BARNES PRIMARY SCHOOL CURRICULUM MAP
YEAR GROUP: 3

<table>
<tr><th></th><th></th><th colspan="2">AUTUMN</th><th colspan="2">SPRING</th><th colspan="2">SUMMER</th></tr>
<tr><td></td><td>THEME</td><td colspan="2">Title of Learning Theme
Richmond Park: Deer, Walls and Kings</td><td colspan="2">Title of Learning Theme
Prehistory: The Stone Age and Beyond</td><td colspan="2">Title of Learning Theme
Romans</td></tr>
<tr><td rowspan="2">CORE CURRICULUM</td><td>ENGLISH</td><td>Texts studied:
• Mufaro’s Beautiful Daughters John Steptoe
• The Children of Lir Sheila MacGill-Callahan

Writing outcomes:
1. Newspaper article
2. Letter
3. Non-chronological report – linked to Science topic (Living Things and Their Habitats)</td><td>Texts studied:
• The Happy Prince Oscar Wilde
• Christmas poetry

Writing outcomes:
1. Description
2. Narrative
3. Poem
4. Leaflet – linked to Richmond Park theme topic.</td><td>Texts studied:
• The Porcupine Roald Dahl
• The Princess’s Blanket Carol Ann Duffy

Writing outcomes:
1. Diary entry
2. Advertisement

<u>Further texts:</u>

The Shrinking of Tree Horn Florence Parry Heide</td><td>Texts studied:
• The Princess’s Blanket Carol Ann Duffy (continued)

Writing outcomes:
1. Narrative
2. Persuasive letter

<u>Further texts:</u>

The Shrinking of Tree Horn Florence Parry Heide</td><td>Texts studied:
• How to Live Forever Colin Thompson

Writing outcomes:
1. Narrative
2. Description
3. Notes of advice

<u>Further texts:</u>

Queen of the Falls Chris Van Allsburg</td><td>Texts studied:
• The Tale of Despereaux Kate DiCamillo

Writing outcomes:
1. Persuasive Speech
2. Play script – linked to Roman topic (history)</td></tr>
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	MATHS	**Place Value and Number** - count from 0 in multiples of 4, 8, 50 and 100 - find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words - solve number problems and practical problems involving these ideas - use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16) **Addition and subtraction** - add and subtract numbers mentally, including: a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds **Times Tables Tests** - work on fluency and speed	**Addition and subtraction** - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - Use a bar model to represent two or more parts and a whole - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Multiplication and Division** - understand multiplication as repeated addition - double and halving - multiply by 10 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. **Times Tables Tests** - work on fluency and speed	**Multiplication and Division** - reading, making and drawing arrays - develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) - multiply and divide numbers by factors of 10 - write and calculate mathematical statements for multiplication using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods - understand the link between multiplication and division -division as repeated subtraction on a number line - understand worded multiplication questions - answer correspondence problems (for example, 3 hats and 4 coats, how many different outfits?) - write and calculate mathematical statements for division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods -formal written methods of multiplication and division (grid method) **Statistics** - interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Times Tables Tests** - work on fluency and speed	**Measure: Money** - add and subtract amounts of money to give change, using both £ and p in practical contexts **Measure** - understand different types of measure (capacity, mass, time, length etc.) -measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **Fractions** - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole - compare and order unit fractions, and fractions with the same denominators - continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. **Times Tables Tests** - work on fluency and speed	**Measure: Time** - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks]. **Measure** - measure the perimeter of simple 2-D shapes **Geometry** - draw and recognise 2D and 3D shapes - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that 2 right angles make a half-turn, 3 make 3/4 of a turn and 4 a complete turn - identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines - measure perimeter of 2D shapes **Times Tables Tests** - work on fluency and speed	**Review** - 1 week of reviewing everything we have learnt over the year. - assessment week **Problem Solving** -use all four operations and mathematical understanding to solve problems **Times Tables Tests** - work on fluency and speed

