

Year 3 —Curriculum Map—Autumn 2

Literacy	Maths	Science	Geography	DT
<p>Newspaper reports—</p> <ul style="list-style-type: none"> Revise subordination and co-ordination to aid cohesion Revise simple and progressive tenses Pronouns for clarity (third person) Adverbs of time <p>Organise 5 paragraphs around a theme.</p> <p>Poetry—Calligrams</p> <p>Read aloud their own writing to a group or class using appropriate tone and volume.</p>	<p>Recall and use the multiplication and division facts for the 2, 3, 4 and 8 tables.</p> <p>Write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to informal/formal written methods.</p> <p>Write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to informal/formal written methods.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII</p> <p>Make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them.</p>	<p>Light</p> <p>Recognise that we need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>How and Why is My Local Environment Changing?</p> <p>Recognise landmarks in the local area.</p> <p>Know how our local area has changed over time.</p> <p>Know the features of a town and how to identify landmarks on a map.</p> <p>Understand the impact on a local area after a natural disaster such as storm.</p> <p>Be able to describe the advantages and disadvantages of living by the coast.</p> <p>Be able to study the local area and carry out a litter pick.</p> <p>Know the impact of litter and how the affects the environment.</p>	<p>Mechanisms—Pneumatic Toys</p> <p>Draw accurate diagrams with correct labels, arrows and explanations.</p> <p>Identify five appropriate design criteria. Communicate two ideas using thumbnail sketches.</p> <p>Communicate and develop one idea using an exploded diagram.</p> <p>Know that pneumatic systems operate by drawing in, releasing and compressing air.</p> <p>Select appropriate equipment and materials to build a working pneumatic system.</p> <p>Assemble their pneumatic system within the housing to create the desired motion.</p> <p>Create a finished pneumatic toy that fulfils the design brief.</p>
Music	Computing	RE	French	PSHE
<p>Ukulele with Mrs Bland</p> <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. 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>Programming Scratch Maze Games</p> <p>Design an appropriate setting for a video game</p> <p>Program the movement of a sprite;</p> <p>Understand and apply the use of coordinates when coding character movement;</p> <p>Understand and use conditions in programming;</p> <p>Debug a program, explaining errors found and how to fix them;</p> <p>Understand and use variables;</p> <p>Understand and use broadcasts as event triggers;</p> <p>Extend a video game by adding levels;</p> <p>Critically evaluate programs and say what they liked and what could be done to improve it.</p>	<p>How and why do Christians celebrate Christmas?</p> <p>Why do Christians call Jesus the Light of the World?</p> <p>To understand Holy Trinity-three is still one God.</p> <p>To understand the weeks leading to Christmas have meaning for Christians.</p> <p>To understand the importance of the birth of Christ to Christians.</p>	<p>Legumes</p> <p>Name, recognise and recall from memory up to 10 vegetables in French.</p> <p>Attempt to spell some of these nouns with their plural article/determiner.</p> <p>Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French</p>	<p>Celebrating Difference</p> <p>Know why families are important.</p> <p>Know that everybody's family is different.</p> <p>Know that sometimes family members don't get along and some reasons for this.</p> <p>Know that conflict is a normal part of relationships.</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.</p> <p>Know that some words are used in hurtful ways and that this can have consequences.</p>