



Year 3 Curriculum Map - Autumn 1

English Milo Imagines the World - Matt de la Pena and Christian Robinson - 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		Mathematics Number and Place Value Mental Addition & Subtraction Statistics Geometry & Measurement - Identify, represent and estimate numbers using different representations - Read and write numbers to 1000 in numerals and words - Recognise the place value of each digit in a three-digit number - Compare and order numbers to 1000 - Count from 0 in multiples of 4, 8, 50 and 100. - Find 10 or 100 more or less than a given number - Add and subtract mentally - Add and subtract numbers with up to three digits, using formal written methods of addition and subtraction - Estimate the answer to a calculation - Use the inverse operation to check an answer - Interpret and present data using bar charts, pictograms and tables - Draw 2D shapes - Measure the perimeter of 2D shapes - Recognise angles as a property of a shape or a description of a turn - Identify whether angles are greater or less than a right angle - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
Science Skeletons - 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 Movement - To explore our joints and how we move Nutrition and Diet - To identify and understand the five food groups - To explore and compare human diets - To understand the diets of animals	RE Christianity: How do Christians show that 'reconciliation' with God and other people is important? - 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	PE Dance - 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 Ball Skills - 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	

History (*Alternates half termly with Geography)	Geography Climate Zones - To identify the different lines of latitude and explain how latitude is linked to climate - To locate different climate zones and explore the differences between the Northern and Southern hemispheres - To compare temperate and tropical climates - To explore weather patterns within a climate zone - To create a weather forecast for a typical day in a specific climate zone. - To identify characteristics of a specific climate zone.	Computing Computing Systems and Networks - 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
Design Technology (DT) - 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	French - 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	Music - 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 - Whole class instrumental tuition with Barnet Education Arts Trust (cornet and clarinet).
PSHE and Responsibility 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		