



Lynch Hill Primary Academy Curriculum Map for Year 3

For subject overviews and 'I can statement', please visit our website or click on the weblink:

<https://www.lhsprimaryacademy.org.uk/curriculum/subject-overviews>

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes and Topics	Adventurers and explorers		Temples, Tombs and Treasures		Island life	
Key Texts	<i>Flotsam</i> <i>How to live forever</i>	<i>How to live forever</i> <i>Polar Express</i>	<i>The story of Tutankhamun</i> <i>Cinderella of the Nile</i>	<i>I was there</i> <i>Cloud Tea Monkeys</i>	<i>Jim, A cautionary Tale</i> <i>Tin forest</i>	Non-fiction texts about Australia and UK
	Throughout the year, we will be exploring a range of poetry and short stories on a range of different subjects which link to our learning themes.					
English Writing	Setting descriptions, narrative retelling, non-chronological reports, letters Sequel (mystery narrative)	Lost poster, letter of warning, character and setting descriptions, instructions, Prequel, narrative	Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters, Biography, advert Own version traditional tale	Descriptive passages, writing in role, instructions, letters, discussion/debates Non-chronological report, playscripts, dialogue, diary entry.	Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions, Warning posters, alternative endings, performance poetry, narrative poetry	Non-chronological reports, posters, new paper reports, poems, informational posters, postcards.

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English Reading	To develop positive attitude to reading poems of different forms and non-fiction. To read text structured in different ways and to read with a range of purpose.	To continue to develop positive attitude to reading by reading a range of text with increasing understanding. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, and volume.	To develop the ability to read between the lines and understand what the author implied but did not write explicitly. To read with correct intonation, fluency and speed.	To use dictionaries to check the meaning of words that they have read. Begin to discuss words and phrases that capture the reader's interest and imagination.	Predicting what might happen from details given and inferred by the author. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction texts.	To identify the main idea from more than one paragraph and to summarise these.
Maths	Place value: Partitioning, counting in 100s, ordering and comparing numbers, Finding 100s, 10s and 1s more or less. Numbers: Adding and subtracting in the 100s, including exchanging.	Numbers: Adding and subtracting. Multiplication and division including use of the 3s, 4s, 6s and 8s times tables.	Numbers: Multiplication and division including use of the 3s, 4s, 6s and 8s times tables. Measurement: Converting units of measurement and solving problems involving measurements. Learning how to measure perimeters using different units of measure.	Fractions: Understanding and representing fractions, finding equivalent fractions, ordering & comparing fractions and fractions of an amount. Mass and capacity: Units of measurement (grams, kilograms, litres and millilitres).	Fractions: Adding and subtracting fractions and solving problems involving fractions. Time: Reading analogue and digital clocks, units of time, converting units of time and finding the duration of events. Money: Pounds and pence, giving change, adding and subtracting money and solving problems involving money.	Shapes: Features of 2D and 3D shapes, parallel and perpendicular lines. Statistics: Represent data using pictograms and bar charts, interpret graphs.

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Science	<p>Physics: <i>Lights and shadows.</i> We will be talking to the children about sources of light and how shadows are formed and how they can change shape.</p>	<p>Physics: <i>Friction, gravity and magnetism.</i> We will be introducing the children to forces and what different forces are.</p>	<p>Chemistry: How fossils are made. We will be discussing how fossils are formed in rocks and introducing the children to different rock types.</p>	<p>Biology: Functions of muscles and bones. We will be discussing the importance of the skeleton and what our muscles do to help us with movement.</p>	<p>Chemistry: Rocks and soils. We will be reflecting back on our learning about fossils, and exploring in more detail the different rock and soil types and where these can be found around the world.</p>	<p>Biology: Parts of a plant and how plants reproduce. Building on prior learning, we will continue to learn about plants and introduce children to the concept of how plants reproduce.</p>
	<p>Working scientifically: investigations and experiments Throughout the year, the children in will be able to complete investigations and experiments linking to the learning of science. They will be able to plan and complete fair tests, research and evaluate the experiments undertaken drawing conclusions from the results.</p>					
Computing	<p>We are programmers Creating a short and simple animation using the scratch programme.</p>	<p>We are bug fixers Correcting algorithms to ensure that programmes work effectively.</p>	<p>We are presenters Creating a short film related to the foundation subject, learning using special effects and audio.</p>	<p>We are network engineers Introducing the concept that every computer has an address and that we can build computer networks using software.</p>	<p>We are communicators Building on learning from previous year, children will continue to learn how write and send emails and add attachments. Children will also learn how to share information using PowerPoints.</p>	<p>We are opinion pollsters Creating polls on a range of different topics to gather opinions and the voices of peers.</p>



