

## Year 3 Autumn Term Curriculum Map

English		
Writing (HFL)		Spelling (No Nonsense)
<b>Year 3 Writing purposes</b>	<p><b>Narrative:</b> Entertain (3.1)  <b>Poetry:</b> Entertain (3.2)  <b>Fables:</b> Entertain (3.3)  <b>Non-chronological report:</b> Inform (3.4)</p>	<p>Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'.</p> <p>New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Revise contractions from Year 2</p>
<b>Year 3 Writing outcomes with core texts</b>	<p>Securing sentence work and story writing linked to Mini Rabbit not lost</p> <p>Vocabulary building poetry – The magic box and words are ours</p> <p>Traditional tables and Fables linked to the texts: The Koala who Could; The Squirrels that Squabbled; The Lion Inside</p> <p>Non chronological report writing linked to the text: Incredible Jobs You've (Probably) Never Heard Of</p>	<p style="text-align: center;"><b>Handwriting (Letter Join)</b></p> <p><b>Module 4</b></p> <p>Double letters – bb, ee, cc, dd, ff, gg, ll, mm, nn, oo, Ascenders</p>
<p><b>Vocabulary:</b> Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas plus all previously taught vocabulary.</p>		
Reading		
<p>Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (dis-, mis-, re-, sub-, tele-, -less, -ly, super-, auto-).</p> <p>Read previous and Year 3/4 common exception words.</p> <p>Use dictionaries to check the meanings of words they have read.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise main ideas from what has been read.</p> <p>Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, finding evidence in the text to support.</p> <p>Prepare poems and playscripts to read aloud and to perform, including intonation, volume and tone.</p> <p>Recognise some different forms of poetry.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Participate in discussions about books read to them and those they read, taking turns and listening to what others say.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>		<p><b>Autumn Term Texts:</b></p> <p><b>Fiction:</b></p> <p>Extract – Waggit's Tale – Peter Howe</p> <p>Extract – Charlie and the Chocolate Factory by Roald Dahl</p> <p>Extract – Winnie the Pooh</p> <p><b>Non-Fiction:</b></p> <p>Instruments that are shaken</p> <p>Woodland species fact file</p> <p><b>Poems:</b></p> <p>Some other names for rain by Kate Wakeling</p> <p><b>Poems to learn by heart:</b></p> <p>Autumn Term: The Sound Collector by Roger McGough</p>
<p><b>Class Reads (teacher to choose order):</b> <a href="#">Stig of the Dump by Clive King</a>, The Boy Who Grew Dragons by Andy Shepherd, The Nothing To See Here Hotel by Steven Butler, The Creakers by Tom Fletcher, The Wild Way Home by Sophie Kirtley, Romans on the Rampage by Jeremy Strong, The Miraculous Journey of Edward Tulane by Kate DiCamillo, Scarlett: Defender of the Universe by James Davis</p>		

## Maths (Herts Essentials)

### Key Concepts

3LS1 – Place value and regrouping  
 3LS2 – Counting on and back in ones, tens and hundreds  
 3LS3 – Estimation, magnitude and rounding 3LS4 –  
 Measures: comparison, estimation and magnitude  
 3LS5 – Mental fluency: addition  
 3LS6 – Mental fluency: subtraction  
 3LS7 – Fact families and applying the inverse 3LS8 –  
 Written addition  
 3LS9 – Written subtraction  
 3LS10 – Problem solving: worded problems  
 3LS11 – Statistics: interpreting bar charts and tables  
 3LS12 – Angles, right angles, and estimation 3LS13 –  
 Perpendicular and parallel lines, vertical and horizontal  
 lines

