Hinduism</u> Worshipping at home and the Mandir <i>Where do Hindus pray? How do they pray? To whom do they pray</i></p>	

	<p>Which symbols do the Hindus use to represent new life?</p> <p>What is meant by second birth in Hinduism?</p> <p>How do boys show their faith after their initiation ceremony?</p>		<p>When do Sikhs go there?</p> <p>What do they do there?</p> <p>How do Sikhs pray?</p> <p>What celebrations do they have at the Gurdwara?</p> <p>Which are the most important Sikh celebrations?</p>	<p>How often do they pray?</p> <p>Why do they pray?</p> <p>What are the different types of prayer?</p>		
Class Novel	<p>Diary of a killer cat</p> <p>Interview with a Tiger</p>	<p>The Hunter with a Heart</p> <p>Ottoline and the Yellow Cat</p>	<p>Famous Five Mystery Stories</p> <p>Dave Pigeon</p>	<p>Just so stories</p> <p>Great Kapok Tree</p> <p>African Folk Tales</p>	<p>George's Marvellous Medicine</p>	<p>Poetry Anthology</p> <p>The Egyptian Cinderella</p>
Reading	<p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Fluency – pace of reading, scooping phrases, correct pausing, pitch and tone, reading punctuation, recognising and correcting errors in reading.</p> <p>Sight word reading of key words.</p>		<p>Identifies themes in a wide range of books, eg triumph of good over evil or use of magical devices in tales</p> <p>Draws inferences such as inferring characters' feelings.</p> <p>Predicting what might happen from details stated and implies</p>		<p>Retrieves and records information from non-fiction; uses contents page and index</p> <p>Justify their views about books</p> <p>Discuss books and authors they might not choose themselves</p>	
Composition/ Writing	<p>The use of adjectives to describe</p> <p>'The star in the forest' by Helen Kellock</p> <p>Writing skills Use of adjectives to describe settings and characters</p>	<p>Setting and character description</p> <p>Writing skills</p> <p><u>Descriptive techniques</u></p> <p>Appropriate adjectives</p> <p>Appropriate adverbs</p> <p>Commas in a list</p>	<p>Mystery stories</p> <p>Based on Ottoline and the Yellow Cat</p> <p>Writing skills</p> <p>3 sentences same idea</p> <p>Using ? and !</p> <p>Sentences of 3</p>	<p>Atmosphere</p> <p>based on an animation</p> <p>Writing skills</p> <p>Describe characters</p> <p>Describe settings</p> <p>Sentences of 3</p>	<p>Fables</p> <p>Rudyard Kipling's 'Just So' stories</p> <p>Writing skills Paragraphs which/because conjunctions</p>	<p>Traditional Tales</p> <p>Little Red Riding Hood</p> <p>Writing skills</p> <p>Paragraphs</p> <p>Appropriate openers</p> <p>Commas after openers</p>

	<p>Non-chronological reports Pre-historic Stone Age animals (cross-curricular link with history)</p> <p>Writing skills which, because and, but, so, if, when</p>	<p>Persuasive Letters and Instructions Letter to the Father Christmas Instructions on how to make a Christmas decoration</p> <p>Writing skills Commas in a list Appropriate openers Commas after openers</p>	<p>Recount: Diaries Links with RE</p> <p>Writing skills Conjunctions Using pronouns</p> <p>Poetry – themed around winter</p>	<p>Persuasion Holiday advert</p> <p>Writing skills Sentences of three Appropriate adjectives ? and !</p>	<p>Recount: Letter</p> <p>Writing skills Conjunctions Sentences of three</p>	<p>Non-chronological report The Egyptians (cross curricular links with history)</p> <p>Writing skills Pronouns Synonyms to avoid repetition Commas in a list</p> <p>Poetry - Haiku</p>
Grammar and punctuation	Formation of nouns using a range of prefixes (super/auto/anti)	Conjunctions, adverbs, prepositions (time/place/cause)	Pronouns and nouns for cohesion	A or an (consonant or vowel)	Word families	Use of present perfect forms of verbs e.g. <i>he has gone out to play</i>
