

Class: Year 3 Juniper/Palm/Willow		Spring Term 1		Half Termly Curriculum Map		Topic: 'Scrumpdiddlyumptious'	
	Week 1 6th Jan (3 days) Topic Launch 'Scrumpdiddlyumptious' <i>Homework - bring in clean packaging (explore reading signs and labels to find out where foods come from)</i>	Week 2 13 th Jan	Week 3 20th Jan	Week 4 27th Jan	Week 5 3rd Feb INNOVATE	Week 6 10th Feb	Half Term
English	Speaking and Listening What do the children know? What do they want to find out? How can they find the answers? Recipes - features, format, language, layout and organisation: How to make bread.	Assorted recipes Roald Dahl - Revolting Recipes? Recipes - features, format, language, layout and organisation. Develop 1 Writing Instructions (recipe) To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To begin to use adverbs and prepositions to show time, place and cause. Recap bread making. Focus on imperatives (vocabulary) Adverbs of time. Write a recipe for own bread.	Assorted recipes Recipes - features, format, language, layout and organisation. Develop 1 Writing Instructions (recipe) To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To begin to use adverbs and prepositions to show time, place and cause. Prepositions to clarify instructions. Imperatives Precise use of language - technical vocabulary Writing instructions for own 'revolting recipe'/creating a magical Roald Dahl sweet	Non Chronological reports - James Lind' To begin to use paragraphs to organise ideas. Articulate and justify answers, arguments and opinions. Forming questions. Ask for specific additional information with a supplementary question. Analyse a range of non-chronological reports identifying the key features needed to make them effective. Write a non-chronological report.	Non Chronological reports - History of the Cornish Pasty' To begin to use paragraphs to organise ideas. To begin to use conjunctions, to show time, place and cause. Children form questions about the 'Cornish Pasty'. They develop note taking skills by researching the answers to the questions. Plan the sections of report e.g. How to make a pasty The first pasty Flavours	Adverts Analyse a range of TV food and drink advertisements. What kinds of words are used? Find examples of slogans, exaggeration, appealing adjectives, strong adverbs and powerful verbs. Orally compose and write sentences using an increasing range of vocabulary and sentence structures. Create an advert for a glossy magazine promoting the benefits of their product using ICT, art packages and digital images. Write persuasively, using adjectives and adverbs. Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.	
Reading	Elicitation: Charlie and the Chocolate Factory <ul style="list-style-type: none"> Prior knowledge - concept mapping. Retrieval - bread recipe. Vocabulary - introduction. 	VIPERS Reading for a purpose Vocabulary and Retrieval: Read a variety of recipes and non-fiction texts. Linked to DT. Where are foods from? Peppers	VIPERS How to make salt dough-cross curricular - art Vocabulary & Retrieval Reading for a purpose VOCABULARY: 2g: Explain how meaning is enhanced through	VIPERS Charlie and the Chocolate Factory Chapters 10-12 Summarise main ideas from more than one paragraph.	VIPERS Non-Fiction - Cornish Pasty Summarising Vocabulary Retrieval	VIPERS Charlie and the Chocolate Factory	

		Charlie & Chocolate Factory Chapter 2 Children draw a thought bubble for Charlie. In the thought bubble they draw all of the delicious Willy Wonka sweets at the end of Chapter 2, as described by Grandpa Joe. Children predict other types of magical sweets by drawing and labelling them in their thought bubbles.	choice of words or phrases. I can identify words and phrases in the text that help the author create mood, effect and atmosphere. Retrieval: Read a variety of recipes. Linked to DT. Charlie and the Chocolate Factory- SUMMARY INTRODUCTION - Summarising a paragraph/chapter	I can talk about the story so far and explain the main ideas used. Inference Chapters 14-16 2d: Explain and justify inferences with evidence from the text. I can explain a characters' feelings, thoughts and motives from their actions.			
RWI/spelling	RWI Assessments	RWI Assessments	RWI	RWI	RWI	RWI	
Big write		Bread Recipe	Revoltng Recipe/magical sweet - reading link	Non-Chronological James Lind (history link)	Non-Chronological Cornish Pasty (reading link)	Advert for a magazine for smoothie	
Maths	Number: Multiplication and Division <ul style="list-style-type: none"> ➤ Multiply by 8 ➤ Divide by 8 ➤ 8 times table Measurement: Mass & Capacity Cross curricular taught explicitly through DT and Science sessions <ul style="list-style-type: none"> ➤ Measure mass ➤ Measure capacity 	Number: Multiplication and Division <ul style="list-style-type: none"> ➤ To use their knowledge of multiplication and division facts to compare statements using inequality symbols ➤ To use known multiplication facts to solve other multiplication problems, understanding that because one of the numbers in the calculation is ten times bigger, then the answer will also be ten times bigger ➤ Multiply 2 digit by 1 digit Measurement: Mass & Capacity Cross curricular taught explicitly through DT and Science sessions <ul style="list-style-type: none"> ➤ Measure mass ➤ Measure capacity 	Number: Multiplication and Division <ul style="list-style-type: none"> ➤ Multiply 2 digit by 1 digit ➤ Divide 2 digits by 1 digit Measurement: Mass & Capacity Cross curricular taught explicitly through DT and Science sessions <ul style="list-style-type: none"> ➤ Measure mass ➤ Measure capacity 	Number: Multiplication and Division <ul style="list-style-type: none"> ➤ Divide 2 digits by 1 digit ➤ Scaling ➤ To list systematically the possible combinations resulting from two groups of objects Measurement: Mass & Capacity Cross curricular taught explicitly through DT and Science sessions <ul style="list-style-type: none"> ➤ Measure mass ➤ Measure capacity 	Measurement Money <ul style="list-style-type: none"> ➤ To know the value of each coin and note and understand what these values represent. ➤ To understand that money can be represented in different ways but still have the same value. ➤ To convert between pounds and pence using the knowledge that £1 is 100 pence. ➤ Addition and subtraction consolidation Measurement: Mass & Capacity Cross curricular taught explicitly through DT and Science sessions <ul style="list-style-type: none"> ➤ Measure mass ➤ Measure capacity 	Measurement Money <ul style="list-style-type: none"> ➤ To be able to add coin values together to find the total amount. ➤ To add 2 amounts of money. ➤ To use different methods to subtract money. ➤ To calculate change. Measurement: Mass & Capacity Cross curricular taught explicitly through DT and Science sessions <ul style="list-style-type: none"> ➤ Measure mass ➤ Measure capacity 	
Science	To make systematic and careful observations.	To make systematic and careful observations of fruits. Explore a range of foods using touch, smell and taste.	Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).	Explain the importance and characteristics of a healthy, balanced diet. Identify that animals, including humans, need the	INVESTIGATION: Which is the Juciest Fruit?		

