

Rainbow Room (Year 3) - Curriculum Map

Autumn

Autumn 1 Place Value

- RECAP: Represent and partition numbers to 1,000
- Thousands
- Represent and partition numbers to 10,000
- Flexible partitioning of numbers to 10,000
- Find 1, 10, 100, 1,000 more or less
- Number line to 10,000
- Compare and order numbers to 10,000
- Roman numerals
- Round to the nearest 10, 100 and 1,000

Autumn 2 Addition and Subtraction:

- Add and subtract 1s, 10s, 100s, and 1,000s
- Add up to two 4-digit numbers - with exchanges
- Subtract two 4-digit numbers - with exchanges
- Efficient subtraction
- Checking strategies

Measurement- Area Multiplication and division A

- What is area?
- Count squares
- Make shapes
- Compare areas
- Multiples of 3
- Multiply and divide by 6
- 6 times-table and division facts
- Multiply and divide by 9
- 9 times-table and division facts
- The 3, 6, and 9 times-tables
- Multiply and divide by 7
- 7 times-table and division facts
- 11 times-table and division facts
- 12 times-table and division facts
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply three numbers

Spring

Spring 1 Multiplication and Division B

- Factor pairs
- Multiply by 10 and 100
- Divide by 10 and 100
- Related facts - multiplication and division
- Informal written methods for multiplication
- Multiply a 2-digit number by a 1-digit number
- Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number
- Divide a 3-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication

Measurement - Perimeter

- Measure in kilometres and metres
- Equivalent lengths (kilometres and metres)
- Perimeter on a grid, rectangle.
- Perimeter of rectilinear shapes
- Find missing lengths in rectilinear shapes
- Calculate perimeter of rectilinear shapes
- Perimeter of regular polygons and polygons.

Spring 2 Fractions:

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers

Decimals A

- Tenths as fractions and decimals.
- Tenths on a place value chart and number line.
- Divide a 1-digit and 2-digit number by 10
- Hundredths as fractions and decimals
- Hundredths on a place value chart
- Divide a 1- or 2-digit number by 100

Summer

Summer 1 Decimals B

- Make a whole with tenths and hundredths
- Partition decimals
- Flexibly partition decimals
- Compare and order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

Money

- Write money using decimals
- Convert between pounds and pence
- Compare amounts of money
- Estimate with money
- Calculate with money
- Solve problems with money

Time:

- Years, months, weeks, and days
- Hours, minutes, and seconds
- Convert between analogue and digital times
- Convert to the 24-hour clock
- Convert from the 24-hour clock

Summer 2 Shape

- Understand angles as turns
- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Polygons
- Lines of symmetry
- Complete a symmetric figure

Statistics

- Interpret charts
- Comparison, sum, and difference
- Interpret line graphs
- Draw line graphs

Position and Direction:

- Describe position using coordinates
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid
- Describe translation on a grid

English

Science

Autumn

CLPE Book- Autumn 1- Arthur & The Golden Rope
Children will develop the ability to:
-Engage with a story told through a mixture of narration, speech and visual imagery
-Explore themes and issues, and develop and sustain ideas through discussion
-Develop creative responses to text through drama, story-telling and artwork
-Compose writing for a wide variety of purposes
-Write in role in order to explore and develop empathy for characters

CLPE Book- Autumn 2- Pebble in My Pocket
Children will develop the ability to:
-Explore an information book in depth
-Explore themes and issues, develop and sustain ideas through discussion
-Use creative responses to text through drama, story-telling and artwork
--Write with confidence for real purposes and audiences

Spelling & Grammar
Prefixes and suffixes (year 3 NC)
Fronted adverbials (Year 4 NC)
Word Classes
Subordinating conjunctions

Handwriting- weekly lesson

Skeletons and Muscles
1. Living and Non-Living
2. Life Processes
3. Skeletons
4. Muscles
5. Investigation

Rocks, Soils and Fossils
1. Types of Rocks
2. Grouping Rocks
3. Fantastic Fossils
4. Mary Anning
5. Soil Formation

Spring

CLPE Book- Spring 1 and 2- The Wild Robot
Children will develop the ability to:
-Engage with a story with which they will empathise
-Enjoy an exciting story with memorable characters
-Draw inferences about characters’ feelings, thoughts and motives from their actions
-Explore themes and issues, and develop and sustain ideas through discussion
- Use creative responses to text through drama, story-telling and artwork
Write in role to develop empathy for characters
-Write with confidence for real purposes and audiences
-Write a sequel narrative based on a familiar story world, events and characters

