Class: Year 3 Willow, Juniper and Palm	Spring Term 2	Half Termly Curriculum Map	Topic: Predators

	Week 1 *25th Feb (4 days)*	Week 2 *2nd March* *(3 days: 3rd Zoo visit* *5th March – World Book Day)* ***Memorable Experience – Visit to Zoo with workshop 'Predator Experience'***	Week 3 *9th March*	Week 4 16th March	Week 5 *23rd March*	*Half Term*
English	**Explore dictionaries, discussing what they are and how they are used.** **Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.** Read examples of recounts (diary, newspaper etc). What is a recount? What will be the key features that we need to write in a recount? VIPERS: Summarise Retrieve Vocabulary Grammar: verbs and verb tenses adverbials/prepositions, conjunctions time and cause	**Use interesting adverbial phrases and noun phrases in a discussion or presentation.** Use photographs of the memorable experience as a stimulus for orally recounting the visit. Grammar: verbs and verb tenses adverbials/prepositions, conjunctions time and cause **Organise paragraphs around a theme.** **Plan their writing.** **Draft and write.** Write a recount – memorable experience zoo visit. VIPERS: Summarise	Develop 2 Poetry **Discuss words and phrases that capture the reader's interest and imagination.** **Identify how language, structure, and presentation contribute to meaning.** **Retrieve and record information from non-fiction.** **Plan their writing.** **Discuss and record ideas.** Children to write own poems.	Develop 3 Dilemma Story https://www.literacyshed.com/catchit.html or predator/prey in action clip **Listen and respond appropriately to adults and their peers.** **Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.** **Use of** **Plan their writing.** **Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar: commas: lists, fronted adverbials**	Develop 3 Dilemma Story https://www.literacyshed.com/catchit.html or predator/prey in action clip **Listen and respond appropriately to adults and their peers.** **Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.** **Use of** **Plan their writing.** **Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar: commas: lists, fronted adverbials**	
Reading	**PERS** ctionary Definitions:	**VIPERS** **Retrieve and record information from non-fiction.**	**VIPERS** Poetry – Develop 2	**VIPERS**	**VIPERS** **Narrative – dilemma story**	

	ad books for a range of rposes that are ructured in different ys and describe their ucture. **sert Creatures**	World Book Day	**Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.** **Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.**	**Retrieve and record information from non-fiction.** 'Crocodiles and Alligators' - summarizing 'Comparing Crocodiles and Alligators'		
RWI/spelling	RWI Unit 7 c spelt ch	RWI Assessments RWI Unit 7 c spelt ch Unit 8 –sh spelt ch	RWI Unit 8 –sh spelt ch Unit 9 – adding -ion	RWI Unit 9 – adding -ion	RWI Unit 10 – adding -ian	
Big write		**Recount of Zoo Visit**	**Writing poems**		**Write a dilemma narrative.**	
Maths	**Number: Money** ➢ To add 2 amounts of money. ➢ To use different methods to subtract money. ➢ To calculate change.	**Statistics** ➢ Continue to read and interpret information in order to answer questions about the data. ➢ Children construct pictograms and choose an appropriate key. ➢ Children interpret information in pictograms and tally charts in order to construct bar charts.	**Statistics** ➢ Children interpret information in pictograms and tally charts in order to construct bar charts. ➢ They interpret information from bar charts and answer questions relating to the data. Children read and interpret bar charts with scales of 1, 2, 5 and 10. They decide which scale will be the most appropriate when drawing their own bar charts. ➢ Children interpret information from tables to answer one and two-step problems. They use their addition and subtraction skills to answer questions accurately and ask their own questions about the data in tables.	**Measurement: Length** ➢ Children are introduced to millimetres and build on their understanding of centimetres and metres. ➢ Children use different measuring equipment including rulers, tape measures, metre sticks and trundle wheels. They discuss which equipment is the most appropriate depending on the object they are measuring. ➢ Children recognise that 100 cm is equivalent to 1 metre. They use this knowledge to convert other multiples of 100 cm into metres and vice versa. ➢ Children recognise that 10 mm is equivalent to 1 cm. They use this knowledge to convert other multiples of 10 mm into centimetres and vice versa.	**Measurement: Length** ➢ Children recognise that 10 mm is equivalent to 1 cm. They use this knowledge to convert other multiples of 10 mm into centimetres and vice versa. ➢ Children compare and order lengths based on measurements in mm, cm and m. ➢ Children add lengths given in different units of measurement. They convert measurements to the same unit of length to add more efficiently. Children should be encouraged to look for the most efficient way to calculate and develop their mental addition strategies. ➢ Children use take-away and finding the difference to subtract lengths. Children	

