

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>Marcy and the Riddle of the Sphinx</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>Marcy and the Riddle of the Sphinx</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> <p><u>Ancient Egyptian Scrolls</u></p> <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. <p><u>To be continued in Autumn 2.</u></p>	<u>Textiles</u> <p><u>Cross Stitch and Applique</u></p> <ul style="list-style-type: none"> ▪ Learn how to sew cross-stitch and to applique. ▪ To develop and use a template. ▪ To assemble parts into a fabric product. ▪ To decorate fabric using applique and cross-stitch.
<u>History</u>	<u>Geography</u>	<u>Music</u>
<u>The Ancient Egyptians</u> <ul style="list-style-type: none"> ▪ Compare ancient civilisations. ▪ Identify who the Ancient Egyptians were. ▪ Begin to understand the significance of the River Nile. ▪ Begin to understand the significance of the pyramids. ▪ Understand the process of mummification. ▪ Understand how hieroglyphics were used. ▪ Understand why Tutankhamun was and why he was important. 	<p><u>Not taught this half term.</u></p>	<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. 	<p><u>Being Me in my World</u></p> <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. 	<p><u>What do Christians learn from the Creation Story?</u></p> <ul style="list-style-type: none"> ▪ Identify where Creation belongs in the 'Big Story' of the Bible. ▪ Understand what kind of world Christians believe in and what we mean by good. ▪ Understand how Christians have interpreted looking after the world. ▪ Understand how different Christians think about and look after the environment. ▪ Understand what Christians mean by 'The Fall'. ▪ Identify what many Christians learn from the stories of Creation and The Fall.

<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 - Otters</i></p>	