

# Petworth Primary School

## Curriculum Map Beech Class (Year 3) 2023-2024

<b>National and Whole School Events</b>	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			
<b>English</b>	Narrative Postcards	Narrative Newspapers Recount (Butser Farm)	Explanation Text Diary entry	Narrative Information leaflets (Geography)	Newspapers. Instructions	Poetry Fact File (Animal from
<b>Grammar</b>	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)
<b>Spelling</b>	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 the /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 '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.

		The long /a/ vowel sound spelled 'ei.'				
<b>Maths</b>	Number- place value  Number- addition and subtraction	Number- addition and subtraction  Number- multiplication and division A	Number- multiplication and division B  Measurement- Length and perimeter	Fractions A  Measurement: Mass and capacity.	Number-fractions B  Measurement: Money  Measurement- time	Measurement: Time  Geometry: Shape  Statistics
<b>Science</b>	Rocks	Animals including humans  *Key moment for outdoor learning including the Petworth Farm.	Animals including humans  *Key moment for outdoor learning including the Petworth Farm.	Plants  *Forest school-exploring trees and plants in nature.	Forces	Light
<b>RE</b>	<b>Creation/ Fall</b> What do Christians learn from the Creation story?	<b>Incarnation and God;</b> What is the Trinity?	Introduction to Islam.	Prophethood: Inspirational people Muhammed - the "seal of the prophets"	<b>People of God:</b> covenant, what does the Bible teach us?	Islam: How do Muslims show submission to Allah?
<b>Geography</b>	<ul style="list-style-type: none"> <li>The location of the UK in relation to the whole world</li> <li>The countries that make up the UK</li> <li>England is divided up into Counties. Which one do we live in? Where is it on the map?</li> <li>Major cities in the UK. Where are we in relation to London?</li> <li>What topographical features are there in the UK? Look at mountains, hills, coast lines, significant rivers, lakes)</li> <li>How have people settled in the UK? Urban, rural.</li> <li>What power sources do we use? Refer to wind farms, solar panels (used at school) <ul style="list-style-type: none"> <li>What are the UKs biggest export - what do we produce that other countries like to buy? (cars)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>What are climate zones?</li> <li>What is the climate of the UK?</li> <li>What weather types are there? How do these change over the year?</li> <li>Do we get extreme weather in the UK?</li> </ul>		<ul style="list-style-type: none"> <li>Where is this region in the UK?</li> <li>What is the climate?</li> <li>Explore weather patterns.</li> <li>Are there any big cities?</li> <li>What counties are there?</li> <li>Use a map to describe the land use. Mostly rural? Where are the biggest towns?</li> <li>What natural resources are available here? (energy, water, hills, minerals, soil type)</li> <li>Is the area known for particular crops or food production?</li> <li>Are there any special features? (National parks, rivers, significant places to visit, cathedrals)</li> <li>Thinking about trade for the UK, are there any representatives related to this in this region? (cars)</li> </ul>	
<b>History</b>	<p>Prehistory, Stone Age, Bronze Age, Iron Age</p> <p>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?</p> <p>Understanding reasons for settlements. What features would early settlers look for when deciding where to settle in Britain?</p>					

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

PE	Dance	OAA	Gymnastics	Dance	Swimming	Swimming
	Netball	Tag Rugby			Tennis	Cricket