				➢ Children compare and order lengths based on measurements in mm, cm and m.	should be encouraged to look for the most efficient way to calculate and develop their mental subtraction strategies.	
Science	**Ellicitation:** **What do we know?** **What do we want to know?** **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.** **Sorting living organisms into groups.** Scientific Terminology (Link to VIPERS) Dietary Needs	Consequences – Develop 2 **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.** **Compare and contrast the diets of different animals** Food Chains	Carnivorous Plants: **Gather, record, classify and present data in a variety of ways to help in answering questions.** **Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.**	Parasitic Plants: **Investigate how water is transported within plants.** **Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.** **Identify differences, similarities or changes related to simple scientific ideas and processes.**	Flying Predators – food chains **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.**	
Art and Design		**Drawing animals.** **Compare using different media, e.g. pencil and charcoal,** **Improve their mastery of art and design techniques, including drawing, (for example, pencil, charcoal, paint, clay).**	In flight **Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).** Look at a range of photographs and drawings of birds of prey in flight and sketch their form, using different drawing tools – compare the results.	'Collage Creations' **Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).** Choose a favourite predator, parasite or scavenger from the project. Make a fabric collage of their predator using tactile materials such as felt, net, textured papers, metallic papers, craft fur, tissue paper, corrugated card and fabric scraps. PLAN	'Collage Creations' **Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).** Choose a favourite predator, parasite or scavenger from the project. Make a fabric collage of their predator using tactile materials such as felt, net, textured papers, metallic papers, craft fur, tissue paper, corrugated card and fabric scraps. MAKE	

Computing	**To continue to develop typing speed and accuracy to develop competency in typing.**	**To continue to develop typing speed and accuracy to develop competency in typing.** *Flow diagrams – food chains.* **To make choices about which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.** **To follow a simple search to find specific information from a web site** **To find and use appropriate information** **To navigate a web page to locate specific information.** Combine a range of text, images to create food chains in a word processing or presentation programme.	**To make choices about which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.** **To follow a simple search to find specific information from a web site** **To find and use appropriate information** **To navigate a web page to locate specific information.** Combine a range of text, images to create food chains in a word processing or presentation programme.	**To continue to develop typing speed and accuracy to develop competency in typing.**	**Use familiar computer hardware to successfully complete a task.** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.**	
Design Technology						
Geography			The Peregrine Falcon **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.** Draw a bird's eye view of a familiar local landscape, imagining what they would see if they were a peregrine flying overhead. Use a grid to draw their maps and a key to identify human and physical features.	Distribution of a species **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** Investigate where crocodiles and alligators are found in the wild.		

History						
Music			Carnival of animals – composing, performing and listening	Carnival of animals – composing and performing	Carnival of animals – composing and performing	
Physical Education	Work outdoors effectively as part of a team to safely navigate familiar places and solve problems.	Swimming	Tag Rugby Swimming			
Modern Foreign Languages	Greetings and name	Greetings and name	Greetings and name	Numbers 0-20 and age	Numbers 0-20 and age	
Religious Education	Hinduism - Worship (Temple)	Hinduism Respect for God and other people	Hinduism Artefacts	Hinduism – the four ashramas		
PSHE	Aspiration	Spirit	Passion	Resilience	Excellence	