

SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 3

Our Sheen Mount curriculum maps have been developed and updated throughout 2019-2020. However, in this coming academic year, 2020-2021, there are some areas of the curriculum that will be modified, because of Covid-19, in line with the government guidance issued most recently.

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- 2) Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

Subject	Autumn Term	Spring Term	Summer Term
English	<p><u>Core Texts:</u> <u>Stig of the Dump</u> This text has a strong theme of friendship and links very well to our Stone Age topic. It follows the life of Barney; a solitary little boy, given to wandering off by himself. One day he is lying on the edge of a disused chalk-pit when it gives way and he lands in a cave. Here he meets 'somebody with a lot of shaggy hair and two bright black eyes' wearing a rabbit skin and speaking in grunts. He names him Stig. They become great friends, learning each other's ways and embarking on a series of unforgettable adventures.</p> <p><u>Major Glad Major Dizzy by Jan Oke</u> This is an unusual picture book which maps the story of two Victorian toy soldiers over the 20th Century in London. The images and creative text are the perfect starting points to inspire a range of writing.</p> <p><u>Stone Age Boy by Satoshi Kitamura</u> A picture book with a comic-book influence which maps out an accidental fall that transports the main character back in time to the Stone Age. He makes friends with a girl his age and learns how Stone Age people lived. The book is full of processes and technical words linked to The Stone Age.</p>	<p><u>Core Texts:</u> <u>George's Marvellous Medicine by Roald Dahl</u> <u>Matilda by Roald Dahl</u></p> <p>These text allows children to examine plot and character development in detail. It provides a context that children can associate with easily and captures their imaginations.</p>	<p><u>Core Text:</u> <u>The Legend of Podkin One-Ear by Kieran Larwood</u> This gives the children the opportunity to experience a contemporary novel with a classic feel. It exposes the children to inference and looking for the hidden meaning. It will develop lessons of friendship, loyalty and bravery.</p>
	<p><u>Reading Opportunities:</u> During shared reading and guided reading:</p> <ul style="list-style-type: none"> - encouragement of Reading for Pleasure - apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words - listen to, read and discuss a wide range of books and writing - develop fluency, use of expression and stamina - developing empathy - preparing poems and plays to read aloud and to perform - recognise different forms of poetry - using dictionaries to check the meaning of words - explaining word meanings - comprehension skills: check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting - discussing words and phrases that capture the reader's interest - identify how language, structure and presentation contribute to meaning - retrieve and record information from non-fiction texts <p>Other Reading Opportunities:</p> <ul style="list-style-type: none"> - independent reading - reading recommendations and book discussions - making comparisons within and across books - whole class poetry recital: Harvest Assembly, Spring Assembly, Tennyson Down Performance - library session - whole class story 		