	SCIENCE	**Topic:** Living things and their habitats (linked with theme) **Key learning points:** what organisms require from a habitat; identifying and classifying common plants (British trees); identifying organisms; food chains.	**Topic:** Plants **Key learning points:** identifying the parts of plants and their functions; understanding how water is transported through plants; investigating factors which affect plant growth	**Topic:** Rocks and Fossils (linked with theme) **Key learning points:** observation of rocks; comparing of features; understanding how soil is made; investigating and classifying soils; investigating the hardness of different rocks; understanding how fossils are made.	**Topic:** Forces and magnets **Key learning points:** investigating magnetic/non-magnetic materials; understanding the concept of 'poles'; observing and understanding how magnets attract and repel; investigating the strength of magnets	**Topic:** Light **Key learning points:** investigation of light using data logger; investigating and understanding how shadows are formed; investigating how shadows change throughout the day; understanding that light is reflected from surfaces
	COMPUTING	**Topic 1:** E-safety and the components of a computer - To understand how to stay safe online – using avatars - To have an initial understanding of computer viruses and how to keep passwords safe **Topic 2:** Programming and games design **Key skills developed:** understanding of computer science concepts including algorithms, debugging and sequencing; Scratch – coding; understanding of computers; hardware and software **Trips/workshops:** • Trip to the London Connected Learning Centre – Lego Robots (coding and algorithms)		**Spring 1** **Topic 1:** E-safety (dangers surrounding accepting messages online) **Topic 2:** Dinosaur fossil animation and programming **Key skills developed:** understanding of computer science concepts, including, algorithms, debugging and sequencing; Scratch - coding **Spring 2** **Topic 1:** Create a blog entry – imagine that you are alive during the Stone Age. Linked to theme (prehistory). **Key skills developed:** understanding that the internet is a network of networks; effective searching; creation of mini web page/blog post; responding to online content by communicating clearly and responsibly.	**Topic 1:** E-safety (dangers surrounding talking and meeting people online) **Topic 2:** Stop-motion animation – linked to Roman theme **Key skills developed:** To use a variety of software, on a range of digital devices, to design and create content that accomplish given goals.	
FOUNDATION SUBJECT / LEARNING THEME	**HISTORY**	**Learning theme:** Deer, Walls and Parks **History focus:** research and order the history of Richmond Park from Charles I through to 2012.		**Learning theme:** Prehistory **Enquiry questions:** • Is it true to say that Stone Age people were simple hunter-gatherers only interested in food and shelter? • What was new about the New Stone Age? **Content:** significant changes from the Palaeolithic through to the Iron Age (including the Mesolithic, Neolithic and Bronze Ages). Focus upon changes in technology and the impact upon lifestyle. **Trips/workshops:** • Trip to the British Museum – prehistory and the Romans • Trip to Butser Ancient Farm – prehistory • Stone Age workshop **Key skills developed:** asking questions about the past, ordering both BCE and CE dates; drawing conclusions from interpreting primary sources; understanding concepts of continuity and change.	**Learning theme:** Romans **Content:** the expansion of the Roman Empire; reasons for the Roman invasion of Britain; Roman technology and lifestyle; how Romans cooked and dined. **Key skills developed:** asking questions about the past, ordering both BCE and CE dates; drawing conclusions from interpreting primary sources. **Trips/workshops:** • Roman workshop	

