

Termly Curriculum Map - Autumn

Year Group: 3

Term:	Autumn 1	Autumn 2
Topic Name	UK Study - countries, regions and cities	Stone Age
Key Texts	<p>Tin Forest by Helen Ward</p> <p>The day the crayons quit by Drew Daywalt</p>	<p>Into the Forest by Anthony Browne</p>
Literacy	<p>Narrative:</p> <p>Children will start the academic year by looking at descriptive writing based around the book called Tin Forest by Helen Ward. They will use the illustrations as inspiration for their own descriptive writing. Children will then learn to write formal letters using the book The Day the Crayons Quit for inspiration.</p> <p>Grammar:</p> <p>Children will recap their previous learning about basic punctuation and the formation of a sentence. They will build on their previous learning and develop their use of noun phrases and adverbs to build description and continue to build on their use of commas in a list.</p> <p>Reading:</p> <p>In reading lessons, children will begin to develop their understanding of the key skills associated with VIPERS: vocabulary; inference; prediction; explanation; retrieval; and summarising.</p>	<p>Narrative:</p> <p>This term, the children will explore a modern-day twist to a traditional tale inspired by the novel Into the Forest by Anthony Brown. The children will begin to write the start of a warning story.</p> <p>Grammar:</p> <p>Children will continue to develop their understanding of sentence structures. In addition, they will develop their use of a variety of conjunctions and their use of organisational devices, for example subheadings and rhetorical questions.</p> <p>Reading:</p> <p>In reading lessons, children will continue to develop their understanding of the key skills associated with VIPERS: vocabulary; inference; prediction; explanation; retrieval; and summarising.</p>
Cross-curricular writing	<p>A recount of the Creation Story.</p>	<p>Fact File about Skara Brae</p> <p>Diary entry from the perspective of someone living in the Iron Age.</p>

Maths	<p style="text-align: center;">Number: Place Value</p> <p>In this topic, children will: identify the place value of each digit within a 3 digit number, compare and order numbers up to 1000, find 1, 10 and 100 more and less than a number and count in 50s.</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p>In this topic, children will: add and subtract multiples of 100, add and subtract 3 digit numbers and 1 digit number, add and subtract 3 digit numbers and 2 digit numbers and add and subtract 100s.</p> <p style="text-align: center;">Key instant recall facts:</p> <p style="text-align: center;">Know all number bonds for each number to 20.</p> <p>(Please see our Calculation Progression document on our website for our school calculation strategies).</p>	<p style="text-align: center;">Number: Addition and Subtraction</p> <p>This unit will continue with children learning to: add 3 digit numbers including crossing tens and hundreds barriers, subtract 3 digit numbers including how to exchange, estimating an answer and how to check an answer using the inverse operation.</p> <p style="text-align: center;">Number: Multiplication and Division</p> <p>In this topic, children will: learn that multiplication is about equal groups, how to multiply by 3, 4 and 8 and how this links to the 3, 4 and 8 times table. These are to be learnt for rapid recall.</p> <p style="text-align: center;">Key instant recall facts:</p> <p style="text-align: center;">Know multiplication and division facts for 2x, 5x and 10x tables.</p> <p>(Please see our Calculation Progression document on our website for our school calculation strategies).</p>
Science	<p style="text-align: center;">Chemistry: Rocks</p> <p>In this topic, children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt)</p>	<p style="text-align: center;">Biology: Plants</p> <p>Within this topic, children will identify and describe the functions of different parts of flowering plants including the roots, stem/trunk, leaves and flowers. They will also: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plant; and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt)</p>
	<p style="text-align: center;">Working scientifically (procedural knowledge) is taught throughout each unit.</p>	
RE	<p style="text-align: center;">Christianity: Creation and Fall</p> <p>In this unit of work, children will: learn that Christians believe God the Creator cares for the Creation, including human beings; learn that Christians believe they do best when they listen to God; understand that</p>	<p style="text-align: center;">Hinduism</p> <p>In this unit of work, children will: look at images of Hindu deities, considering what they suggest God is like; explore the idea that deities help Hindus relate to the Ultimate Reality, Brahman; identify common or</p>