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<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <p>Diary Entry (writing in role) - Written in the first person and past tense; using adverbs and adverbial phrases to state when, what and where Setting description – Prepositions, expanded noun phrases and sentence openers Narrative – Written in the third person, Instructional Text (recipe)- Imperative verbs, headings and subheadings to aid structure and organisation of information Poetry - Features of poetry (adjectives, similes, metaphors, personification, alliteration, rhyme and repetition). Recount – First person, time conjunctions to order the sequence of events and technical words (Stone Age items) Written comprehension – Summarising, sequencing, inferencing, comparing and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea, important facts and supporting details Peer Editing - Sentence correction/up-levelling</p> <p><u>Techniques/Mechanics/Grammar/Punctuation:</u></p> <p>Basic punctuation (CL, FS, comma) Present perfect tense Adjectives and Similes Sentence openers Synonyms Formal and informal language Conjunctions Forms of a or an Apostrophes for possession and omission Word classes Word families Prefixes and suffixes Features of a sentence Pronouns Use first two/three letters of a word to find it in the dictionary/thesaurus Simple and compound sentences</p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - Syllables - Phonemes - Long and short vowels - Adding 'ing' - 'le' ending - Root and prefix recognition - Synonyms <p><u>Handwriting:</u> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p>	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <p>Character description - Similes and metaphors, written in third person, pronouns to avoid repetition, paragraphs to separate character attributes: appearance, personality and behaviour Rhyming verse (Roald Dahl revolting recipe) <i>Choral Speaking (Reading aloud, intonation, pauses, breath work)</i>- Onomatopoeia, adjectives, similes, metaphors, personification, alliteration, rhyme and repetition Poetry - Features of poetry (adjectives, similes, metaphors, personification, alliteration, rhyme and repetition). Persuasive (advert) - Persuasive devices (alliteration, rhetorical questions, the rule of three, facts and exaggeration) Narrative - Inverted commas for dialogue between characters, vary use of simple, compound and complex sentences. Written comprehension- – Summarising, sequencing, inferencing, comparing and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea, important facts and supporting details Peer Editing - Sentence correction/up-levelling</p> <p><u>Techniques/Mechanics/Grammar/Punctuation:</u></p> <p>Sentence openers Conjunctions Antonyms Paragraphs Homophones Commas (to separate adjectives or items in a list and to separate clauses) Past tense Clauses Subordinate clauses Use first two/three letters of a word to find it in the dictionary/thesaurus Features of a sentence Simple, compound and complex sentences Forms of a or an</p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - Long vowels - Long vowel homophones - Singular and plural - Plural exceptions - Compound words <p><u>Handwriting:</u> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - Increase legibility, consistency and quality of handwriting.</p>	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <p>Written summary (of a chapter) –minimising detail and focusing on key events and people Writing in role - Emotive language, past tense, adverbial phrases Narrative including creation of new character - Inverted commas for dialogue between characters, paragraphs to organise events, adverbial phrases, powerful verbs, expanded noun phrases Newspaper article- Features of a non-fiction text: headline, introduction, paragraphs, 5 W's, reported speech, structure and layout Written comprehension – Summarising, sequencing, inferencing, comparing and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea, important facts and supporting details Peer Editing - Sentence correction/up-levelling Publishing work for display (Podkin work)</p> <p><u>Techniques/Mechanics/Grammar/Punctuation:</u></p> <p>Time conjunctions Prepositional phrases Singular and plural possessive apostrophe Indirect speech Adverbs Features of a sentence Pronouns Subordinate clauses Homophones Use first two/three letters of a word to find it in the dictionary/thesaurus Simple, compound and complex sentences Forms of a or an Formal and informal language</p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - Root words, prefixes and suffixes - Suffix rules (double letter, drop e, change y to i) - Using the suffixes ly, ful, less, ture, sure, ous, tion and sion <p><u>Handwriting:</u> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. - Increase legibility, consistency and quality of handwriting.</p>
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<p style="text-align: center;">Maths</p>	<p>- Increase legibility, consistency and quality of handwriting.</p> <p>Number – Place Value Identify, represent and estimate numbers using different representations. 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. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Number – 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. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. 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.</p>	<p>Number – Multiplication and Division Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>	<p>Number – multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p> <p>Measurement – money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>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.</p>	<p>Measurement – length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.</p> <p>Number – 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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above.</p>	<p>Number – fractions Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$] Solve problems that involve all of the above.</p> <p>Measurement – 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].</p>	<p>Geometry – properties of shape Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four 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. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations.</p> <p>Measurement – mass and capacity Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>
<p style="text-align: center;">Science</p>	<p>Rocks Knowledge: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Forces and magnets Knowledge: compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday</p>	<p>Animals, including humans Knowledge: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Light Knowledge: recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a</p>	<p>Plants Knowledge: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which</p>	<p>Scientific enquiry skills Skills: carry out practical activities which promote the 5 types of scientific enquiry:</p> <ul style="list-style-type: none"> - Identifying and classifying - Observing over time - Fair testing - Pattern Seeking - Research

