

*Khalsa Primary School*  
*Excellence through Integrity*  
*Year 3 Curriculum Map*

	<b>New Beginnings</b>  <b>We are high standard learners!</b>	<b>Getting on and falling out &amp; Say no to bullying</b>  <b>We are optimistic about life!</b>	<b>Going for Goals</b>  <b>We are Risk-takers!</b>	<b>Good to be me</b>  <b>We have Self-respect and Self-discipline!</b>	<b>Relationships</b>  <b>We have Social skills and are Socially aware!</b>	<b>Changes</b>  <b>We are Spiritually aware!</b>
	<b>Autumn 1</b> Georges Marvellous Medicine class novel 	<b>Autumn 2</b> The Twits class novel 	<b>Spring 1</b> Charlie and the chocolate factory 	<b>Spring 2</b> James and the Giant Peach class novel 	<b>Summer 1</b> The Witches class novel 	<b>Summer 2</b> <b>A class novel of their choice</b>
<b>Literacy</b>	<b>Instructions</b> 'Beware of Boys' by Tony Bundell (2 weeks) O: Be able to write fictional instructions for boy recipes.	<b>Fantasy</b> 'The Minpins' by Roald Dahl O: Be able to write an adventure based on a forest setting. (3 weeks)	<b>Adventure and mystery</b> The Diary of a Killer Cat by Anne Fine O: Be able to write a diary entry on the adventures of the cat. (3 weeks)	<b>Non Chronological Report</b> <b>Language Play</b> The Shirt machine film. By Jon Davis O: Be able to rewrite the script of a Shirt	<b>Dialogue and plays</b> Roald Dahl plays O: Be able to write and retell a short play based on favourite Roald Dahl story. (4 weeks)	<b>Persuasive Letters</b> O: Be able to write a persuasive letter to invite an author to school. (4 weeks)

	<p><b><u>Poems to perform</u></b> O: Be able to write and perform a recipe style poem. (1 week) (Cooking)</p> <p><b><u>Myths and Legends</u></b> 'Roman Myths' by Geraldine McCaughrean O: Be able to create a cartoon strip using the key events of a short Roman myth/legend. (ICT) (2 weeks)</p> <p><b><u>Myths and Legends</u></b> 'Roman Myths' by Geraldine McCaughrean O: Be able to change the ending of a Roman myth/legend. (2 weeks)</p>	<p><b><u>Information texts – Leaflets</u></b> O: Be able to create an information text.  (2 weeks)</p> <p><b><u>Grammar Focus</u></b> (1 week)</p> <p><b>Assessment</b></p>	<p><b><u>Instructions</u></b> Features of instructions.  O: Write our own set of instructions linking in with Charlie and the Chocolate factory. (2 weeks)</p>	<p>makers film using Language play. (2 weeks)</p> <p>O: Be able to use Onomatopoeia to describe the sounds of an invention machine. (Write a poem)</p> <p><b><u>Shape poetry / calligrams</u></b> Michael Rosen poems (2 weeks)</p> <p><b>Assessment</b></p>	<p><b><u>Report</u></b> O: Write and act a news report on the key events of any given Roald Dahl story. (2 weeks)</p> <p><b><u>Grammar Focus</u></b> (1 week)</p>	<p><b><u>Grammar Focus</u></b> <b>(1 week)</b></p> <p><b>Assessment</b> <b>(1 week)</b></p>
<b><u>Extended Writing Opportunities</u></b>	<p>Recount of holidays.</p> <p>Change the ending of a cartoon.</p> <p>Write about a day in school.</p> <p>Write a report about a famous Black person (Black History Month)</p>	<p>Diary entry as a Roman character setting up the feast.</p> <p>Recipe for fireworks linked to The Firework-Makers daughter. (November 5<sup>th</sup> Bonfire night)</p> <p>Write a simple explanation on why they celebrate Diwali.</p>	<p>Watch a series of Tom and Jerry cartoons and write a character profile on the cat Tom.</p> <p>Write a short extract of the cartoon.</p> <p>Write a film review on the movie of Charlie and the Chocolate factory.</p>	<p>List and describe your own shirt. Write shape poems.</p> <p>Create and describe your own invention machine.</p>	<p>Write a report on an author study.</p> <p>Book review on your favourite authors.</p> <p>Compare and contrast different authors writing styles.</p>	<p>Write instruction on how to make paper.</p> <p>Write a letter to parents persuading them to take you somewhere during the summer holidays.</p>

