



Curriculum Map: Year 3, Autumn 1

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary	Home learning
<p>Maths</p>	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Adding and subtracting across 10</p> <ul style="list-style-type: none"> ▪ To add 3 addends. ▪ To use a 'First... Then... Now...' story to add 3 addends. ▪ To explain that addends can be added in any order. ▪ To add 3 addends efficiently. ▪ To add 3 addends efficiently by finding 2 addends that total 10. ▪ To add two numbers that bridge through 10. ▪ To subtract two numbers that bridge through 10. <p>Numbers to 1,000</p> <ul style="list-style-type: none"> ▪ To explain that 100 is composed of ten tens and one hundred ones. ▪ To explain that 100 is composed of 50s, 25s and 20s. ▪ To use known facts to find multiples of ten that compose 100. ▪ To use known facts to find a two-digit number and a one- or two-digit number that compose 100. ▪ To represent a three-digit number which is a multiple of ten using their numerals and names. ▪ To use place value knowledge to write addition and subtraction equations. ▪ To be able to bridge 100 by adding or subtracting ten. ▪ To be able to represent a three-digit number up to 199 in different ways. ▪ To count in hundreds and tens on a number line ▪ To identify the previous, next and nearest multiple of 100 on a number line for a three-digit multiples of ten To position three-digit numbers on number lines ▪ To estimate the position of three-digit numbers on unmarked number lines ▪ To compare one-, two- and three-digit numbers ▪ To compare and order two or more three-digit numbers ▪ To use known facts to add or subtract multiples of 100 within 1000 ▪ To write a three-digit multiple of 10 as a multiplication equation ▪ To partition three-digit numbers in different ways 	<p>addend numeral sum groups altogether divided greater value less minus part compare whole addition represent subtraction equal calculation equation difference bridging partition equivalent compare partition digit subtrahend minuend</p>	<p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Maths frame Maths Games for KS2: designed by a teacher for teachers - Mathsframe</p> <p>BBC Add three 1-digit numbers - Maths - Learning with BBC Bitesize - BBC Bitesize</p> <p>Numbers to 1,000 - Maths - Learning with BBC Bitesize - BBC Bitesize</p> <p>Oak Academy Unit: Review strategies for adding and subtracting across 10 KS2 Maths Oak National Academy (thenational.academy)</p> <p>Unit: Secure place value to 1000: apply to addition and subtraction: multiples of 100 KS2 Maths Oak National Academy (thenational.academy)</p>