Additional poetry sessions (link into whole-class reading and oracy)- Werewolf Club Rules

Spelling & Grammar
Homophones and near homophones
Fronted adverbials (Year 4 NC)
Apostrophes (possession, contractions, possessive plurals)

Handwriting- weekly lesson

Forces & magnets
1. Pushes and Pulls
2. Faster and Slower
3. Scrapyrd Challenge
4. Magnet Strength
5. Magnetic Poles
6. Marvellous Magnets

Food and nutrition (not digestion)
1. Nutrition
2. Food Labels
3. Skeletons
4. Human Skeletons
5. Investigation

Summer

CLPE Book- Summer 1- Varjak Paw
Children will develop the ability to:
-Enjoy an exciting story and discuss its meanings
-Explore a narrative plot, settings, characters and draw inferences to aid understanding
-Empathise with characters and explore their dilemmas
-Write recounts in role based on fictional experiences
Write newspaper reports based on the narrative
-Compose a narrative written from another character’s point of view.

CLPE Book- Summer 2- The Explorer
Children will develop the ability to:
-Explore a longer, character driven narrative
-Explore complex characterization
-Read widely and for pleasure
-Develop and articulate opinions on a fictional narrative
-Explore and debate key themes within a narrative

Spelling & Grammar
Homophones and near homophones
Fronted adverbials (Year 4 NC)
Commas for clauses

Handwriting- weekly lesson

Light
1. Light and Dark
2. Reflective Surfaces
3. Marvellous Mirrors
4. Sun Safety
5. Making Shadows

Plants
1. Plant investigation- what do plants need to grow well?
2. Moving Water
3. Fantastic Flowers
4. Life Cycle

	Autumn	Spring	Summer
History	<p>Middle Ages</p> <ul style="list-style-type: none"> • Include coverage of both male and female monarchs • Witchcraft- discuss how females were treated differently and why. Encourage opportunities for discussion and debate. • Explore life in The Middle Ages outside of Europe and explore cultural differences. 	<p>Inventors/Scientists</p> <ul style="list-style-type: none"> • Living Museum Day to launch topic. Children choose person to explore/ represent on the day. Encourage children to choose figures that incorporate diversity, particular characters who faced adversity. <p><i>Examples taught may include but not limited to:</i></p> <ul style="list-style-type: none"> • Stephen Hawking • Alan Turing • Ada Lovelace • Katherine Johnson <p>(ref: disabilities, race, gender, sexuality and how this may have been viewed in history)</p>	<p>Tudors</p> <ul style="list-style-type: none"> • Look at role of Tudor Women and provide opportunities for discussion and debate. • Explore figures such as John Blanke/ Jacques Francis- lives of African salvage divers (read The Diver’s Daughter in class) • Discussions around institutions - monarchy, council (ref marriage and divorce), parliament, courts, and administrative bodies - that excluded women.
Geography	<p>Continents</p> <ul style="list-style-type: none"> • Look at both developed and developing countries- understanding of wealth divides • Discuss languages and cultures across continents to develop awareness and tolerance of other cultures 	<p>Islands</p> <ul style="list-style-type: none"> • Nationalities/ cultures of islands to be explored- develop awareness of how people live on islands. 	<p>Rainforests</p> <ul style="list-style-type: none"> • Climate change- how has this affected the rainforest environment? What can we do to help? • Wildlife conservation
Art	<p>Middle Ages - design and technology project. Design and construct a Middle Ages shield.</p> <p>Sunflower- mixed media artwork: observational drawing, collage and mixing colour and block printing</p>	<p>Observational drawing and studies of inventions, both contemporary and historical.</p> <p>Design a Charlie and the chocolate factory garden (exploring colour)</p> <p>D and T project: designing and making a Charlie and the chocolate factory chocolate bar (paper mâché)</p> <p>Compare, contrast and drawer and animals from Great Britain and animals from different islands.</p>	<p>Investigating Tudor portraits and creating their own. This will then be used as a theatrical backdrop for our play.</p> <p>Design and paint a Tudor Rose.</p> <p>Drawer, wax and dye an imaginary rainforest inspired by Rousseau’s The Surprise</p>
Spanish	<p>Personal Presentation</p> <p>Learning the song “ The autumn arrived”</p> <p>Numbers (0-700)</p> <p>Reading : “ Lluvia o sol “</p> <p>Vocabulary related to the process of a butterfly to create a little story</p> <p>Revision of ordinals 1st to 5th</p> <p>Vocabulary of food</p> <p>Numbers (0-800)</p>	<p>More food</p> <p>I like/I don’t like Me too/me neither</p> <p>Revision of colours</p> <p>Numbers (0-900)</p> <p>Vocabulary of the song : “ Llego Primavera “</p> <p>Numbers (0- 1000)</p>	<p>Professions</p> <p>Feelings</p> <p>Personal Pronouns (I/you he/she we/you/they)</p> <p>Numbers (0-1000000)</p>
PE	<p>Running styles (short, middle and longer distance)</p> <p>Ball skills (throwing, catching and retrieving)</p>	<p>Football (goal keeping, shooting and teamwork)</p> <p>Hockey (teamwork, dribbling and shooting)</p>	<p>Athletics (running styles and Sports Day practice)</p> <p>Fitness Work</p> <p>Children’s choice</p>

