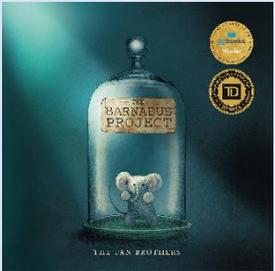
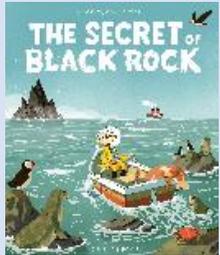
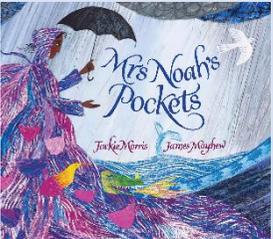
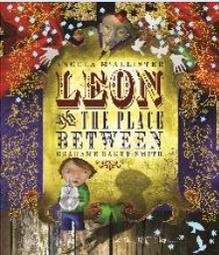
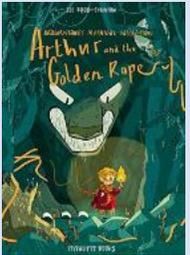




Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 3 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Value	Thankfulness	Trust	Perseverance	Justice	Friendship	Truthfulness
	Inspirational Theme	Community	Diversity	Creation	Leadership	Children	Explorers
		Physical and Human differences (G)	Rocks (S)	Volcanoes & Earthquakes (G)	Romans (H)	Animals including humans (S)	Anglo-Saxons (H)
	Big Question	Would you rather live in Purton or Swindon?	Why are we called the 3 rd 'rock' from the Sun?	How are Volcanoes formed?	What did the Romans ever do for me?	Are you really, what you eat?	Why is where we live called England?
	Experiences and Inspiration		Space rocks visit school Make fossils		Trip to Corinium Museum Make a Roman shield Try Roman recipes Design Roman jewellery using plasticine or clay		Climb a hill or a mountain Search for fossils at the beach Recycle an object Collect interesting rock shapes and decorate them
	Texts & Film	 The Barnabus Project The Fan Brothers	 The Secret of Black Rock Joe Todd Stanton	 Mrs Noah's Pockets Jackie Morris	 Sulwe Lupita Nyong'o	 Leon and the Place Between Angela McAllister	 Arthur and the Golden Rope Joe Todd Stanton
	Writing Focus	Sequel Barnabus & the others go back to rescue the perfect pets	New plot: Write the legend of Black Rock	New story (sequel) Mrs Noah's garden	Innovation: Write the fable of Night and Day	New chapter Re-write the middle of the story with Leon meeting someone else	Alternative version Different trials for Arthur to overcome

	Writing to Inform: Recount Diaries in role as Barnabus and The Green Suits	Writing to Agree: Leaflets Tours of Black Rock	Writing to Inform: Reports NCR about the animals on the ark	Writing to Argue: Letters Write a letter to the people of the Earth saying why they should treat Day and Night equally	Writing to Explain: Instructions How to return from the place between	Writing to Inform: Letters Letter from the King to Arthur and reply from Arthur to the king
WCR	Leon and the place between 2 weeks Stone age boy (2 weeks) The Rain forest grew all around 2 weeks	The diary of a killer cat (2weeks) Traction Man 4 weeks https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj2m5_23_HUAhUCrRoKHbHjAXgQjRwIBw&url=https://www.amazon.co.uk/You-Wouldnt-Want-Anglo-Saxon-Peasant/dp/1910184969&psig=AFQjCNEunrPr0wsBFoS4tvRg9dJffwOLUQ&ust=1499330611088212	Escape from Pompeii (3 weeks) The Matchbox diary (3 weeks)	Fantastic Mr Fox (2 weeks) The Iron Man (4weeks)	Roman Diary (2 weeks) The first drawing (2weeks) Bold women in black history (2 weeks) https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwir9sXi3_HUAhXJtRoKHAYHANEQjRwIBw&url=https://uk.pinterest.com/explore/jabberwocky-poem/&psig=AFQjCNEOt9Q52GOp4kS34c4-OJExQ5nVMA&ust=1499330563599999	Romans on the Rampage (2 weeks) The Dragons Hoard 3 weeks The Woolly Mammoth 1 week https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiJitDy3vHUAhVDVrRoKHSa3D3MQjRwIBw&url=https://www.amazon.co.uk/Escape-Pompeii-Christina-Balit/dp/1845070593&psig=AFQjCNGl34FdDjUfQ5mBSzaN3Hok1rUwzg&ust=1499330334837731
Spelling	1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings. 10. Adding suffixes beginning with vowel letters to words of more	13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.' 15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the same pronunciation but different meanings and/or	19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words. 21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 23. Adding the suffix -ly. Words which do not follow the rules. 24. Challenge Words	25. Words ending in '-er' when the root word ends in (t)ch. 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. 28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.	31. The suffix '-sion' pronounced /ʒən/ 32. Revision – spelling rules we have learned in Stage 3. 33. Revision – spelling rules we have learned in Stage 3. 34. Revision – spelling rules we have learned in Stage 3. 35. Revision – spelling rules we have learned in Stage 3. 36. Revision – spelling rules we have learned in Stage 3.

