

Year 3 Curriculum Map Autumn Term 1 2017

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English Spoken English, reading comprehension, writing composition	<p>Narrative Writing: Short Film "23 Degrees 5 North"</p> <p>Children will watch the beginning of the film and predict what could happen next.</p> <p>Drama based on characters from text - hot seating, freeze frames, thought tracking.</p> <p>Writing description of the setting using descriptive adjectives and all the senses.</p>	<p>Narrative Writing: Short Film "23 Degrees 5 North"</p> <p>Children will use speaking and listening skills to describe an extreme location.</p> <p>Children will use the conjunction "because" to expand on their ideas.</p> <p>Children will write description about extreme locations using a range of adjectives to add detail.</p>	<p>Narrative Writing: The Ice Palace</p> <p>Children will read the opening of The Ice Palace and use drama techniques to explore the setting and characters.</p> <p>They will write descriptive pieces based on the story and characters they have read so far.</p> <p>Children will write the next chapter of the story, imagining what might happen next.</p>	<p>Narrative Writing: The Ice Palace</p> <p>Children finish reading The Ice Palace. Did their predictions come true? What was similar or different to what they had imagined?</p> <p>Children write in role as Ivan or another character of their choice.</p>	<p>Information Texts</p> <p>Looking at a variety of information books. How are they set out? What information do they include?</p> <p>Children to create a list of features that are needed in a good information book.</p> <p>Children will think about what they have learnt about explorers and the skills that are needed to survive in extreme environments.</p>	<p>Information Texts</p> <p>Children will plan their explorers' survival guide. They will think carefully about the best information to include and how to select important facts.</p> <p>Children create their guide, using the layout and presentational features they have learnt.</p> <p>They will make decisions about how to use subheadings, bullet points and other features of information texts.</p>
Vocabulary, grammar and punctuation	Understanding what a noun is and categorising a range of common nouns. Using question marks for questions.	Capital letters and full stops. Adjectives for description.	Identifying nouns and thinking of powerful alternatives ("husky" rather than "dog")	Proper nouns - focusing on names of places. Using prepositions to explain where things are.	Presentational features such as bullet points, headings, subheadings, fact boxes, diagrams, captions.	Capital letters and full stops, use of headings and subheadings.
Spelling	Prefixes dis- and in-	Prefixes dis- and in-	Adding im- to root words starting with m or p	Adding im- to root words starting with m or p	Adding the suffix -ous	Adding the suffix -ous
Maths	Place value and ordering three digit numbers. Using the < and > signs. Using logical methods to find combinations of digits and identify higher/lower numbers.	Adding and subtracting 1, 10 and 100 to/from a number. Counting in 10s and 100s from different numbers. Using mental strategies such as number bonds.	Addition and subtraction facts to 20. Adding and subtracting a single digit number to/from a two digit number. Adding several small numbers.	Add two digit numbers by partitioning. Subtract small numbers by counting up. Find change from a given amount by counting up. Name, sort and describe 2D and 3D shapes.	Doubling and halving. Multiples of 5 and 10. Learning multiplication facts and corresponding division facts. Recognise lines of symmetry.	Adding and subtracting amounts of money. Adding 1, 10 and 100 to/from any three digit number. Recognise right angles and name vertical and horizontal lines.
Science Animals, including Humans	Learning about the different food groups and how to have a balanced diet.	How the circulatory system works; the function of the blood.	Learning about the purpose and function of the human skeleton	Learning the names of bones in the human body and understanding how they work together	Comparing human and animal skeletons, including endoskeletons and exoskeletons. Link to fossils.	How muscles and joints are used for movement. Learning about the effects that exercise has on the body.
I.C.C An Adventure To Remember: Explorers	Create roles for ourselves within our Explorers Team and begin to think about the places we might like to explore.	Use atlases to identify the seven continents. Go on a voyage to the Arctic and explore the problems that we encounter while we're there.	Collage work inspired by the Ice Palace and the Northern Lights, using a range of mixed media and pastels. Learn about Mount Everest and why it is so special.	Trip to the Plantation Garden. Exploring the location and finding hidden features using a map.	Compass and map activities. Designing their own island and thinking about what natural and human features make up a country.	Drama activity: The discovery of a giant egg in the playground! Drama and writing inspired by the discovery.

