



Year 3 Curriculum Map - Autumn 1

<p style="text-align: center;">English</p> <p>Milo Imagines the World - Matt de la Pena and Christian Robinson</p> <ul style="list-style-type: none"> - To understand that illustrations can tell a story beyond the words - To develop an understanding of characters through discussion and drawing activities - To write in role as the main character - To take part in role play and discussions - To use fronted adverbials to sequence my writing - To use paragraphs to help organise my writing - To proofread for spelling and punctuation errors - To assess the effectiveness of my writing and propose changes to improve consistency - To write legibly using the correct letter strokes, positioning and joining - To write simple dictated sentences - To write a poem based on a theme in a book I have read - To use vocabulary as a creative device - To develop positive attitudes to reading and - To develop an understanding of what they have read by preparing poems to read aloud and to perform to an audience, showing understanding through intonation, tone, volume and action. - To know the Year 3 spelling and grammar rules 	<p style="text-align: center;">Mathematics</p> <p>Number and Place Value / Numbers to 1,000 /Addition and Subtraction</p> <ul style="list-style-type: none"> - To represent numbers to 100 - To count forwards and backwards in steps of 3 and 5 and make jumps in tens from any number - To compose and decompose numbers consisting of 100s, 10s and 1s - To understand the value of each digit in a 3-digit number - To be able to compare and order numbers - To be able to count in 50s - To be able to recognise, describe and complete number patterns - To be able to count in 4s and 8s - To understand the commutative law of addition (and the corresponding addition and subtraction facts) - To add multiples of 10 and 100 to a 3-digit number - To add two 3-digit numbers - To add numbers and rename the 1s and 10s - To subtract 1s and 10s from 3-digit numbers - To understand simple subtraction of a 3-digit number by another 3-digit number - To calculate using mental strategies 	
<p style="text-align: center;">Science</p> <p style="text-align: center;">Skeletons</p> <ul style="list-style-type: none"> - To identify and name bones in human body/animals - To understand the functions of the skeleton - To compare and contrast animals with/without a spine <p style="text-align: center;">Movement</p> <ul style="list-style-type: none"> - To explore our joints and how we move <p style="text-align: center;">Nutrition and Diet</p> <ul style="list-style-type: none"> - To identify and understand the five food groups - To explore and compare human diets - To understand the diets of animals 	<p style="text-align: center;">RE</p> <p>Christianity: How do Christians show that 'reconciliation' with God and other people is important?</p> <ul style="list-style-type: none"> - To engage with the idea and meaning of 'reconciliation' in everyday life - To enquire into the concept of 'reconciliation' in a key Christian story - To explore Christian 'reconciliation' through Biblical narrative, Church practice and Christian living - To evaluate 'reconciliation' in Christianity - To express 'reconciliation' so that it can be shared with others 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> - To create actions in response to a stimulus and move in unison with a partner - To understand how dynamics affect the actions performed - To use transitions and changes of timing to move into and out of shapes <p style="text-align: center;">Ball Skills</p> <ul style="list-style-type: none"> - 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 use tracking, sending and dribbling skills with feet

<p style="text-align: center;">History Vikings</p> <ul style="list-style-type: none"> - To understand the beliefs and weaponry of the Viking Warriors - To understand how knowledge of the past is constructed from a range of sources. - To ask historically valid questions - To learn about the success of the Viking invasion - To understand how the design and build of the Viking long ship helped with successful invasions - To understand the role of archaeologists in uncovering remains and how the past can be pieced together 	<p style="text-align: center;">Geography (*Alternates half termly with History)</p>	<p style="text-align: center;">Computing Computing Systems and Networks</p> <ul style="list-style-type: none"> - 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
<p style="text-align: center;">Design Technology (DT)</p> <ul style="list-style-type: none"> - To investigate mechanical systems - To make mechanical systems which use levers and linkages - To develop design criteria to help me design an innovative product - To use prototypes to develop my ideas - To select and use the correct tools and equipment accurately - To carefully select materials and use different techniques - To name the parts and functions of a lever and linkage mechanical system - To evaluate my product 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> - To know and respond to French greetings - To understand classroom commands - To learn the alphabet and to be able to spell your name - To learn about French culture, food, and geography - To know the names of some French speaking countries - To create a title page/poster 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> - To explore andante tempo - To look at a 4/4 time signature - To understand G major has 1 sharp as a key signature - To explore minims, crotchets and quavers. - To listen and respond to country music and pop music. - To follow a stave of music. - To play a part on the glockenspiel. - Singing
<p>PSHE and Responsibility</p> <p>Safe and healthy at home, school and locally: To explain that bacteria and viruses can affect health To understand that some illnesses are passed on to others whereas other kinds are not To explain terms, 'risk', 'danger' and 'hazard' To assess risks in different situations To explain why our school has rules to keep us safe and healthy To know some hazards that I should point out to an adult (Responsibility) To know who to ask for help at home, in school and out in the locality</p>		