

Year 3 Curriculum Map 2024-25 – Nancy Reuben Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Stone Age to Iron Age	Extreme earth	The UK	Ancient Egypt	Romans	Earth's Climate and Cycles
Writing	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Honey I Shrunk the Kids/ In the Garden</p> <p>Recount writing.</p> <p>Fantasy writing / Rewriting and then creating their own "shrinking" story.</p>	<p>The Wizard of Oz</p> <p>Non-fiction books about extreme weather.</p> <p>Recount writing</p> <p>Newspaper Report</p>	<p>Flat Stanley by Jeff Brown</p> <p>Story Writing/ Writing their own Flat Stanley story.</p>	<p>Literacy Shed - The Ancient Egyptian Sleepover.</p> <p>Non-fiction books on Ancient Egypt</p> <p>Poetry linked with poetry month (mummy poem)</p> <p>Poetry Writing</p> <p>Instruction Writing</p>	<p>Myths and Legends</p> <p>The story of Romulus and Remus</p> <p>Escape from Pompeii</p> <p>Humorous Poetry (continued from Spring 1- linked to Poetry Month)</p> <p>Poetry Writing</p> <p>Comic Strip</p> <p>Play Script</p>	<p>The Iron Man, Ted Hughes</p> <p>Collection of Non Fiction books linked to topic</p> <p>Non Chronological Report</p> <p>Letter writing</p> <p>Posters and Persuasion</p>
Fundamental British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	Rights and Responsibilities
Reading	Vocabulary Retrieval	Sequencing Prediction Vocabulary	Fluency Decoding	Vocabulary Inference Summary	Vocabulary Inference Explanation	All VIPERS
SPaG	<p>Heading and subheadings</p> <p>Use of conjunctions</p> <p>Noun phrases, expanded noun phrases.</p> <p>Descriptive language.</p> <p>Simple, Compound and complex sentences.</p> <p>Paragraphs</p> <p>Consolidation of Phase 6 Phonics</p> <p>Words with the long /e/ / sound spelt with ei</p> <p>Words with the long /e/ / sound spelt with ey</p> <p>Words with the long /e/ / sound spelt with ai</p> <p>Words with e</p>	<p>Headings/Subheading</p> <p>Bullet Points</p> <p>Full range of basic punctuation including inverted commas</p> <p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs</p>	<p>Fronted adverbials</p> <p>Use prepositions e.g. before, after...</p> <p>Use of conjunctions e.g. so, because...</p> <p>short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the</p>	<p>Conjunctions</p> <p>Determiners</p> <p>Expanded noun-phrase</p> <p>Prepositions</p> <p>Time conjunctions</p> <p>Homophones & Near Homophones</p> <p>Adding the prefix bi- (meaning 'two' or 'twice') and</p> <p>Adding the prefix re- (meaning 'again' or 'back')</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p>	<p>Lists - materials/ingredients/equipment</p> <p>Numbers/letters or bullet points to show order</p> <p>Imperative verbs (e.g. mix/stir)</p> <p>Short, clear sentences</p> <p>Spell homophones correctly - e.g. which and witch</p> <p>Maintain correct tense</p> <p>ams/illustrations</p> <p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with 'o'</p> <p>Words with a short /u/ sound spelt</p>	<p>Dialogue - using inverted commas correctly</p> <p>Introducing apostrophes</p> <p>Words ending in the suffix -al</p> <p>Words ending with an /zhuh/ sound spelt with 'sure'</p> <p>Words ending with a /chuh/ sound spelt with 'ture'</p> <p>Words ending with a /chuh/ sound spelt as 'ture'</p> <p>Silent Letters</p> <p>Revision</p>

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	sound spelt with ear Homophones & near homophones	using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules)	final consonant) Creating negative meanings using prefix mis Creating negative meanings using prefix dis Words with a /k/		with 'ou' Word families based on common words, showing how words are related in form and meaning.	
Maths	Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Length and perimeter	Fractions Mass and capacity	Fractions Money Time	Shape Statistics
Science	Forces and magnets	Rocks	Light and shadow	Health and movement	Plants	
Geography	Extreme Earth To describe what you find underground To explain how volcanoes are formed To explain how volcanoes affect people's lives To explain what causes earthquakes and how they are measured To explain what causes tsunamis and how they affect people To explain what causes tornadoes and the effects they have.		The United Kingdom To name and locate the countries and cities of the UK. To use the eight compass points to describe the location of the countries and cities of the UK. To identify rivers and seas using an atlas or map. To use a map to locate some of the counties of the UK To identify ways that London has changed over time. To explain the importance of the Prime Meridian to London's history.		Earth's Climate and Cycles To investigate the water cycle. Is Water a Shape-Shifter? Can the Weather Be Too Wet? Is the Weather Too Hot to Handle? Can the Cold Cause Trouble? Has Earth's Climate Always Been the Same?	
History	Stone Age to Iron Age To find out how we know about Prehistory To find out what happened in the Stone Age To create pictures in the style of cave paintings To use artefacts to explore the stone age. To know how technology changed over time during the period and the effect this had on people's lives. To know about ancient monuments in the Stone Age – especially Stonehenge.		Ancient Egypt To know who the Ancient Egyptians were? To understand how we know about the Ancient Egyptians. To understand what was important to people during ancient Egyptian times (including writing and gods). To understand and explain the ancient Egyptian ritual of mummification. To understand how evidence can give us different answers about the past.		Romans To understand where the Roman Empire began. To use research skills to find out about Julius Caesar To use research skills to find out what a Roman Soldier wore and why. To establish a chronological understanding of the Roman Invasion of Britain. To explore Roman mosaics and create a mosaic.	
Music	Play and perform in solo and ensemble contexts Play tuned /untuned instruments	Improvise and compose music for different purposes.	Listen with attention and recall sounds with increasing aural memory	Use and understand musical notations	Appreciate wider range of recorded music from different traditions and genres	Develop and understand the history of music
Art & Design	Cave paintings using brown paper cave	Paper Mache Volcanoes Plasticine Earths.	Shadow Puppets Egyptian Drawings and Paintings.	Model Building using different materials	Roman helmets Roman wooden ships (Baker Ross) Mosaic	Roman Mosaics.
PE By Maccabi GB	Gymnastics	Dance	Invasion Games	Multisports	Jumping	Running
Computing	Coding		Online safety		Spreadsheets	
RHE / PSHE (Discovery Programme)	Healthy & Happy Friendships Being a good friend	Similarities & Differences Valuing and respecting one another	Caring & Responsibility Responsibility and boundaries	Healthy Minds, Healthy Bodies Sleep, food and hygiene	Families & Committed Relationships Different types of committed relationships	Coping with Change Coping with feelings when things change
Trips	Stone Age Workshop			Local walk	Verulanium	

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Exam / Test preparation skills	Highlighting key information in questions and texts	Skimming & Scanning	Managing Time
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