	<ul style="list-style-type: none"> ▪ To use known facts to solve problems involving partitioning numbers ▪ To use known facts to add or subtract to/from multiples of 100 in tens ▪ To use known facts to add or subtract to/from multiples of 100 in ones ▪ To add/subtract multiples of ten bridging 100 ▪ To add/subtract to/from a three-digit number in ones bridging 100 ▪ To find 10 more or less across any hundreds boundary ▪ To use knowledge of adding or subtracting to/from three-digit numbers to solve problems ▪ To count forwards and backwards in multiples of 2, 20, 5, 50 and 25 ▪ To use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems ▪ To become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g) ▪ To become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml) ▪ To measure mass from zero up to 1kg using grams ▪ To measure mass from zero above 1kg using whole kg and grams ▪ To measure volume from zero up to 1 litre using ml ▪ To measure volume from zero above 1 litre using whole litres and ml ▪ To estimate mass in grams and volume in ml ▪ To estimate a mass/volume, measure a mass/volume and record in a table 																						
<p>English</p>	<p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Text: The Abominables Using the time, date and weather to add to the setting description.</p>																						
<p>Science</p>	<p>Movement and Nutrition</p> <ul style="list-style-type: none"> ▪ To know that animals can be grouped based on the presence of a skeleton. ▪ To know that the skeleton in humans and some animals is used for movement, protection and support. ▪ To know that the muscular system in humans and some animals works with the skeleton for movement. ▪ To know the main bones in the body. ▪ To know that animals, including humans, need the right types and amount of nutrition. 	<table border="0"> <tr> <td>balanced diet</td> <td>movement</td> </tr> <tr> <td>bone</td> <td>muscle</td> </tr> <tr> <td>carbohydrate</td> <td>nutrient</td> </tr> <tr> <td>endoskeleton</td> <td>protection</td> </tr> <tr> <td>exoskeleton</td> <td>protein</td> </tr> <tr> <td>fat</td> <td>skeleton</td> </tr> <tr> <td>fibre</td> <td>support</td> </tr> <tr> <td>invertebrate</td> <td>vertebrate</td> </tr> <tr> <td>joint</td> <td>vitamin</td> </tr> <tr> <td>mineral</td> <td>water</td> </tr> </table>	balanced diet	movement	bone	muscle	carbohydrate	nutrient	endoskeleton	protection	exoskeleton	protein	fat	skeleton	fibre	support	invertebrate	vertebrate	joint	vitamin	mineral	water	<p>BBC What is a balanced diet? - BBC Bitesize</p>
balanced diet	movement																						
bone	muscle																						
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fibre	support																						
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joint	vitamin																						
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	<ul style="list-style-type: none"> ▪ To understand that humans cannot make their own food and therefore eat to get the nutrition needed. ▪ To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions. ▪ To know that a balanced diet should include all food groups. ▪ To describe the diets of different animals. <p>Key skills:</p> <p><u>Measuring</u></p> <ul style="list-style-type: none"> ▪ Using standard units to measure and compare. ▪ Using measuring equipment with increasing accuracy. ▪ Reading scales with unmarked intervals between numbers. <p><u>Recording</u></p> <ul style="list-style-type: none"> ▪ Using a prepared table to record results including more detailed observations. <p><u>Analysing</u></p> <ul style="list-style-type: none"> ▪ Writing a conclusion to summarise findings using simple scientific vocabulary. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> ▪ Beginning to identify new questions that would further the enquiry. 		
<p>RE</p>	<p>Judaism RE Day What are important times for Jewish people?</p> <p>Christianity (Harvest) RE Day How did Jesus change lives- and how is it 'good news'?</p>		
<p>DT</p>	<p>Cushions</p> <ul style="list-style-type: none"> ▪ Use a cross-stitch to join two pieces of fabric together. ▪ Design and cut the template for a cushion. ▪ Use cross-stitch and appliqué to decorate a cushion face. ▪ Make a cushion that includes appliqué and cross-stitch. ▪ Key skills: ▪ Designing and making a template from an existing cushion and applying individual design criteria. ▪ Following design criteria to create a cushion. 	<p>appliqué cross-stitch design equipment fabric patch running stitch thread seam texture</p>	



	<ul style="list-style-type: none"> ▪ Selecting and cutting fabrics with ease using fabric scissors. ▪ Threading needles with greater independence. ▪ Tying knots with greater independence. ▪ Sewing cross stitch to join fabric. ▪ Decorating fabric using appliqué. ▪ Completing design ideas with stuffing and sewing the edges. ▪ Evaluating an end product and thinking of other ways in which to create similar items. 	knot	
Music	<p>How does music bring us closer together?</p> <ul style="list-style-type: none"> ▪ Singing and listening are at the heart of each lesson. ▪ Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B ▪ Skill: Writing music down. 	Minim Crotchet Quaver Beat	Bar Sharp Major improvise
Computing	<p>Computing systems and networks- Connecting computers</p> <ul style="list-style-type: none"> ▪ To explain how digital devices function. ▪ To identify input and output devices. ▪ To recognise how digital devices can change the way we work. ▪ To explain how a computer network can be used to share information. ▪ To explore how digital devices can be connected. ▪ To recognise the physical components in a network. 	digital output process device	password input network connection
PSHE	<p>Family and relationships</p> <ul style="list-style-type: none"> ▪ Understand that families are all different. ▪ Know that families offer each other support but sometimes they can experience problems. ▪ Understand that problems occur in friendships and that violence is never right. ▪ Understand what bullying is and what to do if it happens. ▪ Describe what a good listener is and know how to show that they are listening. ▪ Say who they trust and why. ▪ Understand that people can have similarities and differences and explain how differences can be a positive thing. ▪ Understand how toys can reinforce gender stereotypes. ▪ Understand that stereotypes arise from a range of factors, including some of those associated with age. 	bullying communicate empathy open questions similar. solve stereotype sympathy trust	



Geography	Why do people live near volcanoes? Key questions: <ul style="list-style-type: none">• How is the Earth constructed?• Where are mountains found?• Why and where do we get volcanoes?• What are the effects of a volcanic eruption?• What are earthquakes and where do we get them?• Where have the rocks around school come from?	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano	fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock natural rock negative effects tectonic plate tsunami vent volcanic mountain volcanic springs
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