	Autumn	Spring	Summer
Sports	Football (passing and dribbling) Rugby (passing and team play) Handball (throwing, catching and team skills) Dodgeball (throwing, catching and team skills)	Athletics (javelin, hurdles, long jump and running technique) Football (control, continue with dribbling and introduce passing techniques)	Hockey(passing, dribbling and match skills) Athletics- sports day practice Soft Ball- To improve teamwork and test skills in a match setting.
PSHE/RE	<p>Being in My World Understanding and appreciation for similarities and differences, develop understanding of own identity.</p> <p>Celebrating Difference -Recognising that some words are used in hurtful way (can include remarks that relate to sexuality, body image, race etc.) -Awareness of different family dynamics. Understanding that marriage is no longer limited to union between a man and a woman, explore same- sex relationships. -Look at families of different ethnicities and nationalities- ensure fair/ diverse representation -Mention of maternity leave, understanding that women are entitled to this.</p> <div> <div> Hinduism 1.When and where? 2.Main Beliefs 3.Special Places 4.Special Festivals 5.Holy Books 6.Symbols </div> <div> The Nativity Story 1. Mary and Joseph 2. The Journey 3. A Baby is Born 4. The Shepherds 5. A New Star Appears 6, King Herod </div> </div> <p>RE curriculum designed to provide a detailed exploration of some of the main religions of the world. Children to develop awareness of various beliefs and tolerance of differing ideas.</p>	<p>Dreams and Goals Look at characters who have faced adversity when trying to achieve their dreams and goals. Children to understand that their identity should not inhibit their ambitions for the future, we should have equal opportunities.</p> <p>Healthy Me Touch on judging by appearances when exploring themes of drug use.</p> <div> <div> Islam 1.When and where? 2.Main Beliefs 3.Special Places 4.Special Festivals 5.Holy Books 6.Symbols </div> <div> Easter (Good Friday) 1.The Easter Story 2.The Last Supper 3.Prayer 4.Maximilian Kolbe- reference to treatment of individuals in WWII and how others showed compassion. 5.The Cross and The Resurrection 6.New Life </div> </div>	<p>Relationships -Brief mention of sexual orientation when discussing romantic relationships. -Conflict resolution may involve discussion around discriminative remarks and the implications that these could have.</p> <p>Changing me -Exploration of the difference between gender assigned at birth and gender identity. Teacher to be sensitive to this when discussing physical changes that happen during puberty. -Discussion around pregnancy and awareness that same-sex parents may follow a different route of conception.</p> <div> <div> Sikhism 1.When and where? 2.Main Beliefs 3.Special Places 4.Special Festivals 5.Holy Books 6.Symbols </div> <div> Judaism 1.When and where? 2.Main Beliefs 3.Special Places 4.Special Festivals 5.Holy Books 6.Symbols </div> </div>
Music	Christmas service practice	Performing skills - focus on controlling sounds through singing and playing	Summer production practice- The Life and Loves of Henry VIII
Computing	<p><i>Introduction of devices</i></p> <p>November- Cool to be Kind Week -Cyber Bullying</p> <p>Common Sense Computing- We, The Digital Citizens NCCE (1)- Connecting Computers</p> <p>Common Sense Computing- Device Free Moments NCCE (2)- Stop Frame Animation</p>	<p>Common Sense Computing- That’s Private NCCE (3)- Sequence in Music</p> <p>Common Sense Computing- Digital Trails NCCE (4)- Branching Databases</p>	<p>Common Sense Computing- Who is in Your Online Community? NCCE (5) - Desktop Publishing</p> <p>Common Sense Computing- Putting a STOP to Online Meanness NCCE (6)- Events and Actions</p>