

Year Three Curriculum Map

Autumn Term (Through The Ages)

Mathematics

Place Value

Represent numbers to 100 Tens and ones using addition Hundreds Represent numbers to 1,000 100s, 10s and 1s (1) 100s, 10s and 1s (2) Number line to 1,000 Find 1, 10, 100 more or less than a given number

Compare objects to 1,000 Compare numbers to 1,000

Order numbers Count in 50s

Addition & Subtraction

Small Steps Year 3 | Autumn Term | Week 4 to 8 –

Number: Addition & Subtraction Add and subtract multiples of 100

Add and subtract 1s Add and subtract 3-digit and 1-digit numbers – not crossing 10

Add a 2-digit and 1-digit number – crossing 10 Add 3-digit and 1-digit numbers – crossing 10

Subtract a 1-digit number from 2-digits – crossing 10

Subtract a 1-digit number from a 3-digit number – crossing 10

Add and subtract 3-digit and 2-digit numbers – not crossing 100

Add 3-digit and 2-digit numbers – crossing 100

Add and subtract 100s

Add two 2-digit numbers – crossing 10 – add ones & add tens

Subtract a 2-digit number from a 2-digit number – crossing 10

Multiplication & Division

Equal groups

Multiply by 3

Divide by 3

The 3-times table

Multiply by 4

Divide by 4

The 4 times-table

Multiply by 8

Divide by 8

The 8-times table

Reading

Key text: Stone Age Boy Satoshi Kitamura

To make predictions about a text.

To share and justify my thoughts and opinions.

To infer characters' thoughts and feelings

Key text: The True Story of the Three Little Pigs Jon Scieszka

To make predictions about a text.

To recognise features of a fairy-tale.

To make comparisons.

To share and justify my thoughts and opinions.

To make inferences about a character.

Key text: Frankenstiltskin Joseph Coelho (Poetry)

Writing

Key text: Stone Age Boy Satoshi Kitamura

To use conjunctions to extend sentences.

To write an informal letter in role.

To build and develop a character.

To use adverbs to improve sentences.

To plan a narrative.

To re-tell a story from a different character's perspective.

Key text: The True Story of the Three Little Pigs Jon Scieszka

To write a formal letter in role.

To edit and proof-read my work.

Key text: Frankenstiltskin Joseph Coelho (Poetry)

RE

Skills

Pupils should be able to:
Creation/Fall

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

Incarnation

Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Knowledge

Pupils will know that:
Creation/Fall

God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).

Incarnation

Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

Music (Charanga)

Title: Let Your Spirit Fly / Glockenspiel Stage 1

Style: RnB

Theme: RnB and other styles/Exploring and developing playing skills

Performance: Class performance/Singing assemblies.

Science

Skills

Ask relevant questions and use different types of scientific enquiries to answer them.

Set up simple practical enquiries, comparative and fair tests.

Record findings using simple scientific language, drawings, keys, bar charts and tables. — eg time taken to move across surfaces, the strength of magnets.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Knowledge

Animals including Humans

To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.. There are five main food groups: carbohydrates, fruit and vegetables, proteins, oils and dairy.

To know that animals can be classed as herbivore, omnivore or carnivore.

To know that humans and some animals have skeletons and muscles for support, protection and movement. The skeleton has a variety of joints.

To be able to name the different bones in a human body.

To know that there are three types of skeleton: exoskeleton, endoskeleton and hydroskeleton.

Forces and Magnets

To know that things move differently on different surfaces.

To know that Friction is a force between two surfaces as they move across each other. Friction acts in the opposite direction to the movement. Friction always slows down a moving object. It also produces heat.

To know that some forces need contact between two objects, but magnetic forces can act at a distance.

To know that magnets attract or repel each other and attract some materials and not others.

To know that the invisible forces we can feel when magnets are close together are caused by their magnetic fields. Magnetic fields are invisible but can be shown as lines on a diagram.

To know that the Earth acts like a huge bar magnet. It is surrounded by an invisible magnetic field called the magnetosphere. Without the magnetosphere, nothing could live on Earth. The magnetosphere is responsible for creating lights in the sky called aurora and also makes navigational compasses work.

History

Skills	Knowledge
Describe the everyday lives of people from past historical periods. Use historical terms to describe different periods of time. Sequence dates and information from several historical periods on a timeline. Describe ways in which human invention and ingenuity have changed how people live. Make deductions and draw conclusions about the reliability of a historical source or artefact. (Skara Brae) Explain the cause and effect of a significant historical event. (The Stone Age ended when metal-working skills were introduced to Britain by the Bell Beaker folk, c2500 BC.) Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. To construct informed responses that involve thoughtful selection and organization of relevant historical information.	To know that Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time. To know and describe how everyday life changed and developed during Prehistoric Britain – Hunter gathers, Beaker Folk (Metal Workers), to Farmers. To know about the beliefs of prehistoric people ranging from stone monuments to druids worshipping and humans being sacrificed to the Gods. To know and be able to explain the similarities and differences between two periods of history. To know that archaeologists find out about prehistoric life by studying the artefacts and settlements left behind Skara Brae. To know Stonehenge is a stone circle in Wiltshire, England and that it is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter. BC stands for 'before Christ' meaning the time before Jesus Christ was born. AD means '<i>anno Domini</i>', which is the Latin for 'in the year of our Lord' meaning after Jesus Christ was born. To know that Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles. To know that the Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery.