Computing E-Safety and internet use	Introduction to the laptops. How to carry them safely, turn them on and safely shut them down.	E-safety. Exploring websites about E-safety and creating a poster with key rules. Learning to use the internet responsibly.	Internet searches. Using key words and adding "for kids" to ensure content found is suitable. What to do if you have a problem when searching.	How can we tell if a site is reliable? Thinking of ways we can check for accuracy and what to do if you're not sure.	Creating Word documents. How to save on the server and how to retrieve documents.	Opening a previously saved document. How to make changes and save work.
R.E How do Christians bring hope to the world?	Engage: What is RE? Introduce RE as the study of what other people believe and how they show their beliefs. Begin to think about hope, and our hopes for the year ahead.	Engage: Read the Greek myth of Pandora's box. What did it mean when only hope was left in the box? What does hope look like?	Enquire: What questions do the children have about how Christians try to provide hope for others? Think about the idea of hope as an anchor.	Explore: Find out about the work of Christian organisations that try to bring hope to the world. Interview a representative of a local Christian organisation to find out about how they try to bring hope to others.	Evaluate: Can people bring different kinds of hope? What difference have these Christian organisations made to people's lives?	Express: Create a class Hope Chest containing poems, prayers, words and images.
P.E Invasion Games: Tag Rugby	To be able to pass ball accurately in a variety of ways.	To travel with ball accurately.	To be able to mark and dodge the opposing team.	To learn to use pace and keep possession.	To explain ideas and plans.	To evaluate and recognise when plans need changing.
PE Gymnastics	Children will learn to travel in different ways, including changes of pace, level and direction. They will learn to balance on different body parts and maintain stability and control. We will teach them how to carry out jumps safely in a range of different ways. They will also learn how to roll safely, and will put all these elements together to create sequences.					
Music	Children learn 'Tortoise Song' and discuss how musical elements are used to describe different animals. They perform by singing and using tuned percussion.	Children listen to music and describe how musical elements are used to portray different animals. They experiment by altering a performance to create an intended effect.	Children learn about traditional Indian dance. They learn hand movements that represent different animals and improvise movement to accompany 'Raga abhogi.'	Children listen to music that portrays different animal movements. They compose a tune to represent the way an animal moves.	Children sing 'Tortoise Song' and choose one of the animals mentioned in the lyrics. They create a narrative and movement to match the animal.	Children develop their animal narrative by composing a musical accompaniment.
French	Introduction to France and French culture.	Greetings. "Hello, goodbye" songs. <i>Bonjour, au revoir</i>	Learning how to introduce yourself and say your name. <i>Je m'appelle</i>	Introducing yourself - songs and games.	Asking "How are you?" and saying how you feel. <i>Comment ça va, bien</i>	"How are you?" - more songs and games.
PSHE/Circle Time PATHS	New Beginnings. Class Charter. Sharing Box.	Introduce PATHS. Getting to know each other.	Exploring feelings.	Calming down.	Problem solving techniques and processes.	Questions for reflection and enquiry.
Forest Schools	3T will be the first class to take part in Forest Schools this year. This will involve a range of outdoor activities largely led by the children's interests. The children will have either a morning or afternoon session, and while one group is at Forest Schools, the other children will be having Food Technology lessons and learning some basic food preparation and cookery skills. You will receive a letter before the children begin Forest Schools giving you further information.					

Note: Our learning is organised into phases. These will usually progress so that one phase will last for one week, but occasionally we may organise the learning into different blocks.