

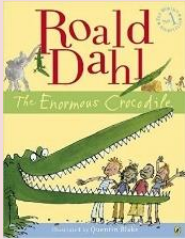
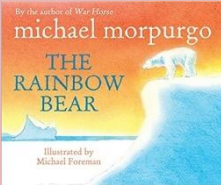
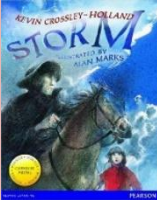


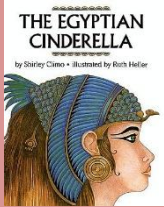
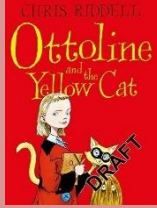




Juniper Hill School  
2025 - 2026

CURRICULUM MAP OVERVIEW YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	 <p><b>Stories from the British Isles</b></p> <ul style="list-style-type: none"> <li>* Adjectives and ENPs</li> <li>* Rich Language developments</li> <li>* Accurate use of tenses</li> <li>* Fronted Adverbials (time + place)</li> <li>* Co-ordinating Conjunctions</li> <li>* Use of “a” and “an”</li> </ul> <p>Terminology: noun, adjective, verb, adverb Apostrophe for possession for plurals</p> <ul style="list-style-type: none"> <li>* choosing the right nouns and pronouns to avoid repetition.</li> </ul>	 <p><b>Stone Age Boy</b></p> <ul style="list-style-type: none"> <li>* conjunctions</li> <li>* Prepositional phrases</li> <li>* Diary writing</li> <li>* speech</li> </ul>  <p><b>The Enormous Crocodile</b></p> <ul style="list-style-type: none"> <li>* Adverbs of manner</li> <li>* Adverbs of time</li> <li>* Adverbs of place</li> </ul>	 <p><b>The Rainbow Bear – Michael Morpurgo</b></p> <ul style="list-style-type: none"> <li>* Adjectives and ENPs, (adjective, adjective)</li> <li>* Use of powerful verbs</li> <li>* Figurative Language (similes)</li> <li>* Powerful verbs</li> <li>* Building a range of sentence structures.</li> <li>* Fronted adverbials of manner (time, place, manner)</li> <li>* Diary writing</li> <li>* Setting description using prepositions and prepositional phrases</li> <li>* Speech: - avoid repeating, ‘said’</li> </ul>	 <p><b>Storm - Kevin Crossley</b></p> <p><b>**continued**</b></p> <ul style="list-style-type: none"> <li>* writing own story ending</li> </ul>   <p><b>Dragon Stories</b></p> <ul style="list-style-type: none"> <li>* St George and the Dragon</li> <li>* The Beast with 1,000 teeth</li> <li>* Adjectives and ENPs, (adjective, adjective)</li> <li>* Use of powerful verbs</li> </ul>	 <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>* The sound collector-</li> <li>* The writer of this poem</li> <li>* poetic devices (onomatopoeia, rhyme)</li> <li>* Metaphors</li> <li>* Similes</li> <li>* writing own poems</li> <li>* to use -ly adverbs.</li> </ul>  <p><b>The Egyptian Cinderella – Shirley Climo</b></p> <ul style="list-style-type: none"> <li>* Speech</li> <li>* Similes</li> <li>* Character Descriptions</li> </ul>	 <p><b>Ottoline and the Yellow Cat – Chris Riddell</b></p> <ul style="list-style-type: none"> <li>* Present perfect form of verbs</li> <li>* Consolidate and embed independent use of previously taught skills.</li> <li>* Instructional writing – how to wash a Norwegian Bog Person.</li> <li>* To use a colon before a list in instructional writing</li> </ul>



### **Mary Seacole**

- \* Using suffixes
- \* sub-ordinating conjunctions
- \* Homophones
- \* Subheadings and headings to guide the reader.

- \* similes
- \* co-ordinating conjunctions (but/so)
- \* prepositions
- \* possessive apostrophes
- \* Suffixes (ment, ness, less, ful)

- reporting clauses at end
- \* To use plural and possessive 's' correctly.
- \* Subordinating conjunctions at the start or middle of a sentence

### **Poetry- Kennings**

- \* describe what a person, idea or object is or does.

\*Each line is a simple phrase of either a noun + noun (try adding -er to the second noun eg. Cheese – eater)

\*Not saying what they are describing – the reader needs to guess.

\*Use language in the poem to work out the theme.

