

Year 3 Curriculum Map Autumn Term 2 2018

	1	2	3	4	5	6
English Spoken English, reading comprehension, writing composition	<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>Narrative writing:</p> <p>Stig of the Dump Reading the beginning of Stig of the Dump and looking at how authors create settings effectively.</p> <p>Using drama to explore ideas around the setting to help us get into the story world and begin to identify with the characters.</p> <p>Writing the setting for the start of a similar story, using prepositions to explain where things are located.</p>	<p>Narrative writing:</p> <p>Stig of the Dump Rewrite part of the story, changing it from present to past tense using their grammatical understanding.</p> <p>Children use their knowledge of Stig and Barney's characters to write about presents that Barney could take to Stig. They will explain reasons for choosing these items based on the text.</p> <p>Children will write a story imagining that they met one of the Stone Age animals that they have researched.</p>	<p>Recount writing:</p> <p>"Trip to the Stone Age." Outdoor learning to help children explore the world of the Stone Age, using drama and outdoor activities to create and explore exciting vocabulary. We will also read "Stone Age Boy" and a range of other books.</p> <p>Children will use their experiences to write a story imagining that we travelled in time to the Stone Age. They will use the key vocabulary they have gained to help them write an engaging and descriptive account.</p>	<p>Guided Reading</p> <p>Each class will study one of four books: Goth Girl: The Ghost of a Mouse by Chris Riddell The Butterfly Lion by Michael Morpurgo The Iron Man by Ted Hughes The Firework Maker's Daughter by Philip Pullman</p> <p>We will practise decoding skills, learn how to retrieve answers to questions, use inference to look deeper into the story, and discuss the authors' word choices and why they have been selected.</p>	<p>Guided Reading</p> <p>Continuation of previous week's work.</p> <p>Other areas which may be covered:</p> <p>Characterisation Investigating setting Predicting what might happen next Comparing the plot to other books we have read Writing chapters in the style of the author Putting yourself in the role of a character to write a letter or diary entry</p>
Vocabulary, Grammar and Punctuation	Powerful verbs and adjectives, alliteration, similes, onomatopoeia	Prepositions, learning how to use capital letters and full stops correctly to make complete sentences	Conjunctions to express time and place, past tense, varied sentence openers	Powerful verbs and adjectives for description, adverbs, use of commas, question marks Correct use of <i>a</i> or <i>an</i> , use of inverted commas for speech	Will vary depending on book read; teacher will draw attention to specific language and grammar techniques and why they have been used.	Will vary depending on book read; teacher will draw attention to specific language and grammar techniques and why they have been used.
Spelling	Adding the suffix -y (funny, spotty, foggy)	Adding the suffix -y (shiny, simply, cheesy)	Adding the suffix -ly (quickly, quietly, loudly)	The n sound spelt kn and gn (knee, knit, gnaw)	The igh sound spelt y. (why, fly, terrify)	Adding the suffix -ing. (baking, riding, shining)
Maths	Adding three digit numbers involving exchanging. Using Base 10, counters and column method for addition and subtraction.	Consolidating knowledge of column addition and subtraction. Using estimates to evaluate whether answers are likely to be correct.	Looking at different representations of multiplying a number by 3. Using concrete and pictorial representations and relating to division.	Using concrete materials, pictorial methods and bar models to multiply and divide by 4. Solving problems related to the 4 times table.	Understanding that we can double the 4 times table to work out the 8 times table. Learning the facts in the 8 times table.	Consolidation and testing of the Autumn term's learning.
Science Rocks and soils	To explore rocks around us. Becoming a rock detective around the school	To explore and compare different types of rock Handling and looking closely at different types of rock.	To know the three different types of rock (sedimentary, metamorphic, igneous) and to know that rocks change over time.	To plan an investigation to find out the permeability of rocks. Carry out the experiment and plot results on a graph.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Finding out what soil is made from and how it is formed. Creating a diagram to show this.
I.C.C Rockin' and Rollin': The Stone Age DT Mini Project: Making pop-up cards	<p>Entry Point – guided visualisation exploring the senses of what it was like to live in the Stone Age</p> <p>Knowledge Harvest – children look at pictures of evidence from the Stone Age and explain what they already know as well as thinking of some 'I wonder' questions.</p>	<p>Placing the Stone Age on a timeline and beginning to understand chronology.</p> <p>Learning about animals that were alive during the Paleolithic period and making notes about them. Visit to Gressenhall to take part in hands-on learning activities.</p>	<p>Studying cave paintings and their meanings by looking at photographs and video clips of the famous paintings in Lascaux Caves in France.</p> <p>Creating their own cave paintings based on Lascaux Caves using a range of media.</p> <p>Learning about life in the Mesolithic era and how a child might have lived at that time.</p>	<p>Learning about the changes that took place in the Neolithic era and how they affected everyday life, including the impact of the introduction of farming.</p> <p>Learning about Skara Brae, a Neolithic settlement.</p> <p>Comparing the Mesolithic and Neolithic eras.</p> <p>Looking at tools and arrowheads from the Stone Age and inferring their uses.</p>	<p>Looking at Stonehenge.</p> <p>Effect of light on Stonehenge and imagining what it was built for. Pastel work based on Stonehenge, using pastels to create light effects.</p> <p>Studying Stone Circles and thinking about how they may have been used.</p> <p>Debating whether life was better in the Stone Age or now, and giving reasons for opinions.</p>	<p>DT Mini Project</p> <p>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.</p> <p>Making pop-up greetings cards using the techniques they have learned. Creating a polished final product and evaluating the process.</p>

Computing Coding	Children will use the website studio.code.org to learn how to code using blocks. This uses a programming language called "Blockly" based on Javascript. Children will learn how to create algorithms to program moves, turns and other commands, as well as using repeat loops to avoid having to rewrite the same code again and again. Finally, they will learn how to troubleshoot and debug their algorithms.					
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 learn the meaning of the word "incarnation" and what this means to Christians.	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