	5. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. 6. Challenge words	than one syllable. The consonant letter is not doubled if the syllable is unstressed. 11. 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. 12. Challenge words	spellings. 18. Challenge Words		29. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 30. Challenge Words	
Handwriting	Term 1 1 Practising joining through a word in stages: no ascenders or descenders 2 Practising joining through a word in stages: parallel ascenders 3 Introducing joining from s to ascender: sh, sl, sk 4 Introducing joining from s, no ascender: sw, se, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq 6 Introducing joining from r to an ascender: rb, rk, rl, rt 7 Introducing joining from r, no ascender: rl, ru, rp 8 Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro 9 Introducing joining from r to e: re, se, sr, se, ire 10 Introducing break letters: g, j, y, f, b, p, x, z	Term 2 11 Introducing joining to f: ff, of, of 12 Introducing joining from f to an ascender: ff, ft 13 Introducing joining from f, no ascender: fe, fu, fr, fy 14 Introducing joining from f to an anticlockwise letter: fa, fa 15 Introducing ff 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check Term 3	Term 2 11 Introducing joining to f: ff, of, of 12 Introducing joining from f to an ascender: ff, ft 13 Introducing joining from f, no ascender: fe, fu, fr, fy 14 Introducing joining from f to an anticlockwise letter: fa, fa 15 Introducing ff 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check Term 3			
Maths	Place Value Addition & subtraction	Addition & subtraction Multiplication & division	Multiplication & division Length & perimeter	Fractions Mass & capacity	Fractions Money Time	Shape Statistics
Time tables	Review x2, x5, x10	X3	X4	X8	Review x2, 5, 10, 3, 4, 8	X6
Theme		Children will work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help	Children will learn about the structure of volcanoes and why they erupt. Children will classify types of volcanoes. Children will develop their map work skills by looking at where volcanoes are and identifying the ring of fire.	Children will begin the topic reflecting back on what they know about volcanoes and then what happened in Pompeii. What was the impact of Pompeii's eruption? When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who	Children will continue to learn about the importance of nutrition and will be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Children will work scientifically by: identifying and grouping animals with	Children will understand the terms 'invaders' and 'settlers' and be able to explain some of the reasons the Anglo-Saxons wanted to settle in Britain They will explore the features of an Anglo-Saxon settlement and consider what life might have been like for different

		<p>them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Children will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Children will explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<p>Children will be taught about tectonic plates.</p> <p>The children will explore why people would live by a volcano as many people still do.</p> <p>Children will create persuasive texts, encouraging people to live by a volcano.</p> <p>Children to use their knowledge of tectonic plates to then explore earthquakes and why they are caused.</p> <p>Explore tsunamis linked to earthquakes.</p>	<p>else was around? Introduce the Celts.</p> <p>Look at how the invasion of both sets of people changed over time – who occupied where? Link back to knowledge of Anglo Saxon invaders and place the two historical groups onto the timeline.</p> <p>Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army – why were they a successful army?</p> <p>Why did the Romans want to invade Britain?</p> <p>Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources.</p> <p>What legacy did the Romans leave in Britain? Look at roads, Roman names of places.</p> <p>Reflection on other empires built over history and where they fit in relation to the Roman empire.</p> <p>Final lesson - children will then have a focus study on Pompeii, identifying what life</p>	<p>and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They will research different food groups and how they keep us healthy and design meals based on what they find out.</p>	<p>people living in an Anglo-Saxon village. What did Anglo-Saxon clothing look like?</p> <p>They will know how Anglo-Saxons kingdoms were organised</p> <p>Children will explore the story of Anglo-Saxon King Alfred and consider why Alfred is remembered as ‘The Great’</p> <p>Find out which foods were available in Anglo-Saxon times and follow an Anglo-Saxon recipe for honey bread</p> <p>They will know what runes looked like and explore how writing changed during the Anglo-Saxon period</p> <p>Children will find out about Anglo-Saxon religious beliefs and learn about key figures who helped the Anglo-Saxons to find out about Christianity.</p>
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				was like in an Italian city under the control of the Romans and what happened to Pompeii.		
RE	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?	L2.4 Why do people pray? (M/C)	L2.5a How do people from religious and nonreligious communities celebrate key festivals? (N/C/I or J)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)	
Working Scientifically	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 					
Science	<p>What do different parts of a plant do?</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> 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 water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including 	<p>Why are there different rocks?</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> 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>How do moving objects slow down? What materials are attracted to magnets?</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> 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 materials on the basis of 		<p>How can animals move? What is in food?</p> <p>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</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>What is a shadow?</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> 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 light source is blocked by an opaque object find patterns in the way that the size of shadows change.