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	<p><u>Skills:</u> classify rocks in a range of different ways, using appropriate vocabulary. Devise tests to explore the properties of rocks and use data to rank the rocks. Link rocks changing over time with their properties. Present in different ways their understanding of how fossils are formed. Identify plant/animal matter and rocks in samples of soil. Devise a test to measure the permeability of rocks.</p> <p><u>Vocabulary:</u> rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, sandy/clay soil, permeable, impermeable, addition, losses, transition, transformation</p> <p><u>Key activities/events:</u> classify rocks according to their properties. Observe, draw and describe rocks. Comparative test for permeability. Sequence the stages in fossil formation and match them to pictures.</p>	<p>materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Skills:</u> Test the strength of difference magnets and make predictions. Use classification evidence to identify that some metals but not all are magnetic Through exploration, show how like poles repel and unlike poles attract and name unmarked poles. Use test data to rank magnets.</p> <p><u>Vocabulary:</u> force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p> <p><u>Key activities/events:</u> Children test the strength of magnets using paperclips (how many paper clips can a magnet hold). Children observe and draw these magnets, as well as fill in the results in a table. Children explore the different poles of magnets and label them. Children create freeze frames of different push and pull activities.</p>	<p><u>Skills:</u> classify foods into those that are high or low in particular nutrients. Answer questions about nutrients in food based on gathered evidence. Plan a daily diet and talk about its nutrient content. Give similarities and differences between skeletons.</p> <p><u>Vocabulary:</u> nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p> <p><u>Key activities/events:</u> Children look at the different food groups and learn how they enable the body to function, children then organise these food groups onto a health plate and provide example of each food group. Children make their own food diary with the focus of ensuring it is a well-balanced diet. Children learn about the skeleton and its 3 main functions, as well as identify the names of different bones. Children are introduced to the three different types of animal skeletons and have to sort the animals based on their skeleton type.</p>	<p>light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p> <p><u>Skills:</u> describe patterns in visibility of different objects in different lighting conditions and predict which will be more or less visible as conditions change. Clearly explain, giving examples, that objects are not visible in complete darkness. Describe and demonstrate how shadows are formed by blocking light. Describe, demonstrate and make predictions about patterns in how shadows vary.</p> <p><u>Vocabulary:</u> light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p><u>Key activities/events:</u> Children explore what light is by using a cardboard box and torch. Children are introduced to the different types of light sources (natural and human made) and come up with their own using a table. Children complete different activities in order to investigate reflections. Children create their own puppet show in order to understand shadows and to understand which materials are translucent and transparent.</p>	<p>water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Skills:</u> explain observations made during investigations. Look at the features of seeds to decide on their method of dispersal. Draw and label a diagram of a flowering plant to show its parts, their role and the method of pollination and seed dispersal.</p> <p><u>Vocabulary:</u> as for Y2 + photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal, wind dispersal, animal dispersal, water dispersal</p> <p><u>Key activities/events:</u> trip to Kew Gardens, focusing on rainforest plants (link to geography) Children take part in a plant investigation (over time) which tests the effects of a plant having water, space, sunlight, warmth, air and soils. Then comparing it to plants with a missing element. Observations, recordings and discussions are made.</p>	<p><u>Vocabulary:</u> Plant Hunters, water, soil, sunlight, skeleton, Marie Curie, Journey to the Centre of the Earth, inner core, outer core, mantle, crust, light source.</p> <p><u>Key activities/events:</u> Children learn about different inventors based on each topic they have covered throughout the year.</p>
<p>Art & DT</p>	<p><u>Art – Stone Age Bone Necklaces (clay)</u> Using clay, recreate jewellery pieces that have been found and date from the Stone Age.</p> <p>Cave paintings Stonehenge silhouettes</p>	<p><u>Textiles: 2D Shape to 3D Product</u></p> <p>Children design and make a reusable shopping bag using 2D shapes to create a pattern and sewing stitches to join material.</p>	<p><u>Drawing/Painting (Link Amazon)</u> Using the work of Nick Gustafson for inspiration, use pastels to create a picture of a rainforest animal.</p>	<p><u>Art – Printing (investigating patterns)</u> Using Amazon leaf motifs for inspiration, try out 2 printing techniques.</p>	<p><u>Food Technology: Healthy and Varied Diet</u> Linked to understanding of a balanced diet, children design, make and evaluate a healthy sandwich.</p>	<p><u>Structures: Shell Structures</u> Children explore, design and make packages using card in various nets for 2D and 3D shapes, children create structures to present, contain and protect one of the three gifts from the core text: Podkin One-Ear.</p>

