

Geography	Music	PE & Games
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Locate and name the continents on a World Map.
 Locate the main countries of Europe inc. Russia.
 Identify capital cities of Europe
 Locate and name the countries making up the British Isles, with their capital cities.
 Locate and name the main counties and cities in/around Essex
 Identify longest rivers in the world, largest deserts, highest mountains.
 Compare with UK. (Link with Egypt)
 Describe and understand key aspects of: Human geography including trade links in the Pre-roman and Roman era.
 Types of settlements in Early Britain linked to History. Why did early people choose to settle there?
 Types of settlements in modern Britain: villages, towns, cities.
 Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
 Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
 Use fieldwork to observe 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.

Vocal skills - solfa scale, School Song and Hymn, Mass setting
 Notation - conventional (treble clef) , graphic
 Instruments - recorders, classroom percussion, own instruments
 Performance - Christingle, Thanksgiving, group/class compositions, solo recorder
 Composition - Animal Magic, Burgers - (rhythmic ostinato), melody for recorder
 Improvisation using recorders - rhythmic and melodic
 Evaluation - oral discussion

Gymnastics/Dance
 Plan, perform and repeat sequences.
 Show changes of direction, speed and level.
 Travel in a variety of ways.
 Perform vaults over equipment.
 Develop physical strength and suppleness by practising moves and stretching.
Athletics
 Use a range of throwing techniques and throw with accuracy to hit a target or cover a distance.
 Jump in a number of ways, using a run up where appropriate.
 Compete with others and aim to improve personal best performances.
Games/P.E.
 Sprint over short distances and run over longer distances beginning to be aware of conserving energy in order to sustain performance.
 Throw and catch with control and accuracy.
 Strike a ball and field with control
 Follow the rules of the game and play fairly
 Maintain possession of a ball
 Pass to teammates at appropriate times.
 Lead others and act as a respectful team member
Swimming (Summer Term)
 To use more than one stroke and co-ordinate breathing as appropriate for the stroke being used.
 Coordinate leg and arm movements.
 Swim at the surface and below the water
Sporting Fixtures:
 House matches, ISA, SPSSA Tag Rugby, Football, Hockey, Sportshall Athletics, Cross Country, Gymnastics, KS2 Borough Sports and Super Sports by selection

Computing	Modern Foreign Languages	PSHE
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Michaelmas Term:
 Digital Literacy: Online safety, Typing skills
 Information Technology and Digital Literacy: Word processing, Forms
Lent Term: Information Technology:
 Collecting and analysing data
 Computer Science: Programming an animation
Trinity Term: Computer science: Finding and fixing bugs in programs designing a game.
 Information Technology and Digital Literacy: Making and sharing a screencast presentation and email safety

Michaelmas Term:
 Yo aprendo español - colours, numbers 1-10, greetings.
 Las estaciones - seasons, days, months, weather.
Lent Term: Puedo - I can (with activity phrases).
 La fruta - likes and dislikes.
Trinity Term: La familia - Family - Learning members of the family, and saying their ages, and names and describing your family.
 ¿Tienes una mascota? - Do you have a pet? - Learning nouns for pets, saying what they are called, what have/don't have.

Michaelmas Term
 Living in the Wider World: Britain.
 Relationships: Team
Lent Term
 Health and Wellbeing: It's My Body.
 Living in the Wider World: Aiming High
Summer Term
 Relationships: Be Yourself.
 Health and Wellbeing: Money Matters

Design and Technology	Art and Design	Educational Visits
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Pupils rotate through the three skills sections termly over the year.
 Food:
 Food hygiene. Food around the world.
 Sewing:
 Learn basic skills. Make a Binka bookmark.
 Construction:
 Design and make a Roman Shield.

Michaelmas Term:
 St Michaels' Day dragons. Self portraits. Paint poppy decoration. Christmas card, calendar and Christmas decoration.
Lent Term:
 Look at the work of European artists. Egyptian name plates, still life drawing of shabti, clay modelling skills, create a 3D model scene.
Trinity Term:
 Art from around the world. Take One Picture.

Michaelmas Term
 Outdoor Education Day at Othona
 Local area fieldwork (Geography)
Lent Term
 Outdoor Education Day at Othona
Trinity Term
 Outdoor Education Day at Othona
 Colchester Castle (History)

St Michael's School Curriculum Map



Year 3

English

Writing**Narrative**

Write stories set in places the pupils have seen

Write stories that contain mythical, legendary or historical characters or events.

Write letters

Write scripts

Write stories, letters, scripts and character profiles inspired by reading across the curriculum

Non-fiction

Write instructions

Write recounts

Write explanations

Write non-chronological reports.

Poetry

Learn by heart and perform a significant poem

Explore and write poetry that conveys an image using similes and alliteration.

Write calligrams and shape poems.

Reading

Read and listen to a wide range of styles of text, including different takes on fairy stories, myths and legends, traditional stories, modern fiction, non-fiction texts and books from other cultures

Introduce classic British fiction and discuss the social and historical context of these texts

Take part in detailed conversations about books and that which has been read

Learn a wide range of poetry by heart
Use the class, school and community libraries

Read, listen to and discuss whole novels

Write detailed responses to comprehension questions giving evidence to support answers.

