



Curriculum Map: Year 3, Spring 1				Educational Visits (where appropriate):
Subject	Unit: Destination Question and Key Learning	Key vocabulary		Home learning
Maths	<p>Column addition</p> <ul style="list-style-type: none">• Pupils identify the addends and the sum in column addition,• Pupils use their knowledge of place value to correctly lay out column addition• Pupils add a pair of 2-digit numbers using column addition• Pupils add using column addition• Pupils use their knowledge of column addition to solve problems• Pupils add a pair of 2-digit numbers using column addition with regrouping in the ones column• Pupils add a pair of 2-digit numbers using column addition with regrouping in the tens column• Pupils add using column addition with regrouping• Pupils use known facts and strategies to accurately and efficiently calculate and check column addition• Pupils use their knowledge of column addition to solve problems <p>2, 4, 8 times tables</p> <ul style="list-style-type: none">• Pupils represent counting in fours as the 4 times table,• Pupils use knowledge of the 4 times table to solve problems• Pupils explain the relationship between adjacent multiples of four	addends sum equal equation calculation partitioning regrouping exchanging	multiple factor groups of represent multiply product	<p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Maths frame mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>Oak Academy Lesson: Adding two 3-digit numbers (without regrouping) KS2 Maths Oak National Academy (thenational.academy)</p>



	<ul style="list-style-type: none">• Pupils explain the relationship between multiples of 2 and multiples of 4• Pupils use knowledge of the relationships between the 2 and 4 times tables to solve problems• Pupils represent counting in eights as the 8 times table• Pupils explain the relationship between adjacent multiples of eight• Pupils explain the relationship between multiples of 4 and multiples of 8• Pupils use knowledge of the relationships between the 4 and 8 times tables to solve problems• Pupils explain the relationship between multiples of 2, 4 and multiples of 8• Pupils use knowledge of the relationships between the 2, 4 and 8 times tables to solve problems• Pupils use knowledge of the divisibility rules for divisors of 2 and 4 to solve problems• Pupils use knowledge of the divisibility rules for divisors of 8 to solve problems• Pupils scale known multiplication facts by 10• Pupils scale division derived from multiplication facts by 10			
English	Text: Staying out Writing a tale of fear. Using empty words to hide a threat, showing a character's feelings through their reactions, using rhetorical questions to make the reader worry.			
Science	Energy: Light & Shadow Key questions:	cast a shadow dangerous		BBC Light and shadows - BBC Bitesize



	<p>What is a reflection? Where do shadows come from?</p> <p>To know:</p> <ul style="list-style-type: none"> • Light travels from a source (e.g. the Sun, light bulbs and torches). • Light is needed to see things and that dark is the absence of light. • Light from the Sun can be dangerous and how to protect their eyes. • All materials reflect light. • Shadows form when the light from a light source is blocked by an opaque object. • Shadows change as a result of changing the position of the light source and changing the distances between the light source, object and surface. • Shadows change position and length throughout the day as the Sun changes position in the sky. 	<p>light source luminous non-luminous opaque protect reflect reflection reflective (shiny) shadow shadow puppet translucent transparent</p>	<p>Oak Academy Unit - Oak National Academy (thenational.academy)</p>
History	<p>Why did the Romans invade and settle in Britain? Key questions:</p> <ul style="list-style-type: none"> • Why did the Romans invade and settle in Britain? • How did Britons respond to the Roman invasion? • Why was the Roman army so successful? • What do artefacts tell us about life in Roman times? • How did the Romans change modern Britain? 	<p>Boudicca empire inference invasion legacy Romans settlers</p>	<p>Oak Academy Unit - Oak National Academy (thenational.academy)</p>
RE	<p>CHRISTIANITY: How did Jesus change lives and how is it good news?</p> <ul style="list-style-type: none"> • How did Peter become a disciple of Jesus? • How was Jesus 'good news' for people? • What is a miracle? • How were people changed by Jesus' miracles? 	<p>Forgiveness Disciple Resurrection Gospel Miracle Denial / Deny Restoration</p>	



	<ul style="list-style-type: none"> • Can broken relationships be mended? • How did Jesus' forgiveness / restoration change Peter? What about Christians today? • What impact might these stories have on the Christian community? 	Gentiles	
ART	<p>Sculpture & 3D: Abstract shape</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<p>abstract found objects negative space positive space sculptor sculpture structure three- dimensional</p>	
Computing	<p>Branching Databases</p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and</p>	<p>attribute separate value structure questions compare table order</p>	



	how to use them to sort groups of objects. Learners will create physical and on-screen branching databases.	objects branching database objects equal even	organise selecting information decision tree	
PSHE	<p>Economic wellbeing</p> <p>Unit outcomes:</p> <ul style="list-style-type: none"> Describe how different payment methods may be used in given scenarios. Suggest why specific payment methods might be more beneficial. Explain what a budget is and how we can benefit from budgeting. Identify how they would feel in a money scenario. Understand the impact our spending choices can have on others and the environment. Understand that a wide range of jobs are available. Know that skills and interests lead people to certain jobs. Know that job stereotypes sometimes exist but these should not limit anyone. 	account assumption budget career continuum digital trade fair trade feeling profession stereotype		
French	<p>Playground Games: Numbers and Age</p> <ul style="list-style-type: none"> Let's count in French How old are you in French Reading French Numbers Outdoor Games in France 	un deux trois quatre cinq six sept	huit neuf dix onze douze	
PE	<p>Gymnastics</p> <p>Tag Rugby</p>			