



Reay Primary Curriculum Map Year 3

| | Au 1 | Au 2 | Sp 1 | Sp 2 | Su 1 | Su 2 |
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| | Inspirational People | Polar Regions | The Victorians | Victorian Lambeth | Ancient Greece | Ancient Greece |
| Literacy Writing | Phonic and whole word spelling Transcription Handwriting Planning Drafting Editing Performing | Phonic and whole word spelling Transcription Handwriting Planning Drafting Editing Performing | Phonic and whole word spelling Transcription Handwriting Planning Drafting Editing Performing | Phonic and whole word spelling Transcription Handwriting Planning Drafting Editing Performing | Phonic and whole word spelling Transcription Handwriting Planning Drafting Editing Performing | Phonic and whole word spelling Transcription Handwriting Planning Drafting Editing Performing |
| | Book review – persuasion Speech writing – inspiring/persuading others Poetry – emotive Biography – past tense News reporting – video, facts, evidence (could be discursive) Narrative – description | Fact file – classification and description, layout Letters – present tense Diary entries – past tense Narrative – alternative endings Newspaper reports – facts, headings, sub-headings Narrative – perspective, point of view | Postcards – description, past tense Research/note-taking – clear, layout Information text/pamphlet – facts, captions, layout Biography – facts, paragraphs Discursive text – through argument Travel brochure – questions, layout, persuasion | Poetry – limericks, rhyme, rhythm Play writing – speech to move on plot Letters – description, informal Discursive text – comparison, paragraphs A Day in the Life of... - adverbs of time, place and cause Narrative – perspective over time, coordinating conjunctions | Poetry – narrative Instructions – time conjunctions, imperative verbs Letters – description, formal A Day in the Life of... News reporting – video, perspective, evidence, interview Narrative – traditional tales / myths | Fact file – classification and description, layout Letters – formal, questions Research/note-taking – layout, clarity, bullet points Travel brochure/Visitors' Guide – layout, facts, paragraphs Discursive text – persuasion, through argument Narrative – 5-part story plan |
| SPAG | Nouns and pronouns for clarity Consonants and vowels Suffixes -ly Tense: past Subordinate clauses | Adjectives Articles: a, an, the Prefixes: super-, anti-, auto- Tense: present Tense: past | Verbs Compound nouns Apostrophes: possession Prefixes: dis- mis-un- | Adverbs: time, place and cause Prefixes: in- Suffixes: -ation Coordinating conjunctions | Prefixes: re-, sub-, inter- Suffixes beginning with vowels Conjunctions: time Paragraphs | Homophones Suffixes -ous Word families Conjunctions: place and cause Prepositions |

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| | Editing and evaluating sentences Verbs | Apostrophes: contractions Layout: headings and subheadings | Subordinating conjunctions Inverted commas for speech Layout: headings and subheadings | Layout: headings and subheadings Paragraphs | Root words Etymology Prepositions | Editing and evaluating sentences |
| Reading | Decoding Use prior knowledge to support understanding Check that text makes sense Ask questions to improve understanding Use visualisation to understand what has been read Skim, scan and look closely Annotate a text | Retrieve the meaning of unfamiliar vocabulary where this is explained in the text Use strategies to locate or infer meaning to unfamiliar words Make predictions about a text Identify how structure and presentation contribute to meaning Adapt reading strategies for different purposes or according to the text type | Summarise understanding Build a wide vocabulary Use a dictionary effectively Develop understanding Answer questions about a text Justify ideas about a text | Demonstrate understanding of stories, poetry and plays through retelling and reciting orally Make comparisons within and around texts Identify main ideas and themes in a wide range of books and understand how these are developed over a text | Identify how language contributes to meaning Retrieve information from texts Distinguish between fact and opinion Infer from characters' actions, thoughts and speech | Identify how language contributes to meaning: How meaning is conveyed through the author's language choices Identify how language contributes to meaning: How meaning is conveyed through the author's language choices in non-fiction Range of reading Familiarity with texts Poetry Discussing reading |
| Text suggestions | Martin Luther King Jr by Maria Isabel Sanchez Vegara Rosa Parks by Lisbeth Kaiser The Story of Ruby Bridges by Arlisha Norwood Shaking Things Up: 14 young women who changed the world by Susan Hood She Persisted - 13 American Women Who Changed The World by Chelsea Clinton Poetry: Poetry Jump-Up compiled by Grace | Race to the Frozen North by Catherine Johnson & Katie Hickey A Dot in the Snow by Corrinne Averiss & Fiona Woodcock The Lights that Dance at Night by Yuval Zommer The Rainbow Bear by Michael Morpurgo Poetry: Poems from A Green and Blue Planet by Sabrina Mahfouz | Son of the Circus, A Victorian Story by E L Norry Hetty Feather by Jacqueline Wilson The Adventures of the New Cut Gang by Philip Pullman Poetry: The Owl and the Pussy Cat by Edward Lear Kings and Queens by Eleanor and Herbert Farjeon | Oliver Twist and other great Dickens stories by Marcia Williams The Secret Diary of Jane Pinny, Victorian House Maid by Philip Ardagh Poetry: A Child's Garden of Verses by Robert Louis Stevenson | Beasts of Olympus by Lucy Coats Icarus was Ridiculous by Pamela Butchart & Thomas Flintham The Corinthian Girl by Christina Balit Who Let the Gods Out by Maz Evans Poetry: Echo Echo: Reverso Poems About Greek Myths By Marilyn Singer | Leonora Bold Secret Inventor by Lucy Brandt The Nothing to See Here Hotel by Steven Butler Poetry: Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee Gargling with Jelly by Brian Patten |

