

Year 3 Curriculum Map

Autumn Term 1

<u>Maths</u>	<u>English</u>	<u>Science</u>
<ul style="list-style-type: none"> ▪ Place Value <ul style="list-style-type: none"> ○ Revise representing and partitioning numbers to 100. ○ Revise the number line to 100. ○ Read and write numbers to 1000 in numerals and words. ○ Represent numbers to 1000. ○ Partition numbers to 1000. ○ Compare and order numbers to 1000. ○ Represent numbers on a number line to 1000. ○ Estimate numbers on a number line to 1000. ▪ Addition and Subtraction <ul style="list-style-type: none"> ○ Add and subtract 1s, 10s and 100s and do this crossing the 10s and 100s. ▪ Measurement <ul style="list-style-type: none"> ○ Measure in metres and centimetres and millimetres. ○ Equivalent lengths. ○ Measure mass in kilograms and grams. ○ Measure capacity and volume in litres and millilitres. ○ Equivalent capacity and mass. ○ Compare capacity and mass. ○ Add and subtract length, capacity and mass. 	<ul style="list-style-type: none"> ▪ Character Description (<i>I'll Take You to Mrs. Cole</i>) <ul style="list-style-type: none"> ○ Different word classes. ○ Conjunctions ○ Develop vocabulary ▪ Instructional Writing (<i>How to Mummify a Body</i>) <ul style="list-style-type: none"> ○ Retrieve information from a non-fiction text. ○ Features of instructional texts. ○ Imperative verbs. ○ Drafting and editing. ○ Writing a set of instructions. ▪ Narrative (<i>Ma'at's Feather</i>) <ul style="list-style-type: none"> ○ Infer details about characters in a book. ○ Infer feelings about characters in a book. ○ Plan a short story. ○ Interesting vocabulary. ○ Describe a setting. ○ Commas in a list. ▪ Firework Poem <ul style="list-style-type: none"> ○ Expanded noun phrases. ○ Suffixes -er and -est. ○ Appropriate vocabulary. ○ Descriptive lines ○ Shape poem. 	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> ▪ Identify that some forces need contact between two objects. ▪ Investigate how things move on different surfaces. ▪ Identify and sort magnetic and non-magnetic materials. ▪ Accurately use vocabulary associated with magnets. ▪ Carry out a fair investigation.

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Using Technology, Internet and Digital Media</u> <ul style="list-style-type: none"> To follow a simple search to find specific information from a web site. To find and use appropriate information. To identify how different web pages are organised. To navigate a web page to locate specific information. To know ICT enables access to a wider range of information and tools to help find specific information quickly. To understand a website has a unique address. 	<u>Craft and Design</u> <u>Ancient Egyptian Scrolls</u> <ul style="list-style-type: none"> Investigate the style, pattern and characteristics of Ancient Egyptian art. Apply design skills inspired by the style of an ancient civilisation. Apply understanding of ancient techniques to construct a new material. Apply drawing and painting skills in the style of an ancient civilisation. Apply understanding of Egyptian art to develop a contemporary response. 	<u>Textiles</u> <u>Cross Stitch and Applique</u> <ul style="list-style-type: none"> Learn how to sew cross-stitch and to applique. To develop and use a template. <p><i>To be continued in Autumn Term 2.</i></p>
<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>The Ancient Egyptians</u> <ul style="list-style-type: none"> Compare ancient civilisations. Analyse a historical source looking for evidence of events and emotions of key figures. Begin to understand the significance of archaeological discoveries. Interpret archaeological findings. Understand the life of Tutankhamun. Sequence the events about the afterlife. Understand how hieroglyphics were used. Identify beliefs about the gods and goddesses in Ancient Egyptian times. 	<u>Not taught this half term.</u>	<u>Duration – Rhythm</u> <ul style="list-style-type: none"> To clap different rhythms. To work out whether notes are short or long. To play different rhythms. To play an ostinato. To clap an ostinato. To create rhythms to sound like different animals. To create a rhythm to match an animals. To create a score. To select instruments to match an animal.

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> Know where in the world France is, what it is well-known for and how to get there from England. To know cultural facts about a city in France. Recognise different language conventions and express politeness and different feelings. Become familiar with commonly used words and phrases. Respond correctly to French phrases. Understand and say numbers 1 – 10 with correct pronunciation. Ask and respond to questions. Identify and record written phrases in French. 	<u>Being Me in my World</u> <ul style="list-style-type: none"> Recognise my worth and identify positive things about myself and my achievements. Set personal goals. Face new challenges positively, make responsible choices and ask for help when I need it. Understand why rules are needed and how they relate to responsibilities. Understand that my actions affect myself and others and I care about other people's feelings. Make responsible choices and take actions. Understand my actions affect others and try to see things from their points of view. 	<u>What do Christians learn from the Creation Story?</u> <ul style="list-style-type: none"> Identify and have an understanding of the 'wow' factors of nature. Understand how Christians believe the world was created. Discuss what Christians believe about God. Understand what Genesis 1 teaches Christians about God and the importance of the world. Understand what Christians believe about the Bible. Discuss ways in which we can look after the world that God created. Explore the story of Adam and Eve and what this teaches us about human nature. Discuss the 10 commandments and what they mean.
		<ul style="list-style-type: none"> To use technology to create a piece of music with an ostinato.

<u>Games</u>	<u>PE</u>	
<u>Invasion Games – Football</u> <ul style="list-style-type: none"> ▪ Learn dribbling and stopping techniques. ▪ Learn passing and receiving techniques. ▪ Learn to defend. ▪ Learn to attack. ▪ Use tactics to keep possession of the ball and show that they have full control of the ball. ▪ Change direction and speed when dribbling the ball. ▪ Keep and use the rules they are given. ▪ Have simple plans that they know they can make work. ▪ Understand the importance of creating space and communicating with each other. ▪ Describe the help they require to improve their play. 	<u>Dance</u> <ul style="list-style-type: none"> ▪ Show an imaginative response to different stimuli through their use of language and choice of movement. ▪ Use different compositional ideas to create motifs incorporating copying and mirroring. ▪ Link actions to make dance phrases, working with a partner. ▪ Explain why they need to warm up and cool down. ▪ Describe and interpret dance movements using appropriate language. <p><i>Swimming – learn the skills needed to swim 25m.</i></p>	