

**Cleves School Curriculum Map**  
**Year 3 - Autumn 2016**  
**'ANIMALS & US'**

**Numeracy - The following objectives are 'with support'**

- **Number**
  - Count from 0 in steps of 4, 8, 50 & 100; finding 10 or 100 more; read & write numbers up to 1000
  - +/- mentally up to 3 digits + ones/tens; column +/- up to 3-digit numbers; estimate & check; +/- small amounts of money to give change; use both £ and p in practical contexts
  - Know and use  $\times/\div$  facts for 3, 4 and 8  $\times$  tables; use this knowledge to write mathematical statements
  - Recognise & show, using simple diagrams, simple equivalent fractions with small denominators; +/- simple fractions with the same denominator
  - Compare & order simple unit fractions and fractions with the same denominator
- **Geometry**
  - Draw simple 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations
  - Recognise that angles are a property of shape and a measure of turn; identify right angles; identify whether angles are  $<$  or  $>$  a right angle;
- **Measurement**
  - Measure, compare, +/- simple lengths, mass, column and capacity
  - Measure the perimeter of 2D shapes
  - Tell and write time from an analogue clock, roman numerals to XII
- **Statistics**
  - To compare, interpret and present data using bar charts, pictograms and tables.

**Problem solving and Investigations:** children will investigate and solve numerical and real-life problems involving all the above.

**Reasoning:** Children will be taught to explain their thinking both verbally and in writing.

**Literacy**

- **Reading**

**This will be monitored through weekly guided reading sessions with the class teacher.**

  - Read accurately words of two or more syllables
  - Use knowledge of root words, prefixes and suffixes to read out