

Year 3 Curriculum Map Autumn Term 1 2018

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English Spoken English, reading comprehension, writing composition	<p>Narrative Writing: First To The Top by David Hill and Phoebe Morris</p> <p>Children will read the picture book “First To The Top” about Sir Edmund Hillary’s ascent of Mount Everest. (“A story of courage, skill and determination, and an inspiration to anyone who dreams of reaching the top”)</p> <p>Drama based on characters from text – hot seating, freeze frames, thought tracking. Writing description of the characters and the setting using descriptive adjectives and all the senses.</p>	<p>Narrative Writing: First To The Top by David Hill and Phoebe Morris</p> <p>Using pictures to inspire descriptive writing and thinking about what clues a room can give us as to someone’s personality.</p> <p>Children will use ideas from their drama and role play to write their own stories about exploring extreme landscapes of the world.</p> <p>Story and non-fiction writing opportunities as part of ICC role play activities.</p>	<p>Information Texts</p> <p>Looking at a variety of information books. How are they set out? What information do they include? Create a list of features that are needed in a good information book.</p> <p>Visit by Adrian Halls to talk to the children about his adventures climbing the mountains of the world.</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>	<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> <p>Writing activities based on our visit to the Plantation Gardens, including found poetry, recounts, visitor’s guide and creative story writing.</p>	<p>Performance Poetry</p> <p>Parents will be invited in to see the children’s performance of “The Owl and the Pussycat”, to hear some of the songs we have been learning in Choir and to look at the work that the children have done in class so far this year.</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”)	Presentational features such as bullet points, headings, subheadings, fact boxes, diagrams, captions.	Capital letters and full stops, use of headings and subheadings.	Proper nouns - focusing on names of places. Using prepositions to explain where things are.	Consolidation and recap of learning so far this term.
Spelling	Revising phonemes and graphemes and how sounds work together to form words.	The “or” sound spelt “a” before “l” and “ll” (ball, always)	Soft “c” (city, ice)	Adding the suffix “y” (funny, foggy)	Adding the suffix “y” (shiny, crazy)	Adding the suffix “ly” (nearly, happily)
Maths	To understand the concept of hundreds using many different representations. Representing numbers to 1000 using hundreds, tens and ones.	Placing three digit numbers on a number line. Finding 1, 10 or 100 more or less than a given number using concrete resources to aid understanding	Comparing and ordering numbers to 1000 using the <, > and = signs. Counting forwards and backwards in steps of 50.	Adding and subtracting multiples of 100. Adding and subtracting a 1 digit number to a 3 digit number. Investigating patterns that occur.	Adding and subtracting 3 digit numbers and tens. Adding and subtracting hundreds to a 3 digit number, spotting the link to adding multiples of 100.	Adding and subtracting 2 digit and 3 digit numbers. Exploring the concept of “Exchange” and building on children’s understanding of place value.
Science Forces and Magnets	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. Link to explorers moving their equipment on expeditions.	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 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. Design an explorer badge and take part in role play.	Use atlases to identify the seven continents. Carry out research, art, drama and other activities based on their role within the team (eg explorer, vet, mechanic, pathfinder)	Visit from Adrian Halls all about “Mighty Mountains”. Learn how to use a map and compass for orienteering. Learn about Mount Everest and why it is so special.	Visit to the Scout Hut on Jessopp Road to get to know the environment the children will be using for Forest Schools this year.	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.
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.	Introduction to “Probots”. How can we input commands to tell them what to do?	Program the Probots to follow a basic series of commands.	Create an obstacle course and try to program the Probot so that it can travel safely through the course.

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 a ball accurately in a variety of ways.	To travel with a 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.

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.