



Year 3 Curriculum Map - Autumn 2

English Iron Man by Ted Hughes - To ask and answer questions about a text - To use a thesaurus to improve writing and build a varied vocabulary - To use adverbials of time and place - To participate in a class debate - To explore narrative plot, settings and characters - To use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama - To make a story plan - To write my own narrative - To edit my writing - To write non-fiction texts based on fictional experiences To write newspaper reports based on the narrative		Mathematics Multiplication and Division Money Time Shape - To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division. - To use mental strategies for multiplication and division. - To use formal written methods for multiplication and division. - Solve problems involving the four main operations. - Add and subtract amounts of money to give change. - Use £ and p in practical contexts. - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts. - Tell and write the time from an analogue clock, a clock with roman numerals and 12/24 hour digital clocks. - Read time to the nearest minute. - Record time in terms of seconds, minutes and hours. - Use vocabulary such as am/pm, morning, afternoon evening and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year. Recognise 3D shapes in different orientations and describe their properties.	
Science Sustainability - To understand what food waste is - To identify ways to reduce food waste Rocks - To identify and compare different types of rocks based upon their appearance and physical properties - To compare different types of rocks based upon their appearance and physical properties - To group different types of rocks based upon their appearance and physical properties - To make careful and systematic observations - To investigate local rocks in our local area - To conduct a local rock survey	RE Islam: How does a Muslim show their submission and obedience to Allah? - To describe what a Muslim might learn from the story of Bilal and the first call to prayer - To describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people - To use religious words to describe some ways Muslims show Allah is important when they pray - To recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim - To ask good questions about life after hearing the story of Bilal and give some ideas for answers - To link who is important to me, and who I believe I should obey, with the way I think and behave	PE Fundamentals - To develop balancing and understand the importance of this skill - To understand how to change speed and be able to demonstrate good technique when running at different speeds - To demonstrate a change of speed and direction to outwit others - To develop technique and control when jumping, hopping and landing - To develop skipping in a rope Netball - To select and apply simple tactics - To dribble and pass - To pass with hands in different ways - To keep possession and control of the ball	

		- To evaluate the performance of myself and others - To describe and show how games improve stamina and speed
History Vikings - To understand the beliefs and weaponry of the Viking Warriors - To understand how knowledge of the past is constructed from a range of sources. - To ask historically valid questions - To learn about the success of the Viking invasion - To understand how the design and build of the Viking long ship helped with successful invasions - To understand the role of archaeologists in uncovering remains and how the past can be pieced together	Geography (*Alternates half termly with History)	Computing Stop-frame Animation - To explain that animation is a sequence of drawings or photographs - To relate animated movement with a sequence of images - To plan an animation - To identify the need to work consistently and carefully - To review and improve an animation - To evaluate the impact of adding other media to an animation
Art - To learn about great artists, architects and designers in history (Giacometti, Julian Opie and Vivienne Westward) - To improve their mastery of art and design techniques (3D model making, drawing in pen, felt tips and charcoal, making maquettes) - To create sketch books to record observations and use them to record, review and revisit ideas	French - To be able to say the date in French - To learn the days and months - To be able to say what is in my school bag - To recognise that nouns have a gender (masculine or feminine) in French - To know French numbers 1-31 - To learn about some Christmas traditions in France	Music - To explore andante tempo - To look at a 2/4 time signature - To understand C major has no sharps or flats in the key signature - To explore minims, crotchets and quavers. - To listen and respond to disco, New Orleans jazz and sea shanties. - To follow a stave of music. - To play a part on the glockenspiel. - Singing - Whole class instrumental tuition with Barnet Education Arts Trust (trumpet).
PSHE and Resilience Supporting Friends and other People: To recognise and respond appropriately to a wide range of feelings in others To know how to make and keep friends To think about when it is better to stop being friends with someone To know what to do if I am a witness to bullying To listen to other children and respond appropriately whether I agree or disagree with that viewpoint		