	the Bible shows that God wants to help people to be close to Him and keep His relationship with them by giving them guidelines on good ways to live (such as the Ten Commandments).	distinctive features for different deities; think about cycles of life, death and rebirth, making connections with the Trimurti – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer); find out how Hindus celebrate Diwali in Britain today, linking with the story of Rama and Sita; find out about and compare other Hindu celebrations, e.g. Holi in Britain and overseas.
History		<p>Stone Age:</p> <p>In this half term, children will study the Stone Age, bronze age and iron age within English history. They will develop their understanding of chronology and learn about life during these periods of history, including religion, where they lived and how they were hunter gatherers.</p> <p>(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt).</p>
	Working historically (procedural knowledge) is taught throughout each unit.	
Geography	<p>UK study</p> <p>Countries, regions and cities</p> <p>In this unit of work children will extend and build on their knowledge and understanding beyond their local area. They will study the location and characteristics of a range of the UK's most significant human and physical features. Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. They will use a key to aid with identifying these characteristics. They will develop their knowledge of the eight compass directions and use this knowledge to locate counties and regions on a map.</p> <p>(Please see Geography knowledge organiser for essential knowledge and vocabulary to be learnt).</p>	
	Locational knowledge; place knowledge; human and physical geography; geographical skills and fieldwork are taught throughout most units.	
Computing	Children will learn what is acceptable behaviour when working online and	This term, children will develop their understanding of coding.

	<p>how to keep themselves safe online. They will then begin to learn to touch type.</p>	
Music	<p>Let your spirits fly - Listening and appraising to music During this half term, children will listen to a range of music and learn about rhythm, pulse and pitch.</p>	
Art & DT	<p>Van Gogh Sketching and Painting Landscape (impressionism) In this art unit children will have the opportunity to learn about impressionism artist, Vincent Van Gogh. They will then be taught key skills that Vincent Van Gogh used. They will develop their skills in sketching and use of water paints. Once these skills have been developed and practised they will be used within a presentation piece using Vincent Van Gogh as an inspiration.</p>	<p>Shell Structures Making a photograph frame. Children will learn the skills of measuring, cutting and joining wood together and will investigate how to make a structure stand up. Children will then evaluate their work and consider if they would make any changes if they were to complete this project again.</p>
PSHE	<p>Children will explore the topic about 'Being Me' and will look at: how to make others feel welcome, how to make our school community a better place, consider everyone's right to learn, how to work well together and understanding how their actions affect other people.</p>	<p>Children will explore the topic about 'Celebrating differences' and will look at: accepting that everyone is different, including others when working and playing, know how to help if someone is being bullied, how to solve problems, the importance of using kind words and knowing how to give and receive compliments.</p>
MFL - Spanish		<p>This term, children will begin to learn to count up to ten in Spanish and how to welcome each other into the classroom. They will also learn how to ask how someone is feeling and then reply to this question. In this unit children will learn a set of instructions that will be used throughout the day in the classroom. Children will also learn how to ask someone their name and then reply to this question.</p>
PE	<p>This term, children will look at gymnastics in Indoor PE. They will build on their previous knowledge of gymnastics from Year 2 and continue to learn about different rolls and spins. Children will develop their ability to link different movements together.</p> <p>This term, in Outdoor PE children will look at invasion games. They will develop their ability to work as part of a team, learn about their position</p>	<p>This term, children will look at dance in Indoor PE, with the topic of Space. Children will build on skills taught in Year 2 about how to control their body and develop this to choreograph a short motif showing changes in level and pathway.</p> <p>This term, in Outdoor PE children will learn how to play handball. They will continue to build on their throwing and catching skills and will aim to put</p>



	to receive the ball and continue to build on their throwing and catching skills.	this into a small-sided game situation. They will develop their ability to follow the rules of a game and work together as a team.
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