Mathematics (May be taught in different order based on AFL)	<p><u>Times tables recap: 1 weeks</u> Multiplication – equal groups and arrays 10, 5 and 2 times tables (start times tables homework)</p> <p><u>Place Value Recap 1 week</u> Recap numbers to 100 (read, write, represent,</p>	<p><u>Measure – mass and capacity: 2 weeks</u> Measuring mass Comparing mass Measuring capacity Comparing capacity</p> <p><u>Place Value 1 week</u> Count in 20s, 50s and 25s</p>	<p><u>Times tables: 2 weeks</u> Doubling and halving Multiply and divide by 4 4 times table Multiply and divide by 8 8 times table</p> <p><u>Multiplication and division: 2 weeks</u> Recap times tables facts (2, 5, 10, 4, 8, 11) Comparing statements</p>	<p><u>Multiplication and division: 2 weeks</u> 2d x 1d 2d ÷ 1d Correspondence problems Word problems Learn 7x 11 times table (Y4)</p> <p><u>Measure – length: 2 weeks</u></p>	<p><u>Measure – mass and capacity: 2 weeks</u> Add/subtract mass Add/subtract capacity</p> <p><u>Fractions: 3 weeks</u> Make equal parts Halves Quarters Thirds Unit fractions</p>	<p><u>Fractions: 2 weeks</u> Compare and order fractions Add / subtract fractions</p> <p><u>Measure – time (12-hour analogue clock): 2 weeks</u> Months and years Hours in a day</p>

	<p>identify the value, partition, compare, order and place / estimate on number lines) <u>Place value: 2 weeks</u> Counting in hundreds Numbers to 1,000 (read, write, represent, identify the value, partition, compare objects and numbers, order, place / estimate on number lines) Count forwards and backwards in 10s and 100s Find 1, 10, 100 more/less than a given number Identify previous and next multiple of 10 / 100 <u>Mental addition and subtraction: 3 weeks</u> Add/subtract multiples of 100 Recap numbers bonds bridging 10 Add/subtract 9 and 11 Number bonds to 100 Mentally add/subtract with 2-digit numbers Add/subtract 3d and ones Addition in a column Subtraction in a column Add/subtract 3d and tens Add/subtract 3d and hundreds</p>	<p>Dividing 100 and 1000 into 2, 4, 5, and 10 equal parts <u>Addition and subtraction: 3 weeks</u> Estimating Checking answers Missing numbers - using the inverse Efficient methods Pattern spotting Solving addition and subtraction word problems Read, and write numbers to at least 1000 in numerals and words. Solve HTO + HTO Solve HTO – HTO (inc. exchanging) <u>Multiplication</u> Solve simple multiplications; Recap 2x, 5x, 10x, Learn 4x, 8x <u>Time 1 week</u> Read time to the nearest minute and use am/pm, morning, afternoon, noon and midnight.</p>	<p>Scaling (1d / 2d x 10 and 1d x 100) Related calculations <u>Statistics: 2 weeks</u> Count in 2s, 5s and 10s <u>Tally charts and pictograms</u> <u>Bar charts</u> <u>Tables</u></p>	<p>Measure length (m, cm, mm) Draw lengths (cm and mm) Equivalent lengths (m, cm, mm) Compare lengths Add/subtract lengths <u>Measure – money: 2 weeks</u> Counting money Converting between pounds and pence Add/subtract money Giving change</p>	<p>Non-unit fractions $\frac{1}{2}$ equivalent to $\frac{2}{4}$ Counting in fractions Making the whole Tenths (fractions and decimals) Fractions on a number line $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of amounts Unit fractions of a set of objects / amount Non-unit fractions of a set of objects / amount Fraction word problems Equivalent fractions (bar models, number lines, circles) <u>Multiplication</u> Know all times table facts up to 12 x 12.</p>	<p>O'clock, half past, quarter past, quarter to Tell the time to 5 minutes Tell the time to the minute Use am / pm Finding the duration Comparing durations Start and end times Problem solving with time <u>Geometry – shape: 2 ½ weeks</u> Turns and angles Right angles in shapes Compare angles Horizontal and vertical Parallel and perpendicular Recognise and describe 2d shapes Similarities and differences Recognise and describe 3d shapes Make 3d shapes</p>
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<p>Science</p>	<p>Rocks and soils How are rocks formed? How are rocks similar and different? How are fossils formed? What is soil made from?</p>	<p>Magnets What are forces and what can they do? How do different surfaces affect how an object moves? What happens when you place two magnets together? Which materials are attracted to magnets? Which materials can magnetic force pass through?</p>	<p>Animals including humans Why do animals (including humans) need the right types and amount of nutrition? Why do animals (including humans) need the right amounts and types of food? Why do animals need to eat different foods? How much sugar is in the drinks we consume and how does it affect our body?</p>	<p>Plants What are the different parts of a flower and what are their function? How is water transported in plants? What are the parts of a flower? What is pollination? What are the differences between insect-pollinated plants and windpollinated plants? What is the life cycle of a flowering plant?</p>	<p>Animals including humans What is a skeleton? Why do we need one? What are joints and where are they located in our body? What are muscles? Why do we need them?</p>	<p>Light and Shadow What is light and why do we need it? What happens to light when it hits different surfaces? How are shadows formed? Why are some lights brighter than others?</p>