Geography

Skills	Knowledge
Locate the world's countries, geographical regions and their physical characteristics on a map.	Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America – To know how and why prehistoric people travelled from one place to another.

PE

Skills

Pupils should be able to:

Ball Skills/Basketball To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands.

To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot.

Dance

To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. To remember and repeat actions, using dynamics to clearly show different phrases. To use transitions and changes of timing to move into and out of shapes.

Knowledge

Pupils should know:

Catch different sized objects. Dribble a ball with control. Shows various techniques for throwing increasing accuracy and control. Begin to use simple tactics in a game. Dribble, pass and receive the ball with some control. Find space away from others and the goal. Understand the difference between an attacker and a defender. Track an opponent to slow them down.

To create dances in relation to an idea including historical and scientific stimuli. Work individually, with a partner and in small groups, sharing their ideas. Develop their use of counting and rhythm. To use canon, unison, formation and levels in their dances. To perform to others and provide feedback using key terminology.

Art and Design

Artist: Leonardo Da Vinci / Michelangelo

Art form: Drawing

Skills

To use graded pencils to make a chart to see the differences between each grade.

To use a range of pencils to draw simple objects with simple third dimension and perspective.

To annotate similarities and differences between two pieces of art.

Children to then experiment and explore using red and black chalk to draw in the style of the artists.

Children to then experiment and explore using red and black chalk to draw in the style of the artists.

A range of sketched, sculptures and paintings from Michelangelo displayed to see if children can match some of his initial sketches to final paintings and sculptures.

Knowledge

To be able to explain the brief history of both Da Vinci and Michelangelo, including their rivalry.

To know the rules to apply to proportions of all bodies.

To know that drawing from real life was really important for Da Vinci's learning. He didn't guess how the human body was structured or worked; he found out for himself. He worked hard at his knowledge and skills and had a great teacher. Copying from his master was an important way for him to learn and test himself.

DT

Area: Mechanical Systems

Brief: To design and make a mechanical poster based on 'The Stone Age Boy'

Skills

Measure, mark out, cut, score and assemble components with more accuracy.

Start to work safely and accurately with a range of simple tools.

Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.

Knowledge

Start to understand that mechanical and electrical systems have an input, process and output.

Start to understand that mechanical systems such as levers and linkages create movement.

PSHE, Citizenship, Relationships

Skills

~~Me and my relationships—Scarf resources~~

As a rule.

Looking after our special people.

How can we solve this problem.

Friends are special.

Thunk.

Dan's Dare

Valuing Difference

Respect and Challenge

Friends and family.

My community.

Our friends and Neighbours.

Let's celebrate our differences.— Huey's new Jumper (No outsiders) Oliver—(No Outsiders)

Zeh

Knowledge

Computing

Skills

Connecting Computers

- I can explain that digital devices accept inputs.
- I can explain that digital devices produce outputs.
- I can follow a process.
- I can classify input and output devices.
- I can describe a simple process.
- I can design a digital device.
- I can explain how I use digital devices for different activities.
- I can recognise similarities between using digital devices and using non-digital tools.
- I can suggest differences between using digital devices and using non-digital tools.
- I can recognise different connections.
- I can explain how messages are passed through multiple connections.
- I can discuss why we need a network switch.
- I can recognise that a computer network is made up of a number of devices.
- I can demonstrate how information can be passed between devices.
- I can explain the role of a switch, server, and wireless access point in a network.
- I can identify how devices in a network are connected together.
- I can identify networked devices around me.
- I can identify the benefits of computer networks .

Stop Start Animation:

- Explain how an animation/flip book works.
- Draw a sequence of pictures.
- Create an effective flip book—style animation.
- Predict what an animation will look like.
- Explain why little changes are needed for each frame.
- Create an effective stop-frame animation.
- Break down a story into settings, characters and events.
- Describe an animation that is achievable on screen.
- Create a storyboard.

Knowledge

Connecting Computers

- To explain how digital devices function.
- To identify input and output devices.
- To recognise how digital devices can change the way that we work.
- To explain how a computer network can be used to share information.
- To explore how digital devices can be connected.
- To recognise the physical components of a network

Stop-frame Animation

- To explain that animation is a sequence of drawings or photographs.
- To relate animated movement with a sequence of images.
- To plan an animation.
- To identify the need to work consistently and carefully

French

Skills

- To greet others and say goodbye.
- To answer the register. To ask and answer questions about how they are.
- To say their name and ask others their name.
- To count from 1—12 in french.
- To listen and respond to classroom instructions.
- To start to use names of classroom objects.
- To introduce the concept of gender.

Knowledge

- To respond to greetings in french.
- To use merci and a bientot.
- To understand and be able to ask the question ca va? Or ca va bien. To respond using ca va bien, ca va mal, merci, comme ci, comme ca,
- Respond with present (e) mademoiselle, madame, monsieur. Or with absent €.
- To ask in a full sentence—Comment tu t'appelles?
- To respond in a full sentence when asked their name—Je m'appelle..
- To use the third person—Il/Elle's appelee. C'est.
- To understand enough to take part in a brief dialogue.
- To understand and use the numbers 0 –12.
- To respond to instructions given in french through games like Simon Says—Jacquesa dit.
- To know where to use garçon and fille appropriately.
- To know how to respond to questions such as—Qu'est-ce, que c'est?

