



**Year 3 Curriculum Map - Autumn 2**

<p style="text-align: center;"><b>English</b></p> <p><b>Ice Palace - Robert Swindells</b></p> <ul style="list-style-type: none"> <li>- To develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction</li> <li>- To draw inferences and justify inferences with evidence</li> <li>- To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>- To draft and write by organising paragraphs around a theme</li> <li>- To write for different purposes including about fictional personal experiences</li> <li>- To proof-read for spelling and punctuation errors</li> <li>- To ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>- To use spoken language to develop understanding through speculating, imagining and exploring ideas</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Addition and Subtraction /Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- To subtract a 3-digit number with zeros</li> <li>- To solve addition and subtraction using Bar Models</li> <li>- To multiply by 3, 4 and 8</li> <li>- To divide by 3</li> <li>- To divide by 4</li> <li>- To find and explore relationships between multiplication and division</li> <li>- To divide by 4 and 8</li> <li>- To multiply multiples of 10 by a 1-digit number</li> <li>- To multiply any 2-digit number by a 1-digit number</li> <li>- To multiply with regrouping</li> <li>- To understand simple division of a 2-digit number by a 1-digit number</li> <li>- To divide where there is a need to regroup</li> <li>- To solve word problems that involve multiplication</li> <li>- To solve word problems involving division</li> <li>- To apply my knowledge of times tables facts to solve problems</li> <li>- To calculate using mental strategies</li> </ul>	
<p style="text-align: center;"><b>Science</b></p> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>- To understand what food waste is</li> <li>- To identify ways to reduce food waste</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- To identify and compare different types of rocks based upon their appearance and physical properties</li> <li>- To compare different types of rocks based upon their appearance and physical properties</li> <li>- To group different types of rocks based upon their appearance and physical properties</li> <li>- To make careful and systematic observations</li> <li>- To investigate local rocks in our local area</li> <li>- To conduct a local rock survey</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>Islam: How does a Muslim show their submission and obedience to Allah?</b></p> <ul style="list-style-type: none"> <li>- To describe what a Muslim might learn from the story of Bilal and the first call to prayer</li> <li>- To describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people</li> <li>- To use religious words to describe some ways Muslims show Allah is important when they pray</li> <li>- To recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim</li> <li>- To ask good questions about life after hearing the story of Bilal and give some ideas for answers</li> <li>- To link who is important to me, and who I believe I should obey, with the way I think and behave</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>- To develop balancing and understand the importance of this skill</li> <li>- To understand how to change speed and be able to demonstrate good technique when running at different speeds</li> <li>- To demonstrate a change of speed and direction to outwit others</li> <li>- To develop technique and control when jumping, hopping and landing</li> <li>- To develop skipping in a rope</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- To select and apply simple tactics</li> <li>- To dribble and pass</li> <li>- To pass with hands in different ways</li> <li>- To keep possession and control of the ball</li> <li>- To evaluate the performance of myself and others</li> <li>- To describe and show how games improve stamina and speed</li> </ul>

<p align="center"><b>History</b> (*Alternates half termly with Geography)</p>	<p align="center"><b>Geography</b> <b>Climate Zones</b></p> <ul style="list-style-type: none"> <li>- To identify the different lines of latitude and explain how latitude is linked to climate</li> <li>- To locate different climate zones and explore the differences between the Northern and Southern hemispheres</li> <li>- To compare temperate and tropical climates</li> <li>- To explore weather patterns within a climate zone</li> <li>- To create a weather forecast for a typical day in a specific climate zone.</li> <li>- To identify characteristics of a specific climate zone.</li> </ul>	<p align="center"><b>Computing</b> <b>Stop-frame Animation</b></p> <ul style="list-style-type: none"> <li>- To explain that animation is a sequence of drawings or photographs</li> <li>- To relate animated movement with a sequence of images</li> <li>- To plan an animation</li> <li>- To identify the need to work consistently and carefully</li> <li>- To review and improve an animation</li> <li>- To evaluate the impact of adding other media to an animation</li> </ul>
<p align="center"><b>Art</b></p> <ul style="list-style-type: none"> <li>- To learn about great artists, architects and designers in history (Giacometti, Julian Opie and Vivienne Westward)</li> <li>- To improve their mastery of art and design techniques (3D model making, drawing in pen, felt tips and charcoal, making maquettes)</li> <li>- To create sketch books to record observations and use them to record, review and revisit ideas</li> </ul>	<p align="center"><b>French</b></p> <ul style="list-style-type: none"> <li>- To be able to say the date in French</li> <li>- To learn the days and months</li> <li>- To be able to say what is in my school bag</li> <li>- To recognise that nouns have a gender (masculine or feminine) in French</li> <li>- To know French numbers 1-31</li> <li>- To learn about some Christmas traditions in France</li> </ul>	<p align="center"><b>Music</b></p> <ul style="list-style-type: none"> <li>- To explore andante tempo</li> <li>- To look at a 2/4 time signature</li> <li>- To understand C major has no sharps or flats in the key signature</li> <li>- To explore minims, crotchets and quavers.</li> <li>- To listen and respond to disco, New Orleans jazz and sea shanties.</li> <li>- To follow a stave of music.</li> <li>- To play a part on the glockenspiel.</li> <li>- Singing</li> <li>- Whole class instrumental tuition with Barnet Education Arts Trust (cornet and clarinet).</li> </ul>
<p align="center"><b>PSHE and Resilience</b></p> <p><b>Supporting Friends and other People:</b>  To recognise and respond appropriately to a wide range of feelings in others  To know how to make and keep friends  To think about when it is better to stop being friends with someone  To know what to do if I am a witness to bullying  To listen to other children and respond appropriately whether I agree or disagree with that viewpoint</p>		