### **Poetry- Storms**

\*Onomatopoeia

\*Similes

\*Expanded noun phrases

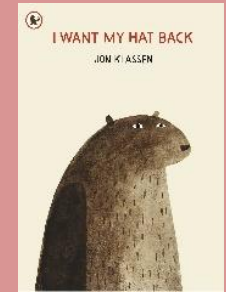
- \* Figurative Language (similes)
- \* Powerful verbs
- \* Building a range of sentence structures.
- \* Fronted adverbials of manner (time, place, manner)

- \* setting descriptions
- \* co-ordinating conjunctions
- \*sub-ordinating conjunctions
- \* Retell



### **Non-fiction unit – Egypt: focusing on the Nile**

- \* Correct use of punctuation: CL, FS, ?, !, speech, ellipsis.
- \* Adverbs to show cause.
- \* Prepositions to express time, place and cause.
- \* Subheadings and headings to guide the reader.
- \*Double Page spread



### **I want my hat back – Jon Klassen**

- \* To edit my own work in detail. (spelling, punctuation and up-levelling of vocabulary)
- \* Conjunctions of time, cause, and place.

<p><b>Maths</b></p>	<p><b><u>Place value within 1000</u></b>  Number line to 100 to 1000  Comparing objects and numbers  Ordering numbers  Counting in 50s</p> <p><b><u>Addition and subtraction (1)</u></b>  Adding and subtracting 3-digit and 1-digit numbers with and without exchange  Adding and subtracting 3-digit and 2-digit numbers with and without exchange.</p>	<p><b><u>Addition and subtraction (2)</u></b>  Adding and subtracting 100s  Pattern spotting  Checking calculations</p> <p><b><u>Multiplication and division</u></b>  Multiply and divide by 2, 3, 4 and 8.</p>	<p><b><u>Multiplication and division (2)</u></b>  Multiply and divide 2 digits by 1 digit with and without exchange  Divide 100 into 2, 4, 5 and 10 equal parts  Dividing with remainders.  Scaling</p> <p><b><u>Measurement – length and perimeter</u></b>  Measure in mm, cm &amp; m  Equivalent lengths – m &amp; cm  Equivalent lengths – mm &amp; cm  Comparing lengths  Adding and subtracting lengths  Measure and calculate perimeter</p>	<p><b><u>Fractions (1)</u></b>  Recap recognising and finding half, quarter, and third.  Recap unit and non-unit fractions  Fractions and scales  Equivalent fractions</p> <p><b><u>Mass and capacity</u></b>  Measuring and comparing mass  Add and subtract mass  Measuring and comparing capacity and volume  Adding and subtracting capacity</p>	<p><b><u>Fractions (2)</u></b>  Add and subtract fractions  Unit and not unit fractions of a set of objects  Reasoning with fractions of an amount</p> <p><b><u>Money</u></b>  Pounds and pence  Adding and subtracting money  Giving change</p> <p><b><u>Time</u></b>  Recap – o'clock, half past, quarter past and quarter to  Months and years  Hours in a day  Telling the time to 5 minutes and 1 minute  Using AM and PM  24-hour clock  Comparing durations</p>	<p><b><u>Angles and properties of shapes</u></b>  Turns and angles  Right angles in shapes  Comparing angles  Drawing angles  Parallel and perpendicular  Recognising 2-D and 3-D shapes</p> <p><b><u>Statistics</u></b>  Recap drawing and interpreting pictograms  Drawing bar charts  Reading tables</p>
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Science	Rocks and soils	Light	Forces and magnets	Animals including humans	Plants	
History	Stone Age – Iron Age		Achievements of earliest civilisations		Ancient Mayans Civilizations	
Geography		Our Place in the World		Italy – focus on Sicily		Europe and North America Polar Regions.

Art	Banksy	Seurat	Damian Hirst	Coco Channel	Gaudi	Barbara Hepworth
DT		Photograph Frames		Snack Sandwiches		Pencil cases
PSHE - Jigsaw	Puzzle 1 Being me in my world	Puzzle 2 Celebrating Difference	Puzzle 3 Dreams and Goals	Puzzle 4 Healthy Me	Puzzle 5 Relationships	Puzzle 6 Changing Me
RE	What holds communities together?	Hinduism	How and why do people worship?	Christianity	Are places of worship really needed?	Islam

Computing	Data and Information	Creating Media	Programming A	Computing Systems and Networks	Programming B	Creating Media
Music	Harvest Songs Mamma Mia	Mamma Mia (continued)	African Drumming	Lesley, the Dragon	Lean on Me	Summer Concert
PE	Gymnastics Tag-Rugby (Waxwings) Swimming (Kestrels)	Hockey Tag rugby (Kestrels) Swimming (Waxwings)	Dodgeball Netball	Dance Orienteering	Paralympics Rounders	Athletics Ultimate Frisbee
Life Skills	Families & people who care for me	Empathy	Internet Safety	Problem solving	Health and prevention	Opportunities in adversity

<b>MFL</b>	<b>J'apprends le francais</b> I am learning French		<b>Les animaux</b> Animals		<b>Les glaces</b> Ice creams	
<b>Trip, visits and events</b>		<b>Hindu-temple</b> (Neasden)	<b>Egyptian Day</b> (in-house)			<b>Kew Gardens</b> (still in the planning stages.)