



Year 3 Autumn Term Curriculum Map



| English (HFL) | | Maths (Herts Essentials) |
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| Reading (including phonics) | Writing | Key Concepts |
| <p>The boy who grew dragons – Andy Shepherd</p> <p>Anthony Brown – Selection of books</p> <p>The lost happy endings – Carol Ann Duffy</p> <p>VIPERS introduced and focused on through whole class guided reading.</p> <p>Continue to secure self-correction of errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p> | <p>*Securing sentence work and story writing linked to The paperbag princess</p> <p>* Dr Xargle's book of Earth Hounds</p> <p>*Securing sentence work and introduction to dialogue linked to Mini rabbit not lost</p> <p>*Traditional tales – fables – linked to War and Peas</p> <p>*Recount – linked to The tortoise and the hare.</p> <p>*Vocabulary building poetry – The magic box</p> | <p>Place Value and Regrouping</p> <p>Counting On and Back in Ones, Tens and Hundreds</p> <p>Estimation, Magnitude and Rounding</p> <p>Measures – Comparison, Estimation and Magnitude</p> <p>Mental Fluency – Addition</p> <p>Mental Fluency – Subtraction</p> <p>Fact Families and Applying the Inverse</p> <p>Written Addition</p> <p>Written Subtraction</p> <p>Problem Solving – Worded Problems</p> <p>Statistics – Interpreting Bar Charts and Tables</p> <p>Angles, Right Angles and Estimation</p> <p>Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p> <p>2-D Shape – Properties and Drawing</p> <p>Perimeter Including Problem Solving Using Written and Mental Methods</p> |
| <p>Vocabulary: Subject specific vocabulary: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas plus all previously taught vocabulary.</p> <p>Core texts: The boy who grew dragons – Andy Shepherd, The Iron Man (Ted Hughes), The lost happy endings (Carol Ann Duffy),</p> | | <p>Vocabulary: Please see Year 3 Maths vocabulary and key concept map.</p> |

| PSHE (Jigsaw) | | Science | |
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| Skills | Knowledge | Skills | Knowledge |
| <p>Autumn 1 - Being me in my world. Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively</p> <p>Autumn 2 – Celebrating Differences Know why families are important Know that everybody’s family is different Know that sometimes family members don’t get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences</p> | <p>Autumn 1 - Being me in my world. Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others’ feelings Know that others may hold different views Know that the school has a shared set of Values</p> <p>Autumn 2 – Celebrating Differences Be able to show appreciation for their families, parents and carers</p> <ul style="list-style-type: none"> • Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments <p>Recognise feelings associated with receiving a compliment</p> | <p>Asking relevant Q’s, using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative, fair tests Making systematic, careful observations, taking accurate measurements using standard units, using a range of equipment, including thermometers, data loggers Gathering, recording, classifying, presenting data in a variety of ways Recording and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, tables, verbally, written explanations, displays or presentations Using results to draw simple conclusions, make predictions for new values, suggest improvements, raise further Q’s Identifying differences, similarities or changes related to simple scientific ideas, processes Using straightforward scientific evidence to answer Q’s or to support their findings.</p> | <p>Autumn 1 - Animals including humans Identify animal including humans need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Autumn 2 - Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between tow 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 on 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.</p> |
| <p>Vocabulary: Aut 1: Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong. Aut 2: Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p> | | <p>Vocabulary: Nutrition, Diet, Vitamins, minerals, fats, proteins and carbohydrates Functions of skeletons – protect, support and aid movement Magnets – bar and horseshoe Attract, repel North and south poles Magnetic field</p> | |