	<p>pollination, seed formation and seed dispersal.</p>		<p>whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. 			
Geography	<p>The eight points of a compass are, North, North East, East, South East, South, South West, West, North West. Use directional language to describe positions of landmarks in the local areas and directions to get to them.</p> <p>Maps are drawn to scale. A map of our school is drawn to large scale. A map of the world is drawn to a small scale.</p> <p>Ordnance survey (OS) maps show the local area in detail. They show the natural and man made features are such as lakes, rivers, valleys, canals, bridges and footpaths. Land is used for a variety of ways in our local area, such as schools, shops, cinema, parks and transport. Use four figure grid references.</p> <p>Use 8 points of a compass to describe positions of</p>		<p>Describe key aspects of physical geography including rivers, mountain, volcanoes and earthquakes and the water cycle.</p> <p>Use terminology to describe locations in geography</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Children ask geographical questions about characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.</p>			

	<p>landmarks e.g. School, local shops and your home</p> <p>Use ordnance survey maps to find out what features there are in the local area</p> <p>Use four figure grid references to pinpoint specific landmarks in our local area.</p> <p>Use symbols and keys to build knowledge of the UK</p> <p>Use fieldwork skills to observe, measure and record features of the local area.</p>		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a selection of mapping resources to locate countries and describe features.</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Some awareness of the terms that can be used to describe geographical patterns.</p>			
History				<p>The Roman Empire and its impact on Britain including: Julius Caesar's invasion, the Roman Empire by 42AD and the power of its army, Claudius invasion and conquest, British resistance (Boudicca), Romanisation of British sites.</p> <p><u>Chronology</u> Recognise that the past can be divided into different periods of time – look over time periods already known</p>		<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><u>Chronological Understanding</u> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts</p> <p>Range and depth of historical knowledge</p>

				<p>about. Introduce 'Roman era' as a new time period within this.</p> <p>Place the periods studied on a timeline – place the dates of the Romans on the timeline within books. Later in unit, mark when the invasion of Britain took place within this time period.</p> <p>Place events from periods studied on time line – build up a timeline of any events in Roman history as the unit goes on. Have timeline of the roman era in the book and plot events as they come up during study.</p> <p><u>Continuity and Change</u> Describe and make links between different events, changes and situations within a period/society – explore the impact of the invasion of Britain by the Romans. What happened when Boudicca led the rebellion?</p> <p><u>Historical Enquiry</u> Find out about the past from a range of sources – what happened and when? – Use of primary and secondary sources to find information. Begin to select a range of sources to find out about a period – select which sources support you in finding out information about an event/person.</p>		<p>Find out about the everyday lives of people in the period of study</p> <p>Compare these lives with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Interpretations of history</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Historical enquiry</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>
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				<p><u>Significance</u> Describe the contribution of people, events and developments – explore legacy left in the UK by the Romans</p> <p><u>Cause and Consequence</u> Identify reasons for and results of peoples' actions and what happened as a result. Begin to understand motive – identify the motives of the Romans when invading Britain.</p> <p>Give reasons for and results of main events and changes studied and why people in the past acted as they did – explore why the Romans wanted to invade Britain</p> <p><u>Interpretation</u> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons, etc. – Exploring interpretations of Boudicca</p>		
Art/Design and Technology	Painting – mixing colours	3D	Structures Shell structures (including computer aided design)	Printing Mosaics	Mechanical systems Pneumatic	Electrical-Systems –simple circuits/programming

Computing	Coding Online safety	Spreadsheets Touch Typing	Email (including email safety)	Branching Databases Simulations	Simulations Graphing	Presenting (with Microsoft PowerPoint or Google Slides)
PSHE	Being me in my world	Healthy Mind	Dreams and Goals	Celebrating Differences	Relationships	Changing Me
PE	Multi- Skills	African Dance	Groovy Gymnastics	Cool Core (Pliates)	Skip to the Beat	Gymfit Circuits
	Boot Camp	Fitness Frenzy	Mighty Movers (Running)	Brilliant Ball Skills	Throwing and Catching	Active Athletics
Music	Ballads	Developing singing technique (Theme: the Vikings)	Creating compositions in response to an animation (Theme: Mountains)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Spanish	Core Vocabulary & Phonetics *	I'm Learning Spanish	Animals	Musical Instruments	Little Red Riding Hood	I Can...