

## Year 3 Curriculum Map

### Autumn Term 2

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

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<p data-bbox="124 248 539 320"><u>Using Technology: Digital Media</u></p> <ul data-bbox="124 365 555 1581" style="list-style-type: none"> <li data-bbox="124 365 539 472">▪ Learn how to use Green Screening to create a multimedia video.</li> <li data-bbox="124 517 523 669">▪ Understand ICT allows easy creation, manipulation and change.</li> <li data-bbox="124 714 555 934">▪ Understand what animation is, how it is made up of static images and the different ways that this can be achieved.</li> <li data-bbox="124 978 555 1314">▪ 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.</li> <li data-bbox="124 1359 555 1431">▪ To use software to create an animation.</li> <li data-bbox="124 1476 555 1581">▪ Understand that video is created by the recording of many static images.</li> </ul>	<p data-bbox="579 248 850 286"><u>Craft and Design</u></p> <p data-bbox="579 327 967 365"><u>Ancient Egyptian Scrolls</u></p> <p data-bbox="579 405 994 443"><u>Continued from Autumn 1</u></p> <ul data-bbox="579 483 1010 826" style="list-style-type: none"> <li data-bbox="579 483 967 636">▪ To apply drawing and painting skills in the style of an ancient civilisation.</li> <li data-bbox="579 680 1010 826">▪ To apply an understanding of Egyptian art to develop a contemporary response.</li> </ul>	<p data-bbox="1034 248 1201 286"><u>Structures</u></p> <p data-bbox="1034 327 1382 365"><u>Constructing a Castle</u></p> <ul data-bbox="1034 483 1406 976" style="list-style-type: none"> <li data-bbox="1034 483 1382 669">▪ To recognise how multiple shapes are combined to form a strong and stable structure.</li> <li data-bbox="1034 714 1382 752">▪ To develop a castle.</li> <li data-bbox="1034 797 1406 835">▪ To construct 3D nets.</li> <li data-bbox="1034 880 1350 976">▪ To construct and evaluate my final product.</li> </ul>

<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>Not taught this half term.</u>	<u>The United Kingdom and Italy</u> <ul style="list-style-type: none"> <li>▪ Identify the countries, capitals and cities of the UK.</li> <li>▪ Identify the counties surrounding Worcestershire using a map.</li> <li>▪ Identify the major regions of the UK.</li> <li>▪ Identify human and physical features in England.</li> <li>▪ Identify the major countries in Europe.</li> <li>▪ Identify the human and physical features of a region in Italy.</li> <li>▪ Compare a region in Italy to the West Midlands.</li> </ul>	<u>Texture - Accompaniments</u> <ul style="list-style-type: none"> <li>▪ To identify the instruments playing an accompaniment.</li> <li>▪ To use vocal and body sounds to accompany a song.</li> <li>▪ To be able to play ostinati to accompany a song.</li> <li>▪ To become familiar with standard notation.</li> <li>▪ To create their own ostinato.</li> <li>▪ To create a visual score to match their ostinato.</li> </ul>

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> <li>▪ Ask and answer questions.</li> <li>▪ Understand and use the numbers 1 – 10 both in and out of sequence.</li> <li>▪ To respond correctly to French phrases.</li> <li>▪ To become familiar with the days of the week.</li> <li>▪ Gain an understanding of the experience of French children compared to their own experiences.</li> <li>▪ Recognise some familiar phrases in written form and record these down.</li> <li>▪ Personalise a letter using a French translator to request gifts from Papa Noel.</li> </ul>	<p data-bbox="584 174 951 215"><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> <li>▪ Understand that everybody’s family is different and important to them.</li> <li>▪ Understand that differences and conflicts sometimes happen among family members.</li> <li>▪ Know what it means to witness bullying.</li> <li>▪ Know that witnesses can make the situation better or worse by what they do.</li> <li>▪ Recognise that some words are used in hurtful ways.</li> <li>▪ Tell you about a time when my words affected someone’s feelings and what the consequences were.</li> </ul>	<p data-bbox="1038 174 1406 248"><u>What is it like to follow God?</u></p> <ul style="list-style-type: none"> <li>▪ Which information about Bible stories can we get from different types of texts?</li> <li>▪ What can we say about Noah from reading the biblical story?</li> <li>▪ What is the link between the story of Noah and the idea of covenant?</li> <li>▪ What are the links between the story of Noah and how many Christian people live?</li> <li>▪ What is the link between a Christian wedding ceremony and the idea of covenant?</li> <li>▪ Did Abram show he trusted God?</li> <li>▪ Is it always easy for Christians to try to follow God?</li> </ul>

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