Cycle A

Year 3 Curriculum Map – Autumn Term 1

Well Being:
As **Mindful Learners** we will be introducing the theme of families and relationships and understanding that they are varied and need to be respected.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society** we will be learning about exploring the roles of the bully, victim and bystander.

As **Open-Minded Learners** we will be considering what it is like for Muslims in Britain and specific aspects of their life.

World:
As **Scientists** we will be building on our knowledge of forces and mechanisms from previous years and deepening our understanding of gravity, resistance and friction and gears and pulleys.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Geographers** we will be learning about why population changes and the different causes for this.

As **Communicators** we will be focusing on the importance of Online Safety, as well as understanding how a blog can be used.

Future:
As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be singing in unison and exploring melodies and harmonies, this will be done to an audience.

As **Technicians** we will be designing and creating a waistcoat in textiles.

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ENGLISH: (Writing):

English Book Focus – Poetry- Haiku & Tanka
Black History Month
Short Film – Tabula Rasa - (factual)

Writing

- Recounts/Newspaper Reports: The true story of the three little pigs
- Poetry – Haiku & Tanka: Various poems
- Expressing time, place and cause using conjunctions, adverbs or prepositions
- Introduction to paragraphs as a way to group related material
- Use of the present perfect form of verbs instead of the simple past

ENGLISH: (Reading):

Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms
- Developing an understanding of prosody techniques (using expression and intonation) and applying the use of these skills to personal reading styles.

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Place Value

- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and in words
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Count from 0 in multiples of 4, 8, 50 and 100
- Find 10 or 100 more or less than a given number

Addition & Subtraction

- Add and subtract numbers with up to three digits, using a range of methods
- Estimate the answer and use inverse

Phonics / Spelling / Handwriting:

ACTIVE Maths:

See Maths curriculum

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SCIENCE: Rocks, soils and fossils

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- recognise that soils are made from rocks and organic matter
- describe in simple terms how fossils are formed when things that have lived are trapped within rock.

HUMANITIES - History:

(Geography taught next half-term)

British History 1: Would you have preferred to live in the Stone, Bronze or Iron Age?

Pupils who are secure will be able to: understand that prehistory was a long time ago, accurately place AD and BC on a timeline, identify conclusions that are certainties and possibilities based on archaeological evidence, explain the limitations of archaeological evidence, use artefacts to make deductions about the Amesbury Archer's life, identify gaps in their knowledge of the Bronze Age, explain how bronze was better than stone and how it transformed farming, explain how trade increased during the Iron Age and why coins were needed, identify changes and continuities between the

COMPUTING:

Online safety units covered at the beginning of the year and throughout the year when needed.

Creating digital animations using the 2Animate tool.

ART/DESIGN & TECHNOLOGY:

Art: Sculpture & 3D

Transforming 2D card shapes into 3D structures and sculptures; exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art. Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.

RELIGIOUS EDUCATION:

- What does it mean to be a Christian in Britain today? Part 1

This unit enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PHYSICAL EDUCATION (Games / Swimming):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PSHE:

Families and Relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others.

MUSIC:

Children will be studying and learning songs from Charanga- Mamma Mia.

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings
-**Finger** spelling- names
-**School**/classroom signs
-Transport
-**Affirmation** signs