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<p>Computing Currently, in 2020 2021, we are unable to use our computing suite and so will not be able to complete all areas of the computing curriculum.</p>	<p>Technology in our lives – Touch typing . Use of 'Busythings.com' to further develop skills of typing, identifying placement of keys on keyboard.</p>	<p>e-Safety Multimedia (Presentation) Learn how to use Microsoft PowerPoint and make posters on safety. Learn a new rule for staying safe online each week. Children can use 'J2Office' to develop basic skills of word processing.</p>	<p>Programming Create sprite and edit/animate to create rainforest scene.</p>	<p>Handling Data Use databases to find, collect and organise information on local history.</p>	<p>Programming Use of Code.org to further develop skills in programming, attempting more challenging sequences, such as 'Course 'D'.</p>	<p>Multimedia (Photo/Video manipulation) Create mini movies by filming, performing then editing footage using Movie Maker. Using our Ancient Egyptian topic as the theme. Research using Ancient Egyptian topic as stimulus</p>
<p>Foreign Languages (French)</p>	<p>Transition from Italian to French must be noted. Children should be reminded of and encouraged to attempt to recall their Italian learning so they are able to make comparisons with the (sometimes similar) French alternatives.</p>					
	<p>French- Moi Children learn to introduce themselves, greet others and say how they are. Learn vocabulary for colours. Cultural understanding: Compare how we greet each other in UK and France.</p>	<p>French- Moi Children begin to respond to and ask questions about name and age. Start using numbers to 10. Learn some names of family members. Learn names of some domestic animals.</p>	<p>French Jeux et chansons Listen/respond to French versions of well-known songs/games. (Le facteur for days of the week) Start learning days of the week and numbers to 20. Introduce names of popular and familiar playground games.(le cache-cache/saut a la corde/la chasse) Cultural understanding: Compare playtime in UK and France.</p>	<p>French Jeux et chansons Learn some names of some familiar animals or farm animals. Listen & respond to familiar English songs but in French. E.g. French version of well-known song- Le fermier dans son pres/, frere Jacques/ Coucou hibou.</p>	<p>French – la Fête Children learn language relating to celebrations of special occasions (eg. Joyeux Anniversaire)and of their achievements in activities and games (Favourite hobbies and what they do well) Cultural understanding: Childhood Traditions. Compare UK's tooth fairy to France's tooth mouse.</p>	<p>French- la Fête Learn to say the months of the year particularly the name of the month in which they celebrate their birthday.</p>
<p>Key Vocabulary Bonjour! Salut! Bonsoir ! Ça va? Ça va bien/mal. Et toi? Au revoir, Monsieur/Madame, oui/non. Je m'appelle ... Comment tu t'appelles? Voici ... un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu? J'ai sept/huit ans.</p>	<p>Key Vocabulary lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ...? Je préfère ...</p>		<p>Key Vocabulary Je joue au football. Je nage. Je danse. Je chante. Je lis. Joyeux anniversaire! janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre s'il te plaît</p>			
<p>History and Geography</p>	<p>How did life in Britain Change between the Stone Age and Iron Age? Using many practical activities, look at the lifestyle of people living through prehistory. Consider the timelines involved and look at how archaeologists make sense of their discoveries.</p>	<p>Comparative study of Richmond Upon Thames with other 'Richmonds' around the world Use maps to locate different 'Richmonds' and focus on climate in the differing locations. Investigate by recording the temperature in each Richmond every day for a month and draw conclusions about the differences.</p>	<p>Brazilian Rainforest Study the location of Brazil and use maps to identify other parts of the world where rainforests can be found. Study the habitat and make fact files about the animals that live there. Consider the environmental issues facing the region and debate the pros and cons of deforestation.</p>	<p>How did the coming of the railways affect the local area Look at how early transport held back the development of the local area. Also think about why improvements were made to transport in the locality and how much of a difference these improvements made to our local area. Philosophy Children learn the basic skills required to listen and respond to debate questions.</p>	<p>What were the greatest achievements of the Ancient Egyptians? Look at the ancient Egyptian civilisation using artefacts and photos and make comparisons with life in Great Britain during this time period. The unit includes a visit to the British Museum.</p>	<p>River Nile – from source to mouth. Study the importance of the River Nile to the Ancient Egyptians and learn how what caused the Nile to flood every year. Trace the journey of the Nile and learn the correct river vocabulary. Look at the importance of the Aswan Dam to modern Egypt and make models of dams.</p>
<p>Music Currently, in 2020 2021 we are unable to sing together and so</p>	<p>Exploring Arrangements London – the Proms – the classical orchestra</p>	<p>Exploring Arrangements continued Singing & performing Carol Concert rehearsals</p>	<p>Singing & Performing Roald Dahl songs and songs from the Emerald Forest musical.</p>	<p>Exploring Rhythmic Patterns Brazil – samba</p>	<p>Exploring Rhythmic Patterns The Firebird</p>	<p>Exploring Descriptive Sounds The Pentatonic scale.</p>