	GEOGRAPHY	**Learning theme:** Deer, Walls and Parks **Enquiry question:** Why did walls keep a King happy? **Content:** use of GIS such as google earth/maps; significant map work; fieldwork on two trips **Key skills developed:** Look at our local environment (the school) and how keys can be used in different ways; locate geographic features on maps of different scales; compare and similar locations and contrast their major differences (the royal parks of London); use fieldwork skills to carry out a geographic enquiry; use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom **Trips/workshops:** • Trip to Richmond Park - scheduled for Summer Term	**Learning theme:** Geography Day 'The Country We Live In' (Coastal processes) **Content:** To name and locate a geographical region and its identifying physical characteristic, key topographical features (coasts) and to understand how these aspects have changed over time. To understand the process of coastal erosion (how caves, arches, stacks and stumps are formed) **Key skills developed:** use maps, globes to locate places and describe features studied; use the eight points of a compass to build their knowledge of the United Kingdom	**Learning theme:** Romans **Content:** the expansion of the Roman Empire; reasons for the Roman invasion of Britain **Key Skills developed:** atlas skills (locating countries within Europe; understanding the difference between settlements, counties and countries); understanding distribution of some natural resources.
	DESIGN TECHNOLOGY	**Content:** Make an apron which is personalised and contains an organisation pocket **Key skills developed:** To design and make a purposeful, functional and appealing product based on a design criteria; understanding a design brief; solving a problem; to explore and evaluate existing products; creating a prototype; sewing and cutting skills; to evaluate their ideas and products against a design criteria	**Content:** To use computer-aided design software (CAD) to create a package for a Roman salad. **Key Skills developed:** understanding a design brief; writing criteria for finished product; planning and carrying out tasks; using computer-aided design software; evaluating a finished product or design. **Trips/workshops:** • Trip to the Design Museum	**Content:** Design and create a salad using ingredients which Romans introduced to Britain. **Key Skills developed:** understanding a design brief; writing criteria for finished product; knife skills and safety; planning and carrying out tasks; sampling and evaluating finished product.
	ART	**Focus 1:** Leaf prints – linked to science topic (plants) and Richmond Park **Focus 2:** Observational drawings of invertebrates - science **Focus 3:** Christmas card designs in the style of the artist Eric Carle **Key skills:** observational drawing; printing using natural objects; sketching techniques (in creative journals); collaging **Ongoing:** • Creative tasks in guided reading (developing drawing skills and mark making) • Over the course of the year, each child will have six group sessions with the school's artist in residence	**Focus 1**: Arts week – content is dependent upon whole school focus for the particular year. **Focus 2:** Stone Age paintings **Key skills:** using layers to create artwork; choosing and using images; collaging; painting and sketching techniques (in creative journals) **Ongoing:** • Creative tasks in guided reading (developing drawing skills and mark making) • Over the course of the year, each child will have six group sessions with the school's artist in residence	**Focus 1:** Roman Mosaics **Focus 2:** Andy Goldsworthy artwork linked to Richmond Park theme topic **Focus 3:** Sketching using different rocks – linked to science and rocks topic **Key skills:** using layers to create artwork; using nature to create artwork; sketching techniques (in creative journals) **Ongoing:** • Creative tasks in guided reading (developing drawing skills and mark making) • Over the course of the year, each child will have six group sessions with the school's artist in residence
	PHYSICAL EDUCATION	**Focus:** Gymnastics	**Focus:** Dance and table tennis	**Focus:** Outdoor Games
	PERSONAL DEVELOPMENT	Focus: What it means to be part of a community Being a good citizen – linked to The Happy Prince	**Focus:** Managing risks Recognise when and when not to keep something confidential.	**Focus:** Different types of family Self-esteem and setting personal goals Gender stereotypes

	RELIGIOUS EDUCATION	**Focus:** Christianity Learning and reciting Christmas poetry; discussion of the Christmas story and the 'true meaning' of Christmas; leading a Christmas celebration on behalf of the school. **Trips/workshops:** • Visit to St Michael's Church	**Focus:** Judaism – What does it mean to be part of the Jewish Faith? Children to investigate: where Judaism was founded and who founded the Jewish faith, the key beliefs held by Jews, the key features in a Jew's place of worship, name and explain the key Jewish festivals, what the Jewish holy book is and how it is used and recognise the main symbol associated with Islam. Which Jewish values do you relate to? What questions do you have about religion? What does belief mean to you? What would your ten commandments be?	**Focus:** Holy Books Establishing basic understanding of Judaism and Christianity; developing accuracy in key vocabulary; research, comparing and contrasting two significant holy books (the Bible and the Torah) If you wrote a special book what would be your key message? What makes a book special? **Trips/workshops:** • Visit to Kingston and Surbiton District Synagogue