Develop the necessary skills to read silently.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters
Increase the legibility and quality of handwriting.

Communication

Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Through reading, identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals. Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Grammar

Recognise simple sentences and begin to recognise compound and complex sentences

Extend range of sentences used with more than one clause, employing a range of conjunctions to add subordinate clauses

Build on knowledge of nouns, adjectives and adjectival phrases

Build on knowledge of verbs and continue to explore the use of past and present tense verbs

Use powerful verbs

Structure longer texts appropriately into paragraphs

Use dialogue in narrative texts, introducing how to punctuate dialogue accurately

Use apostrophes to show possession

Use ellipsis to add detail to narrative writing

Drama

Enacting stories (the teacher as director/narrator - in or out of role)

Working in role

Using lighting, books, scripts, props, costumes, music

Using drama strategies and mediums

Rehearsing for the Prep Play

Performing in the Prep Play

Responding to performances

Spelling

Use further prefixes and suffixes and understand how to add them.

Spell further homophones.

Spell common words which are often misspelt.

The sound spelt 'ou' in words such as young, touch, double, trouble, country)

The prefixes-

Dis-, mis-, in-, il, im-, ir-, re-, sub-, inter-, super-, anti-, auto-,

Words with endings sounding like /ʒə/ or /tʃə/ (E.g. measure, treasure, pleasure, enclosure, creature, furniture)

Endings which sound like /ʒən/ (E.g. division, invasion, confusion, decision)

The suffix -ous (E.g.

Words with the /ʃ/ sound spelt ch (E.g. chef, chalet, brochure)

Words with the /s/ sound spelt sc (E.g. science, scene, discipline, fascinate)

Words with the /eɪ/ sound spelt ei, eigh, or ey (E.g. vein, weigh, eight, neighbour)

Maths

Number, Place Value and Rounding

Secure place value to 1,000

Identify, represent and estimate numbers to 1000, including on landmarked and unlandmarked number lines

Order and compare numbers up to 1000, including use of < and > signs
Count in 10s, 100s and 1000s forward and backwards

Count in multiples of 4, 8, 50 and 100

Count using negative whole numbers

Round numbers to the nearest 10

Science

Plants (Biology)

Identify and describe functions

Requirements for life and growth

Water transportation

Life cycle of flowering plants

Animals including humans (Biology)

Animal and human nutrition

Skeletons and muscles

Rocks (Chemistry)

Compare and group rocks based on simple properties

How and why fossils are formed

Light (Physics)

Need light to see things and darkness is the absence of light

Light is reflected

Shadows and how they change

Light from Sun can be dangerous

Forces and magnets (Physics)

Compare how things move on different surfaces, Forces sometimes need contact sometimes not, Repulsion and attraction

Magnets and magnetic/non-magnetic materials, electromagnets

Biographies of relevant scientists

History

Michaelmas Term: Personal Timeline, Changes in Britain from the Stone Age to the Iron Age

Lent Term :The Egyptians

Trinity Term: The Romans

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.

Religious Education

Michaelmas Term: What do people believe about God?

Lent Term: Why are festivals important?

What does it mean to be a Hindu in Britain today

Trinity Term:Why do people pray?

Properties of Shapes

Know the 2D shapes that form the surfaces of 3D shapes

Revise properties of 3D shapes

Recognise angles as a property of shape or a description of a turn

Identify right angles and whether angles are greater than or less than a right angle

Identify horizontal and vertical lines, and pairs of parallel and perpendicular lines

Position, Direction and Movement

Line symmetry - horizontal and vertical

Recognise that 2 right angles make a half turn, 3 right angles make a 3/4 turn etc.

Measures

Measure, compare, add and subtract lengths, mass and volume/capacity

Measure the perimeter of simple 2D shapes

Add and subtract amounts of money to give change

Tell the time from an analogue clock (including Roman numerals to XII) and 12 hour and 24 hour clocks

Read time to the nearest minute

Compare time in terms of seconds, minutes and hours

Know number of seconds in a minute, and number of days in each month, year and leap year

Compare durations of events

Statistics

Interpret and present data using bar charts, pictograms and tables.

Solve one step and two step problems using info from scaled bar charts, pictograms and tables.

Addition and Subtraction

Mental calculation including: 3 digit number and ones, 3 digit number and 10s, 3 digit no. and 100s

Add and subtract up to 3 digit numbers using formal methods

Use estimating/inverse to check answers
Solve problems involving the above including missing number problems

Multiplication and Division

Recall multiplication and division facts for 3, 4, 8, 9 and 11 times tables (6 and 7x if possible too)

Calculate mathematical statements for multiplication and division using tables they know, including TUxU using mental and then formal methods

Short multiplication using formal methods

Multiply whole numbers by 10 and 100 and understand the effect

Fractions and Decimals

Compare and order unit fractions and fractions whose denominators are the same

Add and subtract fractions with the same denominators within one whole

Show using diagrams equivalent fractions with small denominators

Calculate unitary fractions of amounts where the answer is a whole number

Count up and down in tenths, recognise that tenths arise from dividing one digit numbers or quantities by 10

Solve problems using the above