<b><u>Assemblies /Important dates</u></b>	<ul style="list-style-type: none"> <li>• Rewards and consequences, school rules</li> <li>• Setting up a School Council</li> <li>• Black History Month</li> <li>• One World Week</li> </ul>	<ul style="list-style-type: none"> <li>• National Anti-Bullying Week</li> <li>• Bonfire Night</li> <li>• Road Safety Wk</li> <li>• Sustainable Development Day</li> <li>• International Children's Day</li> <li>• Human Rights Day</li> </ul>	<ul style="list-style-type: none"> <li>• Unicef Day of Change</li> <li>• Walk to School Week</li> <li>• Recycling Week</li> <li>• Holocaust Memorial Day</li> <li>• Martin Luther Day</li> </ul>	<ul style="list-style-type: none"> <li>• International Women's Day</li> <li>• Mother's Day</li> <li>• Red Nose Day</li> <li>• Fairtrade Fortnight</li> <li>• International Book Day</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> <li>• Family Week</li> <li>• National Children's Day</li> <li>• Disability Awareness Day</li> <li>• Jeans for Genes Day</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee Week</li> <li>• World Environment Day</li> <li>• Summer Fayre</li> <li>• International Week</li> <li>• My Money Week</li> </ul>
<b><u>Numeracy</u></b>	Place Value Addition and subtraction Multiplication Division Geometry Measurement	Place value Addition and subtraction Multiplication Fractions Geometry Statistics/ length and capacity	Place value Roman numerals counting incl. negative numbers Addition and subtraction including problems Mental and written multiplication Measures (length, mass and capacity) Geometry (reflection and translation) Geometry (angles)	Mental and written division 2D and 3D shape incl. sorting Calculating with fractions Measures (area and volume) Statistics and measures Assess and review	Place value Fractions Measures (time) and statistics Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions Measures (mass, volume and capacity) Area and volume of shapes Assess and review
<b><u>SCIENCE KS2</u></b>	<b>Rocks Y3 ( Linking to Romans)</b>		<b>Forces and Magnets Y3</b>	<b>Animals including Humans Y3</b>	<b>Light Y3</b>	<b>Plants Y3</b>
<b><u>ICT</u></b>	<b>Programming</b>	<b>Computational thinking</b>	<b>Creativity</b>	<b>Computer Networks</b>	<b>Communication/Collaboration</b>	<b>Productivity</b>
<b><u>Art</u></b>	<b>Sculpture 1 – observations, technique and control Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must</b>	<b>Sculpture 2 – experimenting, form Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered.</b>		<b>Artists, architects and designers in history Continuously refer back to artists, architects and designers in history for inspiration or</b>	<b>Painting: acrylic - Review and revisit ideas Use acrylic paints to recap on the techniques previously learned.</b>	<b>Drawing – pencil, charcoal Children are to develop their drawing skills charcoal, pencils and sketching.</b>



	evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.	.		comparison. (link to sculpture 1)	Review and evaluate work. Make changes by painting over with the acrylic.	They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.
<b><u>DT</u></b>		Evaluate for function and purpose Research and evaluate a known existing product. Use data handling to get public opinion. Use computing where possible. Create a design criterion for a product using your evaluation.	Design for purpose Use the design criteria to create a new and improved version of the product or a product of their own. Communicate ideas using annotated sketches. Incorporate the data collected. Communicate and explain their idea. Evaluate their ideas.	Health and nutrition: cooking Understand seasonality. Prepare and cook mainly savoury dishes. Understand and apply the principles of a healthy and varied diet. Know if foods are grown, reared, caught or processed.	Build for function and purpose Create a prototype using the plan. Use practical skills i.e. cutting, shaping, joining and finishing. Choose an appropriate material from a wide range of materials. Try to explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Make it appealing.	Test for purpose Test your product and see if it works. Hold an exhibit of your work and ask for feedback based on the “steps to success”.
<b><u>RE</u></b>	What do signs and symbols mean in religion?	What is faith and what difference does it make? How and why do Hindus celebrate Diwali?		What is the Bible and why is it important for Christians? Easter celebration	What do we know about Jesus?	
<b><u>Sikh Studies</u></b>	Importance of Sikh women. Mai Bhago, Mata	Influential Sikh Figures. Baba Buddha Ji, Bhai Gurdas Ji, Bhai Mani Singh Ji, Baba	What did Guru Gobind Singh Ji give to the	<i>Importance of the five k's.</i>	The role of International human rights and aid	Importance of Seva both originally and in the current day.

	Sahib Kaur, Mata Gujri, Bebe Nanaki etc and their role in society.	Deep Singh Ji. (D&E)	world? Include shaheedi of 4 sahibzadhas.	Kirpa (Compassion) + Aann (dignity) Issues in modern day society and how others view the Kirpan.	agencies. (C)	Concept of Daswand (B&C)
<b><u>Geography</u></b>  <b><u>KS2</u></b>		<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Y3</li> </ul>			<b>Geographical skills and fieldwork</b> <b>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Y3</b>	<b>Locational knowledge</b> <b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Y3</b>
<b><u>History</u></b>	<b>Roman Empire and its impact on Britain Y3</b>		<b>Achievements of the earliest civilization- Y3</b>			

<b><u>PE</u></b> <b><u>KS2</u></b>	use running, jumping, throwing and catching in isolation and in combination	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	take part in outdoor and adventurous activity challenges both individually and within a team	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	perform dances using a range of movement patterns	develop flexibility, strength, technique, control and balance
<b><u>Music</u></b> <b><u>KS2</u></b>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	use and understand staff and other musical notations	listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the interrelated dimensions of music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music
<b><u>Languages</u></b> <b><u>Punjabi</u></b>	<p>Recap on previous learning. Re-assess SEN (Punjabi). Emphasise HFW's importance and application.</p> <p>Introduce 1-25 HFW from Gurbani Regular spelling tests. Encourage children to read HFW from books and newspapers.</p>	<p>Quick recap of all sounds and HFW. Develop listening by regular comprehension exercises. Children talk about themselves and their families in Punjabi including</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Family</li> <li>• Friends</li> <li>• Area</li> <li>• Interests</li> <li>• Hobbies</li> <li>• Ambitions</li> <li>• Views/suggestions about SIP</li> </ul>	<p>Recap on sounds, ditties and HFW. Introduce rhyming. Explain its importance in Bani/poetry. Children read couplets and Sabads. Distinguish difference between normal HFW and HFW from Gurbani. Compare contrast and use them in variety of speaking and listening exercises.</p>	<p>Prepare children for listening test. Use variety of materials appropriately matching with the areas covered in Autumn term in their classes Use stories from Sikh History and Punjabi folklore.</p>	<p>Carry on with listening and include reading stories with relevant and meaningful teachings. Reading goes with speaking based on understanding.</p> <p>Encourage children to write their understanding of the read text in Punjabi.</p>	<p>Children learn the basic rules of sentence structure in Punjabi. Exercise writing in their own words. Teacher reminds children and emphasise on the HFW used in reading and writing.</p>