### Vocabulary

#### Number: Counting and number properties

millions  
 tens of millions

#### Number: Place value, ordering and comparing

interval  
 multi-digit

#### Number: Calculation

long division  
 common multiples  
 order of operations

brackets  
 abstract  
 variables

BIDMAS

#### Statistics

pie chart  
 mean  
 average

data set  
 variable

conversion graph  
 convert

## Science (Oak Academy)

Rocks and soils (3.1)		Introduction to the human skeleton and muscles (3.2)	
Skills	Knowledge	Skills	Knowledge
Compare and group rocks based on appearance and physical properties. Understanding fossil formation, and recognising that soils are made from rocks and organic matter. Sett up practical enquiries, making observations, and using evidence to answer questions.	Different types of rocks and soils, understanding their properties and how they are formed.	Explore the role of skeletons and muscles in humans and other animals for support, protection, and movement. Sett up practical enquiries, making observations, measuring accurately, recording findings, and using results to draw conclusions and suggest improvements.	How the skeleton and muscles work together to support movement and protect vital organs Names of bones and organs
<b>Vocabulary:</b> Material, rock, earth, natural, quarry, appearance, compare, identify, secondary sources, physical properties, hardness, group, geologist, mineral, scale, permeability, permeable, impermeable, suitability, physical properties, weathering, natural forces, erosion, transportation, geologist, fossil, sediment, pressure, imprint, palaeontology, sediment, resin, prediction, silt, properties		<b>Vocabulary:</b> Skeleton, bones, x-ray, support, protection, organs, skull, rib cage, spine, plan, measure, equipment, record, data, effect, conclusion, adult, estimate, vertebrate, endoskeleton, invertebrates, compare, fluid, muscle, movement, joint, direction	
History (Autumn 2) Early Settlers (3.1)		Geography (Autumn 1) All around Europe – similarities and differences to the UK (3.1)	
Skills	Knowledge	Skills	Knowledge
To be able to develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To be able to reach conclusions over the effectiveness of tools based on research.	To be able to explain the animals and their uses during the Stone Age and the connection with early farming. To understand what hunter gatherers were. To know when the Middle stone Age was. To know the tools they used and how they evolved through time. To know the importance of Skara Brae.	To locate the world's countries using maps concentrating on environmental regions, key physical and human characteristics, countries and major cities. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	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.
<b>Vocabulary:</b> farming, cave paintings, thousands, millions, Stone Age, period, era, chronological, ancestors, timeline, hominids, nomads, domesticated, agriculture, era, BC, pre-historic, archaeological, Palaeolithic, Mesolithic, Neolithic, Homo-sapiens, Neanderthal artefacts, cultivated.		<b>Vocabulary:</b> Europe, map, physical, human, country, city, atlas, globe, settlement, land use	

Art – Autumn 1 Portraits – photography/computer collage (3.1)		Design and Technology (Plan Bee) – Autumn 2 Storybooks (3.1)	
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>	<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><b>Vocabulary:</b> Anatomy, Self-portrait, Proportion, Shade, Tone, Texture</p> <p><b>Artists:</b> Andy Warhol, Pablo Picasso, Paul Gauguin</p>		<p><b>Vocabulary:</b> linkage, pivot, rotate, lever, font, graphic, storybook, wheel mechanism, concertina</p>	
Music (Sing Up)			
Skills and Knowledge		Vocabulary	
<p><b>I've been to Harlem (3.11)</b></p> <p>Compose a pentatonic ostinato.</p> <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Listen and identify where notes in the melody of the song go down and up.</p> <p><b>Nao Chariyade/Mingulay boat song (3.12)</b></p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>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.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p><b>Sound Symmetry (3.13)</b></p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>		<p><b>I've been to Harlem</b></p> <p><b>Pitch:</b> pentatonic scale, note clusters, chords. <b>Structure:</b> ostinato, echo, phrase, call-and-response. <b>Tempo:</b> beat. <b>Texture:</b> unison, round, accompaniment.</p> <p><b>Other:</b> improvise, compose, ensemble</p> <p><b>Nao Chariyade/Mingulay boat song</b></p> <p><b>Duration:</b> time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar).</p> <p><b>Tempo:</b> faster, slower. <b>Structure:</b> verse, chorus. <b>Pitch:</b> melody, harmony.</p> <p><b>Timbre:</b> acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum, ektara. <b>Other:</b> traditional/composed song, folk music.</p> <p><b>Sound Symmetry</b></p> <p><b>Duration:</b> rhythm. <b>Pitch/texture:</b> melody, accompaniment.</p> <p><b>Structure:</b> symmetry in a melody, pattern in a melody, phrase, ABA ternary form.</p> <p><b>Other:</b> compose, audience, symmetry, 2- and 3-D shapes (rectangles, squares, circles, triangles, cuboids, pyramids, and spheres), line/plane symmetry, pattern.</p>	

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Aut 1 - Being me in my world.</b>  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><b>Aut 2 – Celebrating Differences</b>  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><b>Aut 1 - Being me in my world.</b>  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><b>Aut 2 – Celebrating Differences</b>  Be able to show appreciation for their families, parents and carers  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  Recognise feelings associated with receiving a compliment</p>	<p><b>Unit 3.1 – We are programmers</b>  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.</p> <p><b>Unit 3.2 - We are Bug Fixers</b>  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.</p>	<p><b>Unit 3.1 – We are programmers</b>  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.</p> <p><b>Unit 3.2 - We are Bug Fixers</b>  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>
<p><b>Vocabulary:</b></p> <p><b>Aut 1:</b> Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p> <p><b>Aut 2:</b> Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value</p>		<p><b>Vocabulary:</b></p> <p><b>Unit 3.1 – We are programmers</b>  Abstraction, algorithm, bug, code, debug, decomposition, event, iterative development, output, program, parallel processing, repetition, scratch. Sequence, sprite, storyboard</p> <p><b>Unit 3.2 - We are Bug Fixers</b>  Abstraction, algorithm, bug, code, debug, event, input, output, program, parallel processing, repetition, scratch. Sequence, sprite, variable</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** - Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.