| Computing (Switched on Computing) | | History – Autumn 2 Early settlers | |
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| Skills | Knowledge | Skills | Knowledge |
| Unit 3.1 – We are programmers <ul style="list-style-type: none"> plan and create an algorithm for an animated scene in the form of a storyboard write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound review their animation programs and correct mistakes. Unit 3.2 - We are Bug Fixers <ul style="list-style-type: none"> develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving increase their knowledge and understanding of Scratch recognise a number of common types of bugs in software. | Unit 3.1 – We are programmers <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence in programs; work with variables and various forms of output. Use logical reasoning to detect and correct errors in algorithms and programs. Unit 3.2 - We are Bug Fixers <ul style="list-style-type: none"> Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | <p>To be able to develop chronological knowledge and understanding.</p> <p>To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To be able to reach conclusions over the effectiveness of tools based on research.</p> | <p>To be able to explain the animals and their uses during the Stone Age.</p> <p>To know when the Middle stone Age was.</p> <p>To know the tools they used and how they evolved through time.</p> <p>To know the importance of Ofskara Brae.</p> |
| Vocabulary: Unit 3.1 – We are programmers Abstraction, algorithm, bug, code, debug, decomposition, event, iterative development, output, program, parallel processing, repetition, scratch. Sequence, sprite, storyboard Unit 3.2 - We are Bug Fixers Abstraction, algorithm, bug, code, debug, event, input, output, program, parallel processing, repetition, scratch. Sequence, sprite, variable | | Vocabulary: Stone Age, period, era, chronological, pre-historic, archaeological, cave paintings, Palaeolithic, Mesolithic, Neolithic, ancestors, Homo-sapiens, Stone Age info mats, timeline, thousands, millions, hominids, nomads, domesticated, farming, agriculture, era, BC, Neanderthal artefacts, cultivated. | |

| Physical Education (PE) | | Geography (Autumn 1) | |
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| Autumn 1 | Autumn 2 | Skills | Knowledge |
| Target Games – Tri Golf <ul style="list-style-type: none"> Revisit aspects of Year 2 Target Games Push curling stones towards a target with some degree of accuracy. Throw equipment underarm showing an understanding of release height and power Throw equipment overarm showing an understanding of release height and power Demonstrate aiming skills through pushing, throwing, rolling and kicking. Use equipment to move balls and/or beanbags towards or into a target. Putt and chip a ball over obstacles / varying distances Can work fairly in teams and pairs, taking turns when necessary. To know and understand the safety rules of the game. To understand and be able to explain tri golf terms – putt, chip, tee, club, | Gymnastics <ul style="list-style-type: none"> Be able to complete a forward roll and confidently stand afterwards performing the straight shape Show a sequence of elements of balance on different points of the body eg feet, hands, bottom and understand that these make a routine To identify key points of balance and use their partner as a counterweight and begin to make simple balancing towers To be able to build off the bench to perform a cartwheel- legs may still be bent To be able to complete a headstand using the wall or vault Demonstrate an awareness of travelling and be able to recall different parts of the body to use- legs, hands, tummy, back, bottom To identify different forms of travel and understand that travelling can be across different speeds, heights and levels To continue to develop techniques for jumping- single footed, double footed- and being to put these into a sequence. To develop language for jumping- linking ready for a stretch, wide, tuck, turning and star To be aware of safety rules for gymnastics To know and name some professional gymnasts To be able to understand and explain key vocabulary. | <p>To locate the world's countries using maps concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | All around Europe – <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> |

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| Vocabulary: Striking, Hitting, Contact, Throwing, Batting, Communication, Accuracy, Pace, Bouncing, Balancing, Grip, Twist, Wrist, Arm, Bend, Follow through, Swinging, movement, Tri Golf: Club, Wedge, Target, Putter, Tee, Ball, Position, Swing, Approach, | Vocabulary: Making Shapes, Rolling, Bending, Twisting, Movements, Exploring Body parts, Developing Routines, Rhythms, Linking Movements, Stretching, Mirroring, Muscles, weight, support, relax, listen, observe, reflect, evaluate, safety, awareness, teamwork, communication, group work, patience, tumbling, standing, posture, finesse, independence, confidence, achievement, Flexibility, strength, technique, control, balance, | Vocabulary: Europe, map, physical, human, country, city, atlas, globe, settlement, land use | |
| Art – Autumn 1 Portraits– photography/ computer collage | | Religious Education (R.E)- Herts Agreed Syllabus | |
| Skills | Knowledge | Skills | Knowledge |
| <p>To begin to explore proportions of features on a face.</p> <p>To use observational skills</p> <p>To use artists artwork as an initial stimulus for some artwork.</p> <p>To begin to make detailed comparisons between own artwork and other artists.</p> <p>To develop depth in evaluating artwork.</p> <p>To discuss and consider ways of improving own artwork.</p> | <p>Know how to use different media to achieve variations in: line, tone, colour, shape and pattern.</p> <p>Know about different techniques and being able to apply them for impact.</p> | <ul style="list-style-type: none"> Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities. (<i>Symbols and actions</i>) <p>Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities. (<i>Beliefs and practices</i>)</p> | <p><u>Symbolic expression in prayer and worship (Aut 1)</u></p> <p>Explain how symbolic actions in worship can communicate and express meaning beyond words.</p> <p>Explore humility in prayer (eg: genuflection, wudu, foot washing, silence and submission to Allah).</p> <p>Explore the power of light across religions.</p> <p>Discover the importance of sharing food in Christian worship.</p> <p><u>Festivals and traditions (Aut 2)</u></p> <ul style="list-style-type: none"> Look at two contrasting religions (Christianity and Islam) and describe ways and traditions of celebrating festivals, Explore how important events in life are marked in both religions. Explore different ways of marking the same event. |

