

Cycle B

Year 3 Curriculum Map – Autumn Term 1

Well Being:

As **Mindful Learners** we will be looking at ways to resolve conflict whilst being assertive.

As **Athletes** we will be learning team skills through invasion games and controlling and receiving.

As **Dancers** we will be composing, performing and analysing dance and retelling a story.

As **Members of Society** we will be learning about recognising feelings in others and understanding body language.

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

World:

As **Scientists** we will be comparing and grouping materials together, according to whether they are solids, liquids or gases and observing that some materials change state when they are heated or cooled.

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

As **Historians** we will be learning about how children's lives have changed.

As **Communicators** we will be performing our own poems to the rest of the class.

Future:

As **Readers** we will be looking at a range of fiction and non-fiction texts and participating in conversations about books. We will be building on our skills including summarising, making inferences and drawing conclusions; making, revising and confirming predictions; identifying characters, plot and setting, and asking and answering questions to help us understand the text.

As **Writers** we will be writing our own newspaper reports based on the true story of the three little pigs as well as writing our own Haiku and Tanka poems. We will be introduced to paragraphs as a way to group related material and using of the present perfect form of verbs instead of the simple past.

As **Mathematicians** we will be identifying, representing and estimating numbers using different representations. We will also be comparing numbers up to 1000 whilst finding 10 or 100 more/less than a given number.

As **Musicians** we will be listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music and learning to sing along with nursery rhymes and action songs.

As **Technicians** we will be learning about how to stay safe online and how animations are created.

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ENGLISH: (Writing):

English Book Focus – Poetry/Newspaper Reports/ Narrative

- 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):

English Book Focus – Poetry/Newspaper Reports/ Narrative

- To use the reading strategy of asking questions to understand text
- To identify the problem and the solution
- Manipulate final sounds
- To make, revise and confirm predictions
- To determine cause and effect
- To use the reading strategy of connecting to prior knowledge to understand text
- To determine the problem and solution

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:

Refining Handwriting Skills- Capital and Continuous Cursive Lower Case Letter Word Lists
Spelling- Stage 3 words for those working at ARE, alternate stages for children working towards ARE.

ACTIVE 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

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SCIENCE: Changes of state

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

HUMANITIES - History:

How children's lives have changed?

- To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.
- To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
- To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
- To know that advancements in science and technology can be the cause of change.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to

COMPUTING: Animation

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

- To understand what animation is.
- To know what onion skinning is and be able to use this technique for 2D computer animations.
- To know how to enhance simple animations using animation software.
- To plan an animation.
- To create a narrative.
- To evaluate animations.

ART/DESIGN & TECHNOLOGY:

Textiles: Painting & Mixed media (Light & Dark)

Accurately use the vocabulary tone, tint and shade.
Mix colours with white and black to create a range of tints and shades.
Create gradual changes in tone using tints and shades.
Identify highlights, midtones and shadows on an object
Apply lighter and darker tones to show highlights and shadows.
Use tone to make an object appear three-dimensional.
Use a range of paint techniques to create tonal variation.
Use art vocabulary to describe elements of composition, such as shape, colour, light or balance.
Arrange objects deliberately to create a balanced still life with areas of contrast.
Mix a range of tints and shades, placing highlights and shadows in the correct places to show 3D form in a still life painting.

RELIGIOUS EDUCATION:

What it Means to be a Hindu in Britain today? – Part 1

How Hindus show their faith?
What is important in Hindu's life?
Understanding the Hindu cycle of life

PHYSICAL EDUCATION (Dance / Gymnastics): **Dance – Re-telling a story**

PHYSICAL EDUCATION (Games / Swimming): **Invasion Games – Controlling and receiving**

PSHE:

Families and Relationships

- Setting ground rules and signposting
- Friendship issues and bullying
- Healthy families
- Stereotyping- Gender
- Stereotyping- Age/ disability
- How my behaviour affects others
- Effective communication to support relationships
- Respect and manners
- Respecting differences

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

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