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| | Nicholls | Please Mrs Butler by Allan Ahlberg | | | | |
| Speaking & Listening | Listening skills Following Instructions | Drama, theatre, performance and confidence | Participating in discussions | Asking and answering questions | Vocabulary and building Standard English | Speaking for a range of purposes |
| Mantle of the Expert | Mantle 1 | | Mantle 2 | | Mantle 3 | |
| Mathematics | Place Value Shape Statistics | Addition and Subtraction Shape Mass and Capacity | Addition and Subtraction Multiplication and division Mass and Capacity | Addition and Subtraction Multiplication and division Mass and Capacity | Fractions Money | Fractions Time Money |
| Science | Animals, including humans – nutrition, Varieties of food that different animals eat. Muscles and skeletons of different animals. | Forces and Magnets— pull of the poles. Make observations of how magnets attract or repel. What materials are magnetic and what are not? Compare how objects move on different surfaces. | Rocks – Victorian fossil hunters. Compare and group rocks according to appearance. Soils and rocks and how they are formed from organic matter. | | Plants What do plants need to grow? Identify and label different parts of flowering plants and trees. Life cycle of plants. How does water travel through a plant? | Light Investigate shadows and how they change throughout a day. How to protect ourselves from the sun. Reflective surfaces – is it only mirrors? Can we see in the dark? Why not? |
| PHSE | Health and Wellbeing- diet and healthy lifestyles, oral hygiene, Supporting mental health Learning Opportunities in the Wider World- reasons fro rules and las, human rights | Managing hurtful behaviour and bullying Safe relationships How to discuss and debate topical issues | Media and digital resilience Positive and negative uses of the internet and social media Online safety | Media and digital resilience Positive and negative uses of the internet and social media Online safety | Economic wellbeing: money Drugs, alcohol and tobacco | Transition Ourselves and Growing Relationships |
| History | Civil rights movement – focus on Ruby Bridges Martin Luther King and Rosa Parks. | Matthew Alexander Henson – arctic explorer Ernest Shackleton Antarctic explorer lived in Dulwich | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond | Life in Lambeth during Victorian times, a trip to Lambeth archives: using photography to learn about social | Ancient Greece – A study of Greek life and achievements and their influence on the western world including art, theatre, | Ancient Greece Everyday life in ancient Greece including homes, work and children. Slavery in Ancient Greece |

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| | | | <p>1066-the changing power of monarchs such as Victoria. The change in trade and the anti-slavery campaigners.</p> | <p>history, Victorian architecture, life in the workhouse/ children's home. A house through time – a trip to Van Gogh House. Victorian London through Van Gogh's eyes.</p> <p>Immigration to Lambeth during Victorian times. What was life like for immigrants during Victorian times?</p> | <p>architecture, philosophy. The Olympics Africans in ancient Greek art.</p> | <p>versus the transatlantic slave trade and the 'creation' of racially motivated colour bias.</p> |
| <p>Geography</p> | | <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – class map children to research and place information on the map, Consider homes, clothing, employment</p> | | <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand how some of these aspects have changed over time – a study of local area maps to see how it was transformed during the Victorian period.</p> | | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> |

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| Sustainability Goals | 3.Good Health and Well-Being | 8.Decent work and Economic Growth 11.Sustainable Cities and communities 13. Climate Action | 14.Life Below Water 15. Life on Land | 14.Life Below Water 15. Life on Land | 10. Reduced Inequalities | 15.Life on Land 11.Sustainable Cities and Communities |
| Spanish | Introducing yourself classroom instructions. | Introducing yourself classroom instructions. | Counting to 20 Greetings How are you | Counting to 20 Greetings How are you | Weeks and months of the year, time expressions and seasons, weather. | Weeks and months of the year, time expressions and seasons, weather. |
| R.E. | How did the world begin? | Judaism 2 | Christianity 5 | Buddhism 1 | Buddhism 2 | |
| P.E. | Swimming Athletics | Ball skills - Hockey Athletics | Invasion Games - Rugby Gymnastics | Football/ Cricket Dance | Dance | Cricket Athletics |
| Art | Colour/patterns block or collograph printing. Complementary colours. Create a class quilt inspired inspired by Faith Ringgold Portraits of Martin Luther King – exploring skin tones with shading. | Hot and cold colours. Cold climate paintings inspired by Harald Sohlberg & Sidney Nolan Create a collage map inspired by 'Antarctica: a Continent of Wonder'. | Victorian Portraits-drawing from life. Portrait painting inspired by Victorian portrait painters incl. Franz Winterhalter. | Lambeth through Vincent Van Goghs's eyes. Sketches of our local area using ink pens (in the style of VG's letters home to his brother, Theo). William Morris wallpaper designs. | Sculptural Response-Learning about Greek life through art. Life drawing. Create an Olympics design for our own Greek pot. Sketches of Greek inspired architecture. | Greek theatre masks. Create a model theatre. |
| D.T. | Designing water collection apparatus for sustainable farming using recycled materials | Design and Make Polar Clothing linked to sustainability in fashion | Picture Frames with cross stich embellishment | Create traditional miniature gardens using natural objects | Papier mache Greek Masks/ Bowls | To be able to design and make a pneumatic Greek monster |
| ICT | PowerPoint- science | Chrome music lab, soundscapes, synthesized and electronic music. | Scratch- Victorian school computer game. | Digital Photography for Victorian Portraits | Create Greek animation- stopmotion or 2animate. | Research Ancient Greeks using search engine. Identifying safe websites, avoiding adverts. Use Word to type up Ancient Greek Epic Tales |
| Music | Introduction to recorder General musicianship | Recorder | Recorder | Ukulele | Ukulele | Ukulele |