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performances will not be taking place for the foreseeable future.	Children are introduced to famous classical pieces Singing & Performing Harvest Concert Perform in ensemble context listen and recall sounds with increasing aural memory	<i>Christmas Carol Concert</i>		To explore the music of Brazil and the importance of music and dance in the culture. Learn and perform samba rhythms through body percussion and untuned percussion Improvise samba rhythms Perform samba piece <i>Spring assembly</i>	Exploring chanting and rhythmic using the Ancient Egyptians as a stimulus	Explore the notes of the pentatonic scale. Listen and compose music using pentatonic. Children use scale to create own pieces of music using tuned percussion
PE	<p>Object Control</p> <ul style="list-style-type: none"> - moving with a ball in one and two hands - running holding an object - moving while avoiding objects working on coordination <p>Indoor PE</p> <ul style="list-style-type: none"> - moving over and under objects - practising rolls and crawling along the floor building upper body strength - balancing and holding the body in different positions 	<p>Object Control</p> <ul style="list-style-type: none"> - bouncing and catching a ball while on the move - throwing and catching with a partner - throwing and catching in pairs with no bounce <p>Indoor - PE</p> <ul style="list-style-type: none"> - moving over and under objects - practising rolls and crawling along the floor building upper body strength - balancing and holding the body in different positions - improving quality of actions 	<p>Movement skills</p> <ul style="list-style-type: none"> - circuit exercises - running through ladders - working in teams looking at coordinating movements - long distance running (3x laps of the field) <p>Indoor – PE</p> <ul style="list-style-type: none"> - looking at rolls and movement on the floor making different shapes and angels with the body - running softly on toes and holding balance when asked to stop - improving strength 	<p>Ball Mastery</p> <ul style="list-style-type: none"> - passing & receiving a netball / basketball (multi directional) - understanding the rules - piggy in the Rondo type games <p style="text-align: center;">Basketball and Netball</p> <p>Indoor - PE</p> <ul style="list-style-type: none"> - looking at rolls and movement on the floor making different shapes and angels with the body - running softly on toes and holding balance when asked to stop - working in teams 	<p>Swimming (whole term)</p> <ul style="list-style-type: none"> - developing the skills to progress swimming competently, confidently and proficiently over a distance of 25m by end of KS2 <p>Striking and fielding</p> <ul style="list-style-type: none"> - throwing and bouncing a ball with a partner - throwing at a vertical target - learning the stance in cricket when holding the bat - striking off a tee or being rolled toward <p style="text-align: center;">Cricket and Rounders</p>	<p>OAA</p> <ul style="list-style-type: none"> - orientating simple maps and using maps to find way around and back to base - cooperating, sharing, taking responsibility, being safe <p style="text-align: center;"><i>Sheen Park Tennis foundation skills: ready position, forehand/backhand, volley and rally</i></p> <p>Sports day practice</p> <ul style="list-style-type: none"> - practice for athletics events - running / jumping practice trials <p style="text-align: center;">Athletics / Track and Field</p>