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| | | | Christmas around the world (Aut 2) <ul style="list-style-type: none"> Explore the meaning of advent and the traditions that take place during this time. <p>Explore and compare Christmas traditions around the world</p> |
| Vocabulary: Anatomy, Self-portrait, Proportion, Shade, Tone, Texture Artists: Andy Warhol, Pablo Picasso, Paul Gauguin | | Vocabulary: <u>Autumn 1:</u> light, Diwali, Hannukah, worship, genuflection, Wudu, Allah, submission <u>Autumn 2:</u> Eid-ul-Adha, Eid Al Fitr, Ramadan, Haj, Mecca, Baptism, Christening, Christmas, Shahada | |
| Design and Technology (Plan Bee) – Autumn 2 Moving Storybooks | | Music (Sing Up) | |
| Skills | Knowledge | Skills and Knowledge | Vocabulary |
| <p>To use a paper concertina to make an object pop out of a book.</p> <p>To arrange and stick paper between pages to create a pop-out.</p> <p>To create and use levers to create moving parts.</p> <p>To create moving wheel mechanisms to create different effects.</p> <p>To begin to experiment with different fonts and graphic design features.</p> <p>To design, create and evaluate a product (moving storybook) suggesting improvements.</p> <p>To evaluate the overall effectiveness of a created product</p> | <p>To know and explore a variety of moving storybooks, exploring how they move.</p> <p>To understand the purpose of a moving storybook.</p> <p>To know definitions for linkage, pivot, rotate and lever.</p> | <p>I've been to Harlem</p> <ul style="list-style-type: none"> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. <p>Nao Chariyade/Mingulay boat song</p> <ul style="list-style-type: none"> Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. Understand that a folk song is music that belongs to the people of a particular place. | <p>I've been to Harlem</p> <ul style="list-style-type: none"> Pitch: pentatonic scale, note clusters, chords. Structure: ostinato, echo, phrase, call-and-response. Tempo: beat. Texture: unison, round, accompaniment. Other: improvise, compose, ensemble <p>Nao Chariyade/Mingulay boat song</p> <p>Duration: time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar).</p> <p>Tempo: faster, slower.</p> <p>Structure: verse, chorus.</p> <p>Pitch: melody, harmony.</p> <p>Timbre: acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum, ektara.</p> <p>Other: traditional/composed song, folk music.</p> |

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| | | Sound Symmetry <ul style="list-style-type: none"> • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing by improvising simple melodies and rhythms. • Identify how the pitch and melody of a song has been developed using symmetry. | Sound Symmetry Duration: rhythm. Pitch/texture: melody, accompaniment. Structure: symmetry in a melody, pattern in a melody, phrase, ABA ternary form. Other: compose, audience, symmetry, 2- and 3-D shapes (rectangles, squares, circles, triangles, cuboids, pyramids, and spheres), line/plane symmetry, pattern. |
| Vocabulary: linkage, pivot, rotate, lever, font, graphic, storybook, wheel mechanism, concertina | | | |
| French – Language Angels | | | |
| Skills | Knowledge | | |
| <ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). | Autumn 2 – Animals Count from 1 to 10 in French Tell you what each number out of sequence is in English Name at least five animals correctly Match all the animals in French to the correct picture Attempt to spell at least three animals correctly in French Be able to say "I am..." plus an animal in foreign language by end of unit. Autumn 1 – I’m learning French Point to France on a world map Tell you the capital of France and name some other well-known cities Name other countries in the world that speak French Tell you what my name is in French Tell you how I feel in French | | |

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| <ul style="list-style-type: none"> • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. • Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied. | Count to ten in French and name four colours | |
| Vocabulary: Bonjour Ca va? Ca va bien Ca va Mal Comme ci, comme sa Au revoir Comment tu t'appelles? Je m'appelle... Numbers 1-10 Rouge Bleu Jaune Vert Noir Blanc Gris Orange Violet Marron | | |