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History	<p>Adventurers and Explorers: We will be focusing on famous explorers and pioneers from the early 1300s through to the beginning of the 20th century.</p> <p>We will be learning about famous explorers and pioneers and the impacts that these people have had on how we view the world and how they have shaped our society.</p>		<p>How we learn from the past (primary and secondary sources). We will look at how these are effective tools to learn about the past, but understanding that some sources may be biased in their representation of the past.</p> <p>Life in Ancient Egypt. Pharaohs and Pyramids: We will be looking at Ancient Egyptian life and culture, their gods, writing and the impact they have had on modern society.</p>		<p>Reflecting back on our famous explorers and focusing on the discovery and development of Australia into the country that it is today. We will also be looking at native aboriginal culture and the impacts of European culture has had on their way of life.</p>	
Geography	<p>This term we will be looking at developing atlas and map skills to identify and locate countries on a map. We will also be looking at historical maps and discussing how and why maps have changed.</p>		<p>We will be focusing on Egypt and how the physical features of the country impact where we can live. We will also be developing our knowledge of compasses and how to use them accurately.</p>		<p>This term we will be looking at the differences between Australia and the UK. We will be comparing the physical and human geographical features and discuss how the two countries are similar and how they are different.</p>	
Art	<p>Throughout the year, the children will get the opportunity to complete various Art activities. This will include: Sketching and drawing, printing, patterns and collage, Painting and colour, Form 3D structures or sculptures.</p>					
Design & Technology	<p>Throughout the year, we plan opportunities to allow the children to cook, build and create DT projects following a plan, design, build and review process. These opportunities are linked to our learning across the curriculum.</p>					
Music	<p>Pulse and Metre In this unit we will be looking at developing understanding of pulse and rhythm, exploring beats in a bar and understanding time signatures.</p>	<p>Timbre We will be exploring different sounds, developing body percussion basics and composing a body percussion piece.</p>	<p>Rhythm We will be revisiting pulse and developing our understanding of rhythm, leading up to composing and performing our own rhythms.</p>	<p>Pitch We will be talking about pitch, how we can make high and low sounds and how we can use pitch to change a piece of music.</p>	<p>Texture We will be listening and exploring the textures and layers of music, and how we can build textures from monophonic to polyphonic sounds.</p>	<p>Musical processes We will be learning to use our voices to create different sounds.</p>
PSHE Jigsaw	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

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RE Discovery	<p><u>Key Question:</u> Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>We also discuss Sikhism during this time as some of the festivals and celebrations are shared across the two religions.</p>	<p><u>Key Question:</u> Christianity Has Christmas lost its true meaning? Concept: incarnation We will be talking about Christmas as a festival and exploring the ideas of Christmas as a religious festival versus a secular festival.</p>	<p><u>Key Question:</u> Christianity Could Jesus heal people? Were these miracles or is there some other explanation? Concept: incarnation</p>	<p><u>Key Question:</u> Christianity What is good about Good Friday? Concept: Salvation</p>	<p><u>Key Question:</u> Sikhism Do Sikhs think it is important to share?</p> <p>Hinduism: How can Brahman be everywhere and in everything?</p>	<p><u>Key Question:</u> What is the best way for a Sikh to show commitment to God?</p> <p>Hinduism: Would visiting the River Ganges feel special to a non-Hindu?</p>
French	<p>Getting to know you Greetings, goodbyes, learning people's names and ages.</p>	<p>All about me Naming colours, clothes and some body parts.</p>	<p>Food Asking for and showing preferences towards food. Describing what others are eating.</p>	<p>Friends and family Learning family members, the alphabet, naming pets and describing the home.</p>	<p>Our school Naming lessons, apparatus, school subjects and movements in PE.</p>	<p>Time Naming the days of the week and months of the year and saying when your birthday is.</p>
Possible Trips, Presentations & Events		Christmas performance	Fossil workshop at Eton College	Egyptian workshop at Eton College	Learning presentation	End of year trip