

Year 3 Curriculum Map Autumn Term 2 2017

	1	2	3	4	5	6
English Spoken English, reading comprehension, writing composition	<p>Traditional Tales</p> <p>Children will explore the Baba Yaga story, using drama techniques to retell and adapt the story.</p> <p>Children will write a retelling of the story, using inverted commas to mark speech and learning how to set out a conversation correctly.</p>	<p>Firework Poetry</p> <p>Reading a range of shape poetry. Investigating how poets match shape to subject matter, and their vocabulary choices (including alliteration and onomatopoeia).</p> <p>Children will create calligrams and write poetry based on fireworks. They will then edit and rewrite their poetry so that it forms a shape poem with a firework design.</p>	<p>Traditional Tales</p> <p>Children will read a range of versions of the Cinderella story, and discuss the similarities and differences they can find (such as setting, characters, themes, magical items).</p> <p>They will go on to write their own version of the story using the setting of their choice.</p>	<p>Narrative Writing</p> <p>Children will plan and write stories based on a favourite character or series from their own experience, such as Harry Potter or Paddington Bear.</p> <p>After shared writing with the whole class to support ideas, they will use their knowledge of the characters and setting to write their own short story.</p>	<p>Narrative and Editing</p> <p>Children will look in detail at editing techniques and how professional writers prepare their work for publication. They will use their editing and proofreading techniques to improve their writing before presenting it neatly for display in school.</p>	<p>Performance Poetry</p> <p>Children will learn the poem "The Owl and the Pussycat" by heart, using actions, rhythm and repetition to create a class performance of the poem.</p> <p>They will use text mapping to help them remember all the different parts of the poem.</p>
Vocabulary, Grammar and Punctuation	Correct use of <i>a</i> or <i>an</i> , use of inverted commas for speech	Vowels and consonants, powerful verbs and adjectives, alliteration, similes, onomatopoeia	Conjunctions to express time and place, past tense, capital letters and full stops, varied sentence openers	Powerful verbs and adjectives for description, adverbs, use of commas, question marks	Adverbs, capital letters and full stops, use of present tense, fronted adverbials	Capital letters and full stops, commas in lists, adverbs
Spelling	Adding the suffix -ly	The n sound spelt kn and gn	The igh sound spelt y.	Adding the suffix -ing.	Homophones.	The j sound.
Maths	Understanding multiplication using arrays. Beginning to learn and use multiplication facts.	Using grouping on a number line for division. Solving multiplication and division problems and thinking about which operation is needed.	Finding unit fractions of shapes and amounts. (eg 1/2, 1/3, 1/4) Looking at how fractions are used in everyday life.	Addition and subtraction in problem solving. Presenting data using tally charts and pictograms. Solving one and two step problems.	Learning multiplication facts. Applying these facts in reasoning and problem solving. Telling the time to the nearest 5 minutes.	Division as grouping, beginning to encounter the idea of remainders. Learning about AM and PM. Investigating the use of time in real life situations.
Science Working Scientifically	To establish and reinforce knowledge of forces and the idea of a force as a push or pull. Looking at balanced and unbalanced forces.	Use a forcemeter to measure how much force is needed to move an object on different surfaces.	To understand that magnets produce a force. Testing different materials for magnetic properties and looking at the use of magnets in everyday life.	Learning about how compasses work and why they always point North. Investigate the poles of magnets, and whether magnets attract or repel each other depending on which poles are facing.	To plan a fair test to test the strength of different magnets. How can we measure how strong a magnet is?	Carry out the test that we planned and record results. What did we find out?
I.C.C Global Celebrations:	Learn about Bonfire Night and the story of Guy Fawkes. Use collage to create artwork based around this. Annotating their sketches to make notes. Which other celebrations involve fireworks?	Look at a map of the British Isles and locate the countries and capitals. Use knowledge to present a weather report! Find out about the special traditions in each city and the celebrations taking place. Identify the main cities in East Anglia.	Learn about Hanukkah and the symbolism of the menorah. What celebrations are happening around the world at this time of year? Discussing similarities and differences between religions.	Make connection chains to show family traditions over the festive period. Investigating pattern and using printing skills to make wrapping paper, and making items for the Craft Fayre.	Investigating pop-up cards and finding out how they work. Making prototypes and evaluating work to make improvements. Thinking about who the card is aimed at and what they would like.	Making pop-up greetings cards using the techniques they have learned. Creating a polished final product and evaluating the process.

Computing Probots	Children will work with programmable cars called "Probots". They will learn how inputs create outputs, how to create basic algorithms and troubleshoot, and will begin to create sequences of commands. They will be able to direct cars around a maze and draw shapes using the pen attachment. We will also begin to look at coding using "Code For Life".					
R.E Why is the Nativity story important to Christians?	Children will create a mind map of everything they know about the Christmas story and come up with questions.	We will read the Christmas story and think about the important events.	We will look at the important characters in the story and think about the part each played in the Nativity.	Children will use freeze frames to create a sequence of the order of events in the Nativity.	Visit to the Church to learn about the Nativity and how Christians celebrate the Christmas story.	Expressing our learning – what have we found out about why Christmas is an important time for Christians?
P.E	Street Dance: Learning a range of street dance moves, putting sequences together, timing the movements to music, improvisation using skills learnt. Gymnastics: Creating sequences of rolls, jumps, balances and travelling using a variety of apparatus. Hockey: Learning how to dribble with a ball, pass to other players, goal scoring techniques and moving on to small -side games. Tag Rugby: Learning how to carry and pass the ball, understanding the rules of passing in Tag Rugby, running with the ball and scoring tries.					
Music Play It Again	Investigating the different instruments of the orchestra. Children will listen to "Peter and the Wolf" and identify the different instruments and their characteristics. We will also be working on learning a variety of songs for the Christmas concert.					
French	This term we will be continuing to practise greetings and introductions through role play. We will learn the vocabulary for parts of the body and numbers (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze) by singing various songs including 'Alouette', 'Les os les os', and 'Dix dans le lit'. We aim to focus on one story, 'Le Bateau Rouge'.					
PSHE/Circle Time PATHS	Understanding anger and learning how to calm down to solve problems	Making good choices	Seeing other people's point of view	Playing fairly and the fair play rules	Feeling shy or lonely; making new friends	Being a good winner/loser. Problem solving strategies