

King's Meadow School – Curriculum Mapping Term 1 + 2 Year Group 3 Year 2018 / 2019

| | Literacy | Maths | Science | I.C.T. | Topic | Art/D.T | R.E. | P.E. | Music | M.F.L |
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| Term 1 | | | Plants | We are communicators | Weather | DT: Pneumatics | Do Christians have to take communion | Swimming Dance | Music express | French |
| Week 1 | First 2 days | | | | | | | | | |
| Week 2 | SPaG Week | Numbers and the Number system | Name the parts of a plants Uses to humans | Planning the Project | I know what the weather symbols represent | I understand how air pressure can be used to produce and control movement | I can name what I belong to | See AL Planning | I understand the meaning of the words rhythm and duration | I can learn about different languages spoken in school I know the polite convention of greetings in French culture. |
| Week 3 | Traditional Tales (alternative versions) Jack & the bean stalk / Goldilocks | Numbers and the Number system | How plants grow by observing and recording plant growth. | Learning how e-mail works | I can use weather symbols to describe the weather | I can design a moving plant. | I can discuss the different ways Christians experience/show belonging | | I understand the meaning of the words rhythm and duration | I can recognise convention of politeness |
| Week 4 | Traditional Tales (alternative versions) Believe me, Goldilocks rocks and Trust me, Jack's beanstalk stinks! | Counting and Comparing | I can order the stages of the life cycle of a flowering plant. | Using email safely | I know the processes of the water cycle | I can use pneumatic system to create the moving parts. | I can describe the events of a baptism I know who can be baptised I know why are people baptised | | I can perform a poem using vocal patterns | I can use the number 1-10 |

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| Week 5 | Poetry – including poetry appreciation in Guided Reading Weather linked | Counting and Comparing | I can identify the ways in which water is transported in plants | Working with attachments | I know the processes of the water cycle | I can join the key parts of the model to create a moving model. | I can retell the story of The Last Supper | | I can perform a poem using vocal patterns | I can ask for and state my age |
| Week 6 | Poetry – including poetry appreciation in Guided Reading Weather linked | Counting and Comparing | I can explore the requirements of plants for life and growth. | Developing joint presentations | I know the difference between a hurricane and a tornado | I can evaluate and assess my moving plant. | I can retell the story of The Last Supper | | I can identify a sequence of sounds in a piece of music | I can write short sentences in French |
| Week 7 | See International week planning | | | | | | | | | |
| Term 2 | | | Rocks | We are communicators cont We are vloggers | Weather continued | Art: curriculum linked International Week | Do Christians have to take communion cont Is light a good symbol for celebration? | Gymnastics Invasion games (Hockey) | Music express | French |
| Week 1 | SPaG Week | Calculating Addition and Subtraction | I can compare different types of rocks | Sharing presentations in a video conference | I understand the impact of a Monsoon | Food tech | I can discuss whether communion is the best way to show that Christians belong. | Gymnastics – Premier sports I can grip the stick accurately | To understand pitch and notation | I can use colours in French applying the gender rules |
| Week 2 | Non Chronological reports | Calculating Addition and Subtraction | I can identify layers of the earth | Researching the topic | I understand the impact of drought. | Using clay/plasticine to make a model of the earth | Light - I can retell the story of Diwali and understand why they use light as a symbol in the | I can pass with accuracy | To understand pitch and notation | |

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| | | | | | | | story. | | | |
| Week 3 | Non – Chronological reports | Calculating – Addition and Subtraction | I can group rocks based on their properties Igneous | Sourcing information/ planning the topic | I understand the impact of flooding. | I can use tissue paper to good effect. Kites | I can research the different ways that Diwali is celebrated. | I can dribble with increasing speed | Representing sounds with symbols | |
| Week 4 | Persuasive letters – linked to Global Warming and the Environment | Calculating – Addition and Subtraction | I can group rocks based on their properties Sedimentary | Creating original content | I understand how a blizzard is formed. | Using light to create a silhouette including a weather picture | I can retell the story of Chanukah and understand why they use light as a symbol in the story. | I can pass with accuracy | Learning a class song | |
| Week 5 Assesment week | Persuasive letters | Calculating – Addition and subtraction | I can group rocks based on their properties Metamorphic | Planning the Final presentation | I know what types of weather occurs in | Christmas craft day | I can research the different ways that Chanukah is celebrated. | I can use an accurate silent pass | Christmas craft day song | |
| Week 6 | Persuasive letters | Calculating – Multiplication and Division | I can explain how soil was formed | Refining and Rehearsing | I can plan a weather forecast | Storm collage – paint and fabrics | I can research the different ways that Christmas is celebrated. | I can pass with increasing accuracy and speed | To perform rhythmic notation | |
| Week 7 | Persuasive letters | Calculating – Multiplication and Division | I can investigate soil permeability | Recording and Sharing | I can plan a weather forecast | Four season collage/painting | I can compare the different celebrations of light. (similar/ different) | Interclass competition | To learn Christmas songs | |
| Week 8 | Narrative – It was a Dark and Stormy Night | Calculating – Multiplication and Division | I can investigate soil permeability | | I can film and present my weather forecast. | Food tech | I can reflect about whether light is a good symbol to use and what light means to me. | Interclass Competition | End of Term | |