



**Lynch Hill Primary Academy
Curriculum Map for Year 3**

| Subject | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------------------|--|--|---|---|--|--|
| Key Texts | <i>A range of Poetry from different authors</i> | Thames and the Tide Club: Secret City Polar Express | How to live forever Non-fiction texts | The day the crayons quit The story of Tutankhamun | Escape from Pompeii Cinderella of the Nile | Flotsam Poetry |
| | Throughout the year, we will be reading as a classes: James and the Giant Peach, The Griaaffe, The Pelly and Me, George's Marvellous Medicine, The Butterfly Lion, Fantastic Mr. Fox | | | | | |
| English Writing | Setting descriptions, long descriptive writing pieces, poetry – verses, rhyming pairs | Setting descriptions, re-telling a story, narrative writing. | Non-chronological reports, diary entry, | Persuasive letters, adverts, posters, reports. | Diary Entries, newspaper articles, Descriptive writing. | Narratives, setting and character descriptions |
| 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 summaries these. |

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| Maths | <p>Place value: Partitioning, counting in 100s, ordering and comparing numbers, Finding 100s, 10s and 1s more or less.</p> <p>Numbers: Adding and subtracting in the 100s, including exchanging.</p> | <p>Numbers: Adding and subtracting. Multiplication and division including use of the 3s, 4s, 6s and 8s times tables.</p> | <p>Numbers: Multiplication and division including use of the 3s, 4s, 6s and 8s times tables.</p> <p>Measurement: Converting units of measurement and solving problems involving measurements. Learning how to measure perimeters using different units of measure.</p> | <p>Fractions: Understanding and representing fractions, finding equivalent fractions, ordering & comparing fractions and fractions of an amount.</p> <p>Mass and capacity: Units of measurement (grams, kilograms, litres and millilitres).</p> | <p>Fractions: Adding and subtracting fractions and solving problems involving fractions.</p> <p>Time: Reading analogue and digital clocks, units of time, converting units of time and finding the duration of events.</p> <p>Money: Pounds and pence, giving change, adding and subtracting money and solving problems involving money.</p> | <p>Shapes: Features of 2D and 3D shapes, parallel and perpendicular lines.</p> <p>Statistics: Represent data using pictograms and bar charts, interpret graphs.</p> |
| Science | <p>Chemistry: Rocks and Fossils We will be discussing how fossils are formed in rocks and introducing the children to different rock types.</p> | <p>Physics: <i>Forces and Magnets</i> We will be introducing the children to forces and what different forces are.</p> | <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>Biology: <i>Functions of muscles and bones.</i> We will be discussing the importance of the skeleton and what our muscles do to help us with movement.</p> | <p>Biology: <i>Parts of a plant and how plants reproduce.</i> Building on prior learning, we will continue to learn about plants and introduce children to the concept of how plants reproduce.</p> | <p>Famous Scientists and inventions</p> |

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| | 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. | | | | | |
| Computing | We are programmers Creating a short and simple animation using the scratch programme. | Purple Mash: Email Identifying different methods of communication, online safety and how to compose emails. | Purple Mash: Branching Databases Children will sort objects using yes/no questions and then complete a branching database using 2Question. They will learn to develop their own branching databases. | Purple Mash: Simulations and graphing In our simulation unit, children will understand the purpose of simulations. They will explore a simulation, making choices and discussing their effects. In Graphing, children will enter data into graphing software and answer questions, they will solve and investigation and present results in graphic form. | Purple Mash: Presenting Children will use powerpoint to create a presentation using the skills they have learnt. This will include adding media, animations, shapes and timings. | Purple Mash: Coding Revisiting coding using purple mash software, children will learn how to use 2code on purple mash and explain the importance of debugging. |
| History | | | Ancient Britain We will be looking at stone age Britain and the progress made up to the arrival of the Romans. | Ancient Egypt We will be looking at ancient Egyptian culture, pharaohs, trade and travel. | | Local History Study We will be focusing on an area of local history to help raise awareness of our local area. |

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| Geography | Mountains. Volcanoes and Earthquakes We will be looking at the formation of mountains, how and where volcanoes and earthquakes occur and the impacts these have on humans. | Locational Knowledge: Europe and North America. We will be looking at both these continents and comparing the similarities and differences between them. | | | Water, Weather and Climate We will be talking about why the earth has water, why it rains and how our climate is changing | |
| Art & Design | Growing Artists: Drawing Children will be learning to draw using shapes, shading and textures to add details to their art. We will be looking at how light and dark changes how we perceive work. | | | Craft and Design: Ancient Egyptian Scrolls Focuses on creating ancient Egyptian Art using patterns, styles and techniques. We will be using these techniques to create a contemporary response to ancient work. | Sculpture and 3D abstract shapes and space Changing 2D shapes into 3D shapes and using this knowledge to create sculptures. We will be looking at the differences between 2D and 3D art. | |

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| Design & Technology | | Eating Seasonally: Explain that different fruits and vegetables are seasonal depending on the country they are grown in. The children will be creating a seasonal tart recipe. | Mechanical Systems: Pneumatic toys Children will learn how to accurately draw diagrams with labels, arrows and explanations. They will learn how to build pneumatic system to create a desired motion. | | | Structures: constructing a castle Children will be learning how to use 3D nets to create a simple castle. They will identify key features of castles and why they need to include them. |
| At Lynch Hill, Music lessons cover 7 key strands: Songs/Singing, Kodaly/Pitch, Pulse/Rythm, Listening, Improvisation, Composition, and Performance | | | | | | |
| Music | 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. | Timbre We will be exploring different sounds, developing body percussion basics and composing a body percussion piece. | Pentatonic Melodies and composition We will be learning about Chinese music. Play a pentatonic melody on tuned percussion (glockenspiels) And compose and perform a pentatonic melody as a group | Rythm We will be learning to keep a steady pulse and use symbols to perform rhythms. We will be doing call and response, improvisation and learning to perform songs. | Traditional instruments and improvisation We will be using given notes on tuned percussion. We will be composing a drone, rag and tal. We will then be performing using musical notation. | Developing the singing technique We will learn how to sing in time with others and using rhythmic notation to compose a Viking Song. |
| PSHE Jigsaw | Being Me | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| RE Discovery | Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging for a Hindu child? | Christianity: Has Christmas lost its true meaning? | Christianity: Could Jesus heal people? Did he perform miracles or is there some other explanation? | Islam: Does praying at regular intervals help Muslims in their everyday lives? | Hinduism: How can Brahman be everywhere and in everything? | Hinduism: Would visiting the River Ganges feel special to a non Hindu? |

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| French | Getting to know you Greetings, goodbyes, learning people's names and ages. | All about me Naming colours, clothes and some body parts. | Food Asking for and showing preferences towards food. Describing what others are eating. | Friends and family Learning family members, the alphabet, naming pets and describing the home. | Our school Naming lessons, apparatus, school subjects and movements in PE. | Time Naming the days of the week and months of the year and saying when your birthday is. |
| Possible Trips, Presentations & Events | | Christmas performance | Trip/visit for local place of worship | British Museum Learning Presentation | | End of year trip |

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