

Year 3 Curriculum Map

Autumn Term 2

<u>Maths</u>	<u>English</u>	<u>Science</u>
<ul style="list-style-type: none"> ▪ Place Value <ul style="list-style-type: none"> ○ Revision of concepts taught in Autumn 1. ○ Count in 50s. ○ Count in 100s. ○ Find 1, 10 or 100 more or less. ▪ Geometry <ul style="list-style-type: none"> ○ Turns and angles. ○ Right angles. ○ Compare angles. ○ Measure and draw angles accurately. ○ Horizontal and vertical lines. ○ Parallel and perpendicular lines. ▪ Multiplication and Division <ul style="list-style-type: none"> ○ Revision of equal groups. ○ Revision of arrays. ○ Revision of multiples of 2. ○ Revision of multiples of 5 and 10. ○ Revision of sharing and grouping. ○ Multiply and divide by 3, 4 and 8. ▪ Measurement – Time <ul style="list-style-type: none"> ○ Revision of telling the time to quarter to and past. ○ Revision of telling the time to 5 minutes. ○ Roman numerals to 12. ○ Tell the time to the nearest minute. 	<ul style="list-style-type: none"> ▪ Identify how to use the -ly suffix. ▪ Identify and use expanded noun phrases. ▪ Identify different word classes. ▪ Revise different sentence types. ▪ Identify how to use homophones correctly. ▪ Non-Chronological Report (<i>Anti-Bullying Texts</i>) <ul style="list-style-type: none"> ○ Identify the features of a non-chronological report. ○ Retrieve information from a non-fiction text. ○ Drafting and editing a text. ▪ Narrative – The Twits New Trick (<i>The Twits</i>) <ul style="list-style-type: none"> ○ Identify different verbs for said. ○ Identify how to use inverted commas. ○ Accurately punctuate direct speech. ○ Identify a conversation in a text. ○ Draft and edit a short narrative. ▪ Poetry – (<i>The Magic Box</i>) <ul style="list-style-type: none"> ○ Form opinions about a poem. ○ Plan ideas for a poem. ○ Draft a poem. ○ Compose a poem. 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> ▪ To review the importance of exercise and eating the right amounts of food. ▪ To consider what is meant by being healthy. ▪ To know that food gives us energy. ▪ To group the foods into those needed for growth, activity and keeping healthy. ▪ To know that animals have different diets. ▪ To identify that many animals have skeletons some don't. ▪ To know that animals that are invertebrates don't have a backbone. ▪ To understand how the skeletons of a range of animals can vary. ▪ To recognise that humans have skeletons and how they help us. ▪ To introduce common names and scientific names of the main bones in our bodies. ▪ To understand that joints allow the skeleton to move and identify some of the important ones. ▪ To understand how our skeleton, joints and muscles work together to make movement possible. ▪ To look at how muscles expand and contract.

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Using Technology: Digital Media</u> <ul style="list-style-type: none"> ▪ Learn how to use Green Screening to create a multimedia video. ▪ Understand ICT allows easy creation, manipulation and change. ▪ Understand what animation is, how it is made up of static images and the different ways that this can be achieved. ▪ To make choices about when to use technology, 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 use software to create an animation. ▪ Understand that video is created by the recording of many static images. 	<u>Painting and Mixed Media</u> <p><u>Prehistoric Painting.</u></p> <ul style="list-style-type: none"> ▪ To apply an understanding of prehistoric man-made art. ▪ To understand and use scale to enlarge drawings in a different medium. ▪ To explore how natural products produce pigments to make different colours. ▪ To select and apply a range of painting techniques. ▪ To apply painting skills when creating a collaborative artwork. 	<u>Textiles</u> <p><u>Cross Stitch and Applique</u></p> <p><u>Continued from Autumn 1</u></p> <ul style="list-style-type: none"> ▪ To assemble fabric parts into a fabric product. ▪ To decorate fabric using applique and cross-stitch.

<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>Not taught this half term.</u>	<u>The United Kingdom</u> <ul style="list-style-type: none"> ▪ Identify the countries and cities of the UK. ▪ Understand how to use a map to locate counties in the UK. ▪ Understand the major regions of the UK. ▪ Understand human and physical features of the UK. ▪ Understand the similarities and differences between two regions in the UK. 	<u>Texture - Accompaniments</u> <ul style="list-style-type: none"> ▪ To identify the instruments playing an accompaniment. ▪ To use vocal and body sounds to accompany a song. ▪ To be able to play ostinati to accompany a song. ▪ To become familiar with standard notation. ▪ To create their own ostinato. ▪ To create a visual score to match their ostinato.

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> ▪ Ask and answer questions. ▪ Understand and use the numbers 1 – 10 both in and out of sequence. ▪ To respond correctly to French phrases. ▪ To become familiar with the days of the week. ▪ Gain an understanding of the experience of French children compared to their own experiences. ▪ Recognise some familiar phrases in written form and record these down. ▪ Personalise a letter using a French translator to request gifts from Papa Noel. 	<p><u>Being Me in my World</u></p> <ul style="list-style-type: none"> ▪ Understand that everybody's family is different and important to them. ▪ Understand that differences and conflicts sometimes happen among family members. ▪ Know what it means to witness bullying. ▪ Know that witnesses can make the situation better or worse by what they do. ▪ Recognise that some words are used in hurtful ways. ▪ Tell you about a time when my words affected someone's feelings and what the consequences were. 	<p><u>What is it like to follow God?</u></p> <ul style="list-style-type: none"> ▪ Which information about Bible stories can we get from different types of texts? ▪ What can we say about Noah from reading the biblical story? ▪ What is the link between the story of Noah and the idea of covenant? ▪ What are the links between the story of Noah and how many Christian people live? ▪ What is the link between a Christian wedding ceremony and the idea of covenant? ▪ Did Abram show he trusted God? ▪ Is it always easy for Christians to try to follow God?

<u>Games</u>	<u>PE</u>	
<p><u>Invasion Games – Hockey</u></p> <ul style="list-style-type: none"> ▪ Demonstrate controlled changes in direction and speed when dribbling a ball. ▪ Accurately pass and receive a ball with a stick. ▪ Keep possession using a range of tactics, including moving into space and getting into position to score. ▪ Understand and play by the rules and keep games going. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ Practice short sequences that include shapes, balances and travel. ▪ Practice and refine forwards rolls, teddy bear rolls, log rolls and sideways rolls using good body tension. ▪ Show control, accuracy and fluency of movement when performing actions individually or with a partner. ▪ Work well on their own and contribute to pair and group sequences. ▪ Understand that suppleness and strength are an important part of fitness. ▪ Explain differences between two performances, identify similar elements and comment on their quality. ▪ Understand what is involved in improving a performance. ▪ Comment on how effective a performance was and how it could be improved. <p><i>Swimming – learn the skills needed to swim 25m.</i></p>	