



## Year 3

Subject	Autumn 1	Autumn 2
English	<p><b>The Paper Bag Princess –</b> Re-write the story from the perspective of a different character. Developing story telling, language and structure. Sentence structure including single and multi-clause sentences. Descriptive vocabulary. Features of a story text.</p> <p><b>Dr Xargles book of Earth Hounds –</b> Write a report including all reporting writing features such as headings and subheadings, paragraphing, factual writing, adverbs and preposition's and conjunctions.</p> <p><b>Mini Rabbit Not Lost-</b> Develop story-writing skills inclusive of writing dialogue, character descriptions and adverbials of time.</p>	<p><b>The True Story of the Three Little Pigs –</b> Identify main sequences of events. Practise reading aloud with appropriate intonation and volume. Identify features of a newspaper-style report. Correctly use speech punctuation. Use conjunctions to extend ideas and add detail. Recognise how related material is grouped. Prepositions to recount an event.</p> <p><b>The Finger Eater</b> Recalling information. Multi-clause sentences using subordinating conjunctions to extend writing. Use a story board to help plan a piece of writing. Orally rehearse detailed description. Write alternative versions of chapters. Evaluate and edit own writing.</p> <p><b>Atlas of Adventures –</b> Retrieve and record information from non-fiction. Read collaboratively, checking that the text makes sense to them, discussing their understanding. Use a range of conjunctions to extend sentences. Express place using prepositions. Select and use precise noun phrases to enhance writing. Use dictionaries to check the meaning of words read. Plan writing, discussing and recording ideas. Draft and write, building in precise vocabulary and an increasing range of sentence structures.</p>



### Year 3

<b>SpaG</b>	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Introduction to inverted commas to punctuate direct speech	
<b>Maths</b>	Place Value Counting on and back in ones, tens and hundreds. Compare and order numbers Measures Mental addition Mental subtraction Inverse operations Written addition	Written subtraction Problem solving Statistics Angles Lines 2D Shapes Perimeter with problem solving.
<b>History</b>	<b>Stone Age to Celts</b> Vocab Vocabulary and phrases of past and present, To include, 'period of time' Chronology be able to order events/ significant people chronologically, introducing dates To to their chronological awareness To develop a chronologically secure knowledge of the events within the periods studied Characteristics of events/ people inc. changes over time To have knowledge of the events studied and begin to give reasons for the events/ people, and changes over time compared with their lives today Sources To begin to show some understanding that aspects of the past have been represented and interpreted in different ways. To begin to note connections, contrasts and trends within the period studied INTRO here, to focus on in Summer term To be able to ask and answer questions, showing knowledge and understanding of key features of events. To begin to structure answers to historical questions using relevant historical information including dates	



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<b>Computing</b>		<b>Authoring</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact.
<b>Science</b>	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>Forces and magnets</u> Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
<b>RE</b>	Marking festivals, traditions and key events in life Looking at two contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada). Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging) What is it like to follow God? Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. They explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah), the power of light across religions and the importance of sharing food in Christian worship. Advent and Christmas traditions around the world	



Year 3

<b>Jigsaw</b>	<b>Jigsaw recovery response to Covid 19</b> Coming together again Corona Virus Belonging and feeling safe at school Reconnecting with friends Being positive and looking forwards Managing worried and fears Gifts of gratitude Loss and bereavement	<b>Celebrating Difference</b> Everyone is different Include other when working and playing Know how to help if someone is being bullied Try to solve problems Use kind words Know how to give and receive compliments
<b>Art</b>	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	
<b>DT</b>	Textiles- Celtic weaving Clarify ideas when asked & use words, labelled sketches & models to communicate the details of my designs Think ahead about the order of my work, choosing appropriate tools, equipment, materials, components & techniques. Use tools & equipment with some accuracy to cut & shape materials & to put together components. Learn to use a loom to weave in and out using a range of materials. Evaluate the process.	
<b>MFL</b>		<b>I'm Learning Spanish</b> develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
<b>PE</b>	<b>Netball</b>	<b>Basketball</b>



The Reddings Primary and Nursery School- Curriculum Map for Autumn 2020



**Year 3**

	<b>Tag Rugby</b>	<b>Dodgeball</b>
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