<p>Computing <i>E-safety links throughout the year</i></p>	<p>Sequencing Sounds Creating sequences in a block-based programming language to make music.</p>	<p>Connecting Computers Identifying that digital devices have inputs, processes and outputs, and how devices can be connected to make networks.</p>	<p>Branching Databases Building and using branching databases to group objects using yes/no questions.</p>	<p>Stop Frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p>Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p>Events and actions in programs. Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
<p>Geography</p>	<p>The UK and the wider world Where do we live? What topographic features are in our area? Rivers and mountains of the UK Key mountains of the world Key rivers of the world</p>	<p>Local Study - Southampton Land Use What types of settlements are there? Current and past land use of our local area (field work) How is the local land use changing nowadays? What have been the pros and cons of changing land use over the years?</p>	<p>Comparing Southampton and Coll What do we know about Coll? What do we know about Southampton? What is it like to live on Coll? What are the main differences between Southampton and Coll? What can we do to improve air quality in our locality?</p>			

History	<p align="center">Stone Age to Iron Age</p> <p>What are the key periods from the Stone Age to the Iron Age?</p> <p>What was the purpose of cave paintings and what can we learn from them?</p> <p>How and why did tools change in the Stone Age? From Skara Brae, what can we learn about how people lived in the Neolithic Age?</p> <p>What is Stonehenge and why was it built? What changes were there between the Stone Age and the Bronze Age?</p> <p>What was the Iron Age and how did the way people live change?</p>		<p align="center">Ancient Egyptians</p> <p>When was Ancient Egypt and how does life compare to life in the Bronze Age?</p> <p>What can we learn about the beliefs in Ancient Egypt?</p> <p>What was mummification and why was it used? How did Ancient Egyptians communicate and what can we learn from this?</p> <p>Why were the pyramids built?</p> <p>What can we learn from Tutankhamun's tomb? Was Tutankhamun an important person in Ancient Egypt and why is he so popular today?</p>
Art	<p>Draw the human face with accurate proportions</p> <p>Draw facial features in detail.</p> <p>Mix tints</p> <p>Use colours to imitate an artist</p> <p>Understand how and why positive space is used in art.</p> <p>Create a relief print</p> <p>Create patterns through collage</p>	<p>Use smudging and contouring to create tone.</p> <p>Accurately draw still life.</p> <p>Draw implied texture</p> <p>Create a mixed-media mono print Mix tints.</p> <p>Paint colours found in still life.</p> <p>Create a clay slab with texture</p>	<p>Use pen to draw texture</p> <p>Mix warm and cool colours</p> <p>Create a montage</p> <p>Create a printing block with symmetry</p> <p>Make half-drop patterns</p> <p>Use appropriate joining techniques for clay</p>

DT	<p align="center">Christmas Decoration</p> <p>Create a design that meets a range of needs and wants</p> <p>Use computer software to plan and share a detailed design</p> <p>Join textiles using a running stitch</p> <p>Create and use a template</p> <p>Use a seam allowance</p> <p>Use wadding when shaping a product</p> <p>Identify how changes improved the final product</p>	<p align="center">Food Technology – Cottage Pie and Savoury Muffins</p> <p>Understand why we need a varied and healthy diet</p> <p>Learn how to safely peel and grate</p> <p>Cut using a bridge grip</p> <p>Cut using a claw grip</p> <p>Learn how to mash</p>	<p align="center">Stone Age Tool</p> <p>Identify what a product needs to work well</p> <p>Measure and cut wood with accuracy</p> <p>Make wood joints stronger</p> <p>Develop a step-by-step plan</p> <p>Choose most appropriate joining technique</p> <p>Choose suitable techniques to construct mechanisms</p> <p>Add a moving part to create a mechanism</p> <p>Improve the product by making changes</p>
