

Petworth Primary School

Curriculum Map Beech Class (Year 3) 2022-2023

National and Whole School Events	Boys School Bombing Harvest	Parliament week Christmas	Safer internet day	Book Day		Sports Day
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme:	Stone Age	Where in the world?	Shackleton			
English	Narrative Postcards	Narrative Newspapers Recount	Explanation Text Diary entry	Narrative Newspapers	Instructions Fact File	Poetry
Grammar	Recapping on Year Two Creating and building sentences Different sentence types Expanded noun phrases Punctuation	Determiners: a or an Conjunctions to express time and cause Eg when, if, because, although, after, while, when	Adverbs Prepositions Explaining time and cause	Speech- Inverted commas Tenses- present perfect in contrast to past	Nouns including abstract nouns Paragraphs Headings and subheadings	Word families Prefixes (auto, anti, super)
Spelling	The /ow/sound spelt 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou'. This digraph is only found in the middle of words. The /i/ sound spelt with a 'y'. Words with endings that sound like /ze/ as in measure are always spelled with a '-sure'. Words with endings that sound like /ch/ is often spelled '-ture' unless the root words ends in (t) ch. Words with the prefix 're-' means 'again' or 'back'	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree=disagree. The prefix 'mis-' this is another prefix with negative meanings. Adding suffixes beginning with the vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. The long vowel /a/ sound spelled 'ai' The long /a/ vowel sound spelled 'ei'.	The long /a/ vowel sound spelled 'ey'. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. Homophones - words which have the same pronunciation but different meanings and/or spellings. The /l/ sound spelled '-al' at the end of words. The /l/ sound spelled '-le' at the end of words. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly'.	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'. Adding the suffix -ly. Words which do not follow the rules. Words ending in '-er' when the root word ends in (t)ch. Words with the /k/ sound spelled 'ch'. These words have their origins in the Greek language. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que'. These words are French in origin.	Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. The suffix '-sion' pronounced /ʒən/ Challenge Words Revision - spelling rules we have learned in Stage 3.	Revision - spelling rules we have learned in Stage 3.
Maths	Number- place value Number- addition and subtraction	Number- multiplication and division Measurement - Volume, weight	Number- multiplication and division Measurement- money	Statistics Measurement- length and perimeter Number- fractions	Number-fractions Measurement- time Geometry- properties of shapes	Geometry- properties of shapes Measurement: mass and capacity
Science	Rocks	Animals including humans	Animals including humans	Plants	Forces	Light

RE	Creation/ Fall What do Christians learn from the Creation story?	Incarnation and God: What is the Trinity?	Prophethood: Inspirational people Muhammed – the “seal of the prophets”	People of God: covenant, what does the Bible teach us?	Islam: How do Muslims show submission to Allah?	Submission
Geography	<ul style="list-style-type: none">The location of the UK in relation to the whole worldThe countries that make up the UKEngland is divided up into Counties. Which one do we live in? Where is it on the map?Major cities in the UK. Where are we in relation to London?What topographical features are there in the UK? Look at mountains, hills, coast lines, significant rivers, lakes)How have people settled in the UK? Urban, rural.What power sources do we use? Refer to wind farms, solar panels (used at school)What are the UKs biggest export - what do we produce that other countries like to buy? (cars)	<ul style="list-style-type: none">What are climate zones?What is the climate of the UK?What weather types are there? How do these change over the year?Do we get extreme weather in the UK?		<ul style="list-style-type: none">Where is this region in the UK?What is the climate?Explore weather patterns.Are there any big cities?What counties are there?Use a map to describe the land use. Mostly rural? Where are the biggest towns?What natural resources are available here? (energy, water, hills, minerals, soil type)Is the area known for particular crops or food production?Are there any special features? (National parks, rivers, significant places to visit, cathedrals)Thinking about trade for the UK, are there any representatives related to this in this region? (cars)		
History	Prehistory, Stone Age, Bronze Age, Iron Age How did people live at the time? What did they eat? What tools did they have? How do we use evidence to find out about the past? What significant changes were made in farming? Understanding reasons for settlements. What features would early settlers look for when deciding where to settle in Britain?					
Computing	Becoming familiar with Office 365 Computing systems and networks - Connecting computers	Creating Media-stop frame animation	Programming A-sequencing sounds	Data and information-branching databases	Creating media- Desktop Publishing	Programming B- Events and actions in programs

MFL	Moi <ul style="list-style-type: none"> Saying hello and goodbye Saying how you are and asking others Asking and answering questions about name and age Numbers 1-8 Grammar focus: introduction to question forms Phonics focus: [ɔ_] on, [y] u, [ʒ] j and [wa] oi	Chansons et jeux <ul style="list-style-type: none"> Numbers 9 - 12 Singular and plural of common nouns Responding to simple instructions Understanding and responding to the question Combien de ... Phonics focus: [e] é, er, ez, silent -s in simple plurals; [ɔ_] on, [wa] oi 	On fait la fête <ul style="list-style-type: none"> Months of the year Numbers 13-31 Asking when someone's birthday is Saying when your birthday is Phonic focus : consolidation of soft j and nasal on. Soft x in six, dix. Liaison in vingt et un and vingt huit, silent h in huit. 	Portraits <ul style="list-style-type: none"> Names of parts of the body Colours Agreement and position of adjectives Saying what someone looks like Adjectives to describe size Phonic focus: [u] ou, [Ø] eu, pronunciation of final consonant when 'e' added e.g. vert / verte 	Les quatre amis <ul style="list-style-type: none"> Animals Ne ... pas Phonic focus: [ʃ] ch, [ɔ] on Some verbs of movement 	Ca pousse <ul style="list-style-type: none"> Expressing likes and dislikes Saying what you would like to buy or eat Phonic focus: silent h before a, [i] i; [ɛ] è/ai; consolidation of [ʒ] j and g(e)/g(i); [u] ou
PSHE	Families and those who care for me.	Friendships-building relationships.	Physical and mental health including exercise and healthy eating		Going online- building virtual relationships, gaming and social media	
Art	Tessellations Escher Drawing - HB-B Pencil and pencil crayon/watercolour pencil. Charcoal.		Painting - Using acrylic paint for effect and purpose. Making a choice between different paints. Mixing and choosing colour for effect. Choosing the correct tools. (Van Gough)		Sculpture - paper mache	
DT		Chocolate boxes-structures		Healthy eating		Textiles
Music	Guitar	Guitar				
PE	Dance Netball	OAA Tag Rugby	Gymnastics	Dance	Swimming Tennis	Swimming Cricket