

Year 3—Curriculum Map—Autumn 1

Literacy	Maths	Science	History	Art
<p>Portal Stories— Stone Age Boy</p> <p>Spelling Revisit <i>Possessive apos in singular plural</i></p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Revise subordination and co-ordination to aid cohesion Revise simple and progressive tenses Adverbs of time Prepositions <p>Revisit commas in a list</p> <p>Organise 5 paragraphs around a theme.</p> <p>Instruction Writing—</p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Revise subordination and co-ordination to aid cohesion Revise simple and progressive tenses Nouns for clarity Correct use of the determiners 'a' and 'an' <p>Prepositions</p>	<p>Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Read and write numbers to 1,000 in numerals and words</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Interpret and present data using: bar charts, pictograms, tables</p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> 3-digit number & ones 3-digit numbers & tens 3-digit numbers & hundreds <p>Add and subtract numbers with up to 3 digits, using informal/formal written methods of addition and subtraction.</p>	<p>Rocks and Soils</p> <p>Rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties.</p> <p>Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders).</p> <p>Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.</p> <p>Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material.</p>	<p>Stone Age Britain</p> <p>Describe the ways of life which are typically associated with the Stone Age period of history;</p> <p>Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain and ended approximately 4,500 years ago with the beginning of the Bronze Age;</p> <p>Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;</p> <p>Describe the likely features of Stone Age summer and winter camps in Britain and explain why they were required;</p> <p>Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence);</p> <p>Identify, describe, compare and contrast and explain some of the important ways in which life for</p>	<p>Stone Age Art</p> <p>Learning</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Explain what he/she likes/dislikes about their work.</p> <p>Skills</p> <p>Explore drawing and shading using different media.</p> <p>Compare and recreate form of natural and man made objects.</p> <p>Sculpt in clay a recreation of the Stone Age artefact 'Lion Man'.</p>
Music	Computing	RE	French	PSHE
<p>To know the style of 5 songs, and know who sang or wrote them.</p> <p>To choose one song and be able to talk about its lyrics, musical dimensions, sections of the song and name the instruments they can hear.</p> <p>To know how to find and demonstrate the pulse, know the difference between pulse and rhythm and know how pulse, rhythm and pitch work together to create a song.</p> <p>To be able to sing in unison and in simple two parts and to sing with an awareness of being 'in tune'.</p> <p>Play any one, or all four differentiated parts on a tuned instrument from memory or using notation.</p> <p>To know and be able to talk about improvisation.</p> <p>To plan and create a section of music that can be performed within the context of the unit song.</p> <p>To make musical decisions about pulse, rhythm, pitch, dynamics and tempo and evaluate their performance.</p>	<p>Recognise the ways in which digital devices can be distracting.</p> <p>Identify ideal device-free moments for themselves and others.</p> <p>Recognise the kind of information that is private.</p> <p>Understand what information is OK to be shared online and what should be kept private.</p> <p>Know that the information they share online leaves a digital footprint.</p> <p>Understand what online meanness can look like and how it can make people feel.</p> <p>Identify ways to respond to mean words online.</p> <p>Know how to give credit in their school-work for content they use from the internet.</p>	<p>To be able to explain what RE lessons are.</p> <p>To be able to generate questions and have discussions about Hinduism.</p> <p>To be able to discuss the many gods, their powers/signs/weapons etc.</p> <p>Basic understanding of rituals/ home worship.</p> <p>To look more closely at the many gods and understand that each one represents a part of Brahman- strength- Hanuman, intelligence- Ganesh etc.</p> <p>To understand that Hindus believe Gods work through Human avatars.</p> <p>To understand there are Vedas and they represent different aspects of Hindu worship-songs and chants, stories etc.</p> <p>To identify where Hindus worship and to explain the similarities and differences between worshipping at a mandir and at home.</p>	<p>Find France on a map and be able to recall at least 1 Francophone country.</p> <p>Use key greetings.</p> <p>Ask and answer the question 'How are you?' in French.</p> <p>Ask and answer the question 'What is your name?' in French.</p> <p>Count to 10 in French.</p> <p>Read, write, say and recognise 10 colours in French.</p>	<p>Being Me in my World</p> <p>Understand that they are important</p> <p>Know what a personal goal is.</p> <p>Understand what a challenge is.</p> <p>Know why rules are needed and how these relate to choices and consequences.</p> <p>Know that actions can affect others' feelings.</p> <p>Know that others may hold different views.</p> <p>Know that the school has a shared set of values.</p>