**Sources of wisdom** - Raise questions and suggest meanings to three examples of religious and moral stories, sacred writings or sources of wisdom. Identify their faith traditions and their impact on followers.

**Symbols and actions** - Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.

**Prayer, worship and reflection** - Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.

**Identity and belonging** - Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.

**Ultimate questions** - Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.

**Human responsibility and values** - Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.

**Justice and fairness** – Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

### Knowledge

#### Autumn 1 – What is it like for someone to follow God? (3.1)

People of God: Christianity

Learn about the Old Testament people of God and how they lived their lives.  
 Learn from Bible stories such as Noah and the story of Abram/ Abraham.  
 Explore a range of texts that share stories from the Old Testament people of God in detail.  
 Understand the importance of returning to the original text for meaning.  
 Consider why following God might sometimes feel hard for believers.

**Vocabulary:** Prophets, Abram, Noah, Wedding, Old Testament, Promise, Abraham, Covenant, righteous, Christians

### Knowledge

#### Autumn 2 – What is the Trinity and why is it important for Christians? (3.2)

Incarnation/God: Christianity

Find out about the baptism of Jesus and where this is found in the Bible.  
 Study the text in detail and find out what it means for Christians today.  
 Investigate how Christians show their beliefs about God and the Trinity and how these impact their lives.  
 Learn about infant and believer’s baptism in the church and what this means for Christians today.

**Vocabulary:** Trinity, Holy spirit, Messiah, John the Baptist, Believer’s Baptism, Father, Jesus, Scripture, Infant Baptism, Denomination

## Physical Education (Complete PE)

#### Health and wellbeing: Mindfulness (3.12)

The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances and relaxation techniques to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.

3.12: Emotions, relaxed, anxious, balanced, meditative balances,

#### Commando Jo Session

#### Games: Invasion: Handball (3.22)

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.

3.22: Attacker, defender, space, possession, shoulder pass

#### Commando Jo Session

# French

## Skills

**Listening** - Listen to and enjoy short stories, nursery rhymes & songs.

Recognise familiar words and short phrases covered in the units taught.

**Speaking** - Communicate with others using simple words and short phrases covered in the units.

**Reading** - Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

**Writing** - Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

**Grammar** - Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

## Knowledge

### Phonetics – lesson 1 + I am learning.... (3.1)

Find France on a map and be able to recall at least 1 Francophone country.

Use key greetings.

Ask and answer the question 'How are you?' in French.

Ask and answer the question 'What is your name?' in French.

Count to 10 in French.

Read, write, say and recognise 10 colours in French.

### Animals (3.2)

Name and recognise up to 10 animals in French.

Attempt to spell some of these nouns with their correct indefinite article.

Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).

## Vocabulary

### J'apprends le français

Nom	Classe
Unit Glossary	
French	English
Bonjour !	Hello/Good morning!
Salut !	Hi!
Ça va ?	How are you?
Ça va bien.	I am fine.
Ça va mal.	I am not great.
Comme ci, comme ça.	So-so.
Au revoir !	Goodbye!
À plus tard !	See you later!
Comment t'appelles-tu ?	What is your name?
Je m'appelle...	My name is...
<b>1</b> un	one
<b>2</b> deux	two
<b>3</b> trois	three
<b>4</b> quatre	four
<b>5</b> cinq	five

French	English
<b>6</b>	six
<b>7</b>	sept
<b>8</b>	huit
<b>9</b>	neuf
<b>10</b>	dix
	rouge
	bleu
	jaune
	vert
	noir
	blanc
	gris
	orange
	violet
	marron



### Les animaux

Nom	Classe
Unit Glossary	
French	English
les animaux	the animals
un	a ( <i>masculine</i> )
une	a ( <i>feminine</i> )
un cochon	a pig
un lion	a lion
un oiseau	a bird
un cheval	a horse

French	English
un lapin	a rabbit
un canard	a duck
un singe	a monkey
un mouton	a sheep
une souris	a mouse
une vache	a cow
je suis	I am...

