



Curriculum Map: Year 3, Autumn 2

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>Numbers to 1,000 cont.</p> <ul style="list-style-type: none"> To estimate the position of three-digit numbers on unmarked number lines To compare one-, two- and three-digit numbers To compare two three-digit numbers To order sets of three-digit 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 	<p>numeral groups divided value minus compare addition subtraction calculation difference partition</p>	<p>Top Marks Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Place Value Basketball - Dienes Game for 5 to 8 Year Olds (topmarks.co.uk) (numbers up to 999)</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> <p>Times Tables Rock Stars: Play (trockstars.com)</p>



	<ul style="list-style-type: none"> To measure volume from zero above 1 litre using whole litres and ml To estimate mass in grams and volume in ml 																								
English	<p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Focus: Character</p> <p>Text : The Sheep Pig Story Type: Change</p> <p>Text: Perfect Parrot for Sale Genre: Persuasion</p>		<p>BBC Bitesize Year 3 Year 3 English - BBC Bitesize Exploring persuasive writing - English - Learning with BBC Bitesize Year 3 Fiction - Year 3 English - BBC Bitesize</p> <p>Spelling Shed Spelling Shed - Spelling Shed - The Science of Spelling Lexia Device Setup - Core5 (lexiacore5.com)</p>																						
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> Examples of contact and non-contact forces. Some forces are a result of contact between two surfaces but some forces can act at a distance (e.g. magnetism). Magnets have a north and south pole. Some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other. Some different examples of magnets, including bar, horseshoe, button and ring. Some uses of magnets. Friction is a contact force that acts between two surfaces to slow an object down. Magnetism is a non-contact force that affects objects containing magnetic metal. The opposite poles of a magnet attract one another and like poles repel one another. Rougher surfaces have more friction between them than smoother surfaces. The strength of different magnets may vary. 	<table border="0"> <tr> <td>attract</td> <td>magnetism</td> </tr> <tr> <td>bar chart</td> <td>method</td> </tr> <tr> <td>conclusion</td> <td>non-contact</td> </tr> <tr> <td>contact force</td> <td>force</td> </tr> <tr> <td>diagram (Y1)</td> <td>north pole</td> </tr> <tr> <td>force</td> <td>plan (Y1)</td> </tr> <tr> <td>friction</td> <td>results (Y2)</td> </tr> <tr> <td>investigation</td> <td>record</td> </tr> <tr> <td>magnet</td> <td>repel</td> </tr> <tr> <td>magnetic</td> <td>south pole</td> </tr> <tr> <td>material</td> <td>variable</td> </tr> </table>	attract	magnetism	bar chart	method	conclusion	non-contact	contact force	force	diagram (Y1)	north pole	force	plan (Y1)	friction	results (Y2)	investigation	record	magnet	repel	magnetic	south pole	material	variable	<p>BBC Bitesize Magnets - BBC Bitesize</p> <p>Which materials are magnetic? - BBC Bitesize</p>
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RE	<p>Christianity (Christmas) RE Day How can artists help us to understand what Christians believe and do?</p>																								
DT	Cushions cont.	appliqué																							



	<p>Unit outcomes:</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. <p>Key skills:</p> <ul style="list-style-type: none"> • Designing and making a template from an existing cushion and applying individual design criteria. • Following design criteria to create a cushion. • 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. 	<p>cross-stitch design equipment fabric patch running stitch thread seam texture knot</p>	
Music	<p>What Stories Does Music Tell Us About the Past?</p> <p>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</p>	<p>minim crotchet quaver beat</p> <p>bar sharp major improvise</p>	
Computing	<p>Creating media - Stop-frame animation</p> <p>Learners will use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. This unit uses the context of Romans, but this can be adapted to suit your curriculum topics.</p>	<p>animation, flip book, stop, frame, frame, sequence, image, photograph, evaluation,.</p> <p>setting, character, events, onion skinning, consistency, delete, media, import, transition</p>	
PSHE	<p>Citizenship</p> <ul style="list-style-type: none"> • To understand the UN Convention on the Rights of the Child. • To understand how recycling can have a positive impact on the environment. 	<p>Charity Community Consequence Council Councillor</p>	<p>BBC Bitesize KS2 Citizenship - BBC Bitesize</p>



	<ul style="list-style-type: none"> To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community. 	Law Recycling Rights United Nations (UN)	
French	<p>Adjectives of colour, size and shape</p> <p>Language comprehension</p> <ul style="list-style-type: none"> Listening and responding to single words and short phrases. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. <p>Language production</p> <ul style="list-style-type: none"> Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Recognising and using adjectives of colour and size. 	rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'est	<p>BBC Bitesize</p> <p>KS2 French - BBC Bitesize</p>
History	<p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. 	AD (Anno Domini) age barter BC (Before Christ) date evidence export historian	primary source reconstruction secondary source settlement trade



	<ul style="list-style-type: none">• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.• To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.• To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.• To know that change can be brought about by advancements in materials, trade, transport and travel.• To know that significant archaeological findings and evidence are those which change how we see the past.• To know that we can make inferences and deductions using images from the past.• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.• To understand the development of groups, kingdom and monarchy in Britain.• To know that settlement created tensions and problems.• To understand the impact of settlers on the existing population.• To understand the earliest settlements in Britain.• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.	import prehistory	
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