RE	<p>Islam What does it mean to be Muslim? AT1 Focus: Practices and way of life AT2 Focus: Identity and belonging</p> <p>Intent</p> <ul style="list-style-type: none"> - To know how Muslims pray and to whom. - To know the significance of the mosque for Muslims and compare to the importance of other holy buildings for others faiths. - To learn how patterns are important in Islam - To learn about the Madrasa (school) in the mosque. <p>Key Vocabulary</p>	<p>Judaism Why are they having a Jewish party? AT1 Focus: Practices and ways of life AT2 Focus: Values and commitment</p> <p>Intent</p> <ul style="list-style-type: none"> - To know the key festivals which are important to Jews - To know how the Jewish Festivals are celebrated and with what symbols - To know how these are similar to other festivals/ religions - To understand the importance of festivals to Jews and others <p>Key Vocabulary Judaism, Jew, Jewish, Celebration, remember, Rosh</p>	<p>Buddhism What does it mean to be a Buddhist? AT1 Focus Forms of expression AT2 Focus: Meanings, purpose and truth</p> <p>Intent</p> <ul style="list-style-type: none"> - To know how Buddhist live through their faith. - To know how the teachings of Buddhism are arranged through the eight-fold path, ,four noble truths, symbols and precepts. <p>Key Vocabulary Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Entitlement</p>	<p>Christianity How do Easter symbols help us to understand the story? AT1 Focus: Beliefs, teachings and sources At2 Focus: Values and commitments.</p> <p>Intent</p> <ul style="list-style-type: none"> - To know the Easter story and to be able to retell it - To begin to know what Holy Communion means for Christians - To recognise some religious symbols and discuss them - To be able to say what some Christian symbols stand for - To be able to use religious words to describe symbols. 	<p>Sikhism What do Sikhs believe? AT1 Focus: Practices and ways of life AT2 Focus: Values and commitment</p> <p>Intent</p> <ul style="list-style-type: none"> - To introduce the Amrit Ceremony and how Sikhs must join the brotherhood - To know what the 5Ks are to know that they represent the commitment towards values, ethics, beliefs, faith etc. <p>Key Vocabulary Guru Nanak, Guru Gobind Singh, Mool Mantra, IK Ongar, Khalsa, Amrit, Kesh, Kanga, Kara, Kachera, Kirpan, S</p>	<p>Christianity What are God's rules for living? AT1 Focus: Beliefs, teachings and sources AT2 Focus: Values and commitments</p> <p>Intent</p> <ul style="list-style-type: none"> - To know the 10 commandments - To understand that these commandments are God's rules for living and that Christians and Jews believe then to be the rules that they are commanded to follow - To learn what the commandments teach us about the nature of God. <p>Key Vocabulary</p>