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<p>PE</p>	<p>Gymnastics Symmetry and asymmetry – balance and travel Travel with change of front and direction</p> <p>Games <u>Basketball</u> Chest pass, bounce pass, shoulder pass <u>Football</u> Receive and return ball to partner Pass and travel with the ball</p>		<p>Dance Moving the body towards and away from a point using different body parts Controlling the body to perform isolated movements (Bollywood) Follow choreography to 8 beats using jumps, leaps, hops and squats (The Hopak)</p>		<p>Athletics</p> <p>Net and court games Tennis Forehand and backhand Vary the length and angle of shots</p>	
<p>PHSE/SMSC/SRE</p>	<p>Me and My Feelings Identify that feelings/emotions are part of a person’s health and wellbeing. Recognise that feelings usually change throughout the day. Give examples of everyday things that can affect feelings Describe what can help people to feel good/better Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings</p>	<p>Living in the wider world My Neighbourhood – Different groups we belong to Diversity – the benefits of diversity</p> <p>Relationships Words that cause damage Self-respect</p>	<p>Relationships Friends, families and others Types of families Positive, healthy friendships (online and offline) Sharing online Strategies for dealing with emotions</p>	<p>Medicines and Drugs How our bodies tell us that we are ill Where prescription and pharmacy drugs come from What these drugs and medicines are used for</p>	<p>Living in the wider world</p> <p>Jobs that people may have from different sectors (challenge stereotypes)</p> <p>Saving and spending money</p>	<p>Growing and Changing Personal identity Positive changes Change is normal How the brain changes and grows when we learn</p>

<p>French</p>	<p>Phonetics to learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience I am learning French will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the French is spoken</p>	<p>Animals Children will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. The children will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article.</p>	<p>Instruments Children will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. The children will be able to recognise, recall, remember and spell up to 10 instruments with their definite article</p>	<p>I am able to... Short sentences The children will learn 10 familiar activities that they are able or are not able to do in French.</p>	<p>Fruit The children will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. The children will have the knowledge and skills to be able to say which fruits they like and do not like.</p>	<p>Ice-creams The children will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. The children will have the knowledge and skills to take part in a roleplay activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>
<p>Music</p>	<p>Composition. Combining and using musical elements to create own music.</p>	<p>Christmas preparation including singing together, learning new songs, preparing/rehearsing for quality performance and performing for an audience, live or recording for ONLINE performances.</p>	<p>Graphic Scores. Composers who use graphic scores. Introduction to graphic scores and understanding each sound is represented by a symbol. Creating and performing graphic scores.</p>	<p>Exploring Rhythmic Patterns. Improvising and creating simple patterns and melodies. Using body and voice to beat steady patterns considering note length and using terms-Crotchet, minim and quaver.</p>	<p>Reading notation and beginning to understand and use the stave to play music.</p>	<p>Boom whackers and glockenspiels. Music lessons are used for Mass preparation including music, singing and developing quality celebration.</p>