	Explore a range of foods using touch, smell and taste: bread.	Sort and classify items according to their own criteria and explain their ideas.		right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat: Healthy lifestyle. Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections. Investigate how food can be altered: Bouncy Eggs			
Art and Design		<p>Use and combine a range of visual elements in artwork.</p> <p>Observe and draw different fruits and vegetables, looking carefully at detail, such as pattern and form. Describe their observations using artistic and sensory vocabulary. Explore the work of artists.</p> <p>Peppers: Charcoal and pencil</p> <p><i>Cross curricular links:</i> <i>Geography where are peppers from?</i> <i>Science: how do they grow?</i> <i>VIPERS: First read of text.</i></p>	<p>I can sculpt using salt dough.</p> <p>Make salt dough following recipe (VIPERS). Use made salt dough to sculpt peppers, looking carefully at details, such as shape/form.</p> <p>Explore the work of artists: Giuseppe Arcimboldo.</p>	<p>To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings.</p> <p>I can show colours.</p> <p>To learn about great artists, architects and designers in history in the context of Carl Warner.</p> <p>I can tell you about a 'fruit and vegetable' sculptor.</p> <p>Show the children a range of cut fruits/vegetables - opportunity for science/geography (taste and where from)</p>	<p>Use and combine a range of visual elements in artwork.</p> <p>I can paint a fruit or vegetable picture.</p> <p>I can tell you about the artist Caravaggio.</p> <p>Observe and draw different fruits and vegetables, looking carefully at detail, such as colour, pattern and form. Describe their observations using artistic and sensory vocabulary. Explore the work of artists.</p>	<p>To improve mastery of art and design techniques, including painting in the context of painting salt dough sculptures.</p> <p>Focus on revision of colour mixing to match colours to the colours seen in peppers.</p> <p>Paint salt dough sculptures.</p>	
Computing		Reading - Oxford Owls	Reading - Oxford Owls	Reading - Oxford Owls	Research pasty - reading link	Adverts (see English)	
Design Technology (Whole Topic DT based)	<p>To prepare and cook bread.</p> <p>Sample different types of bread. Describe how the breads vary in taste and texture using a variety of adjectives and expressions. Learn the journey of bread and how bread is made.</p>	<p>To prepare and cook bread.</p> <p>Sample different types of bread. Describe how the breads vary in taste and texture using a variety of adjectives and expressions. Learn the journey of bread and how bread is made.</p>			INNOVATE - Invent a smoothie	Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.	
Geography		Analyse maps, atlases and globes, including digital mapping, to locate countries	Analyse maps, atlases and globes, including digital mapping, to locate countries				

		and describe features studied. Origin and journey of foods	and describe features studied. Origin and journey of foods				
History				Summarise how an aspect of British or world history has changed over time. James Lind: scurvy. Work in pairs to create a timeline of his life, beginning in 1716 and ending in 1794. Pose questions to investigate his life further and suggest ways to answer them. Consider overall, the cause and effect of his work.	Summarise how an aspect of British or world history has changed over time. The story of the 'Cornish Pasty'		
Music		Cornwall Music Service	Cornwall Music Service	Cornwall Music Service	Cornwall Music Service	Cornwall Music Service	
Physical Education	Healthy Lifestyle Dance Swimming						
Religious Education		Hinduism Prior knowledge	Hinduism Gods	Hinduism Reincarnation	Hinduism Artefacts	Hinduism Worship	
PSHE	New school rules and behaviour policy: How I am successfully Targets to set myself		Recognise opportunities to make choices about food and understand what might influence these choices. Fair trade.	Mental Health Week Find your Brave	Mental Health Week Find your Brave	Mental Health Week Find your Brave	