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	<p>Islam, Muslim. Allah, creator, Muhammad(pbuh), Mosque, Qu'ran, Arabic, angel Jibril, salah (prayer), adnaan, wudu, Ka'bah, Mecca, imam, Islamic compass, madrasa.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - reflect on the importance of the mosque for Muslims and compare this to a Christian Church - to reflect on responses to the natural world - to reflect on Islam art and its influences <p>Visit: To a mosque and Christ Church</p>	<p>Hashanah, Shofar, Shanah Tovar, Sukkot, Sukkah, Hanukkah, light, miracle, Purim, Torah, belief.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - understanding of the meaning of symbols and artefacts that are valued and respected within another faith. - to make links across faiths and thereby respectfulness, - to know the value of religious festivals in Judaism and to reflect reflect on the importance of symbols in their own life 	<p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - reflect on other world faiths - discuss and reflect on how we all negotiate our path in the world 	<p><u>Key Vocabulary</u> Easter, symbol, cross, Holy Communion, Passover, Sacrifice, Baptism, forgiveness, new life.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - to reflect on the idea that 'new life' and 'forgiveness' are concepts that are important to people of many faiths and belief 	<p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - to reflect on the Sikh statements of belief and compare with those of other faiths. - to reflect on what it means to belong to a faith - to reflect on the Sikh focus of equality and serving others 	<p>Rule, Commandment, Moses, Old Testament, Christian, Jew, Torah</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - to reflect on their own beliefs and perspectives on life. - to investigate and think about views on moral issues
<p>Relationships RSE and Health Education</p> <p>(links to science, computing, PE and our Sheen Mount Living Values)</p>	<p><u>Cooperation – Living Value</u> Define cooperation and search for examples in daily life. Provide opportunities to experience cooperation and evaluate the principles associated with true cooperation. Examine the consequences in the wider world when cooperation has not been utilised or valued.</p>	<p><u>Love – Living Value</u> Define love and the importance of loving ourselves. Question the role love has in strengthening our relationships. Evaluate the importance of love and compassion in the decisions we make. Consider the consequences of the absence of love.</p>	<p><u>Respect – Living Value</u> Define respect and consider the importance of self-respect. Provide opportunities to reflect on interactions that demonstrate a respectful attitude and approach. Question the statement: 'Those who show respect will receive respect.'</p>	<p><u>Simplicity – Living Value</u> Define simplicity by examining the statements: "Simplicity is natural. Simplicity is being natural.' Provide opportunities for daily reflections and explore how to stay in the present. Consider the importance of simplicity and using resources wisely for the benefit of future generations.</p>	<p><u>Happiness – Living Value</u> Define happiness and think of what influences or leads to happiness in our own lives. Contemplate the concept of happiness and what it feels like on the inside. Question 'lasting happiness is a state of contentment within.' Consider individuals in the wider world who have influenced happiness. Question if our happiness is determined by the happiness of others.</p>	<p><u>Tolerance – Living Value</u> Reflect on the values we have explored this year to enable us to define tolerance. Find examples of when tolerance has not been demonstrated. If tolerance is 'mutual respect through mutual understanding' how can we become tolerant individuals? What skills do we need to be truly tolerant? Is it easier to be tolerant towards those who are similar or different to ourselves?</p>
	<p><u>Unity – Living Value</u> Define unity by exploring the statement 'Unity makes big tasks seem easy.' Provide opportunities for the children to develop a shared goal or vision. Consider the importance of harmony within a group and the need for appreciation to enable everyone to feel united. Explore how unity and cooperation creates a sense of belonging and empowerment.</p>	<p><u>Peace – Living Value</u> Define peace and reflect on the statement: 'Peace is being quiet inside.' How can we achieve a sense of quietness? Explore how peace from within would present itself to others. Consider 'Peace is more than the absence of war.' What would a peaceful world look like? Question whether a peaceful world would mean the same thing to everyone.</p>	<p><u>Responsibility – Living Value</u> Define responsibility and consider it in relation to our rights, are they related? If we want peace, do we have the responsibility to be peaceful? What is our responsibility if we want an education? Consider our responsibilities to ourselves and others. Provide opportunities for the children to discuss their rights and responsibilities. Explore the levels of responsibility we encounter, e.g. in employment, socially and globally.</p>	<p><u>Humility– Living Value</u> Define humility and what it means to be humble. Provide opportunities for the children to reflect on moments when they weren't humble. Why is humility difficult? Consider the statements: 'Humility goes together with self-respect' and 'Humility creates an open mind.' Question how humility or a lack of it affects the quality of our relationships with others.</p>	<p><u>Honesty – Living Value</u> Define honesty and question the statement: 'Honesty is the best policy.' Are there moments when you have doubted this? Explore the relationship between honesty and friendship. Reflect on the importance of honesty thoughts as well as actions and words – how do these relate? Explore the relationship between greed and dishonesty. Develop an 'honesty box'.</p>	<p><u>Freedom – Living Value</u> Define freedom by first considering our experience of it. How free are we? What does freedom mean to us? Consider the term 'full freedom' and equality. Provide the children with opportunities to explore themes of freedom within literature. Celebrate the freedoms we enjoy in our society. Evaluate the responsibility that comes with freedom.</p>

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The statements in *italics* are additional and non-statutory but are recommended by the PSHE Association.

Identify that animals, including humans, need the right types and amount of nutrition.

Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

Learn what positively and negatively affects their physical, mental and emotional health.

Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.

Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

Recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience. (Pedestrian training)

Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Judge what kind of physical contact is acceptable or unacceptable and how to respond.

Understand that their actions affect themselves and others

Recognise and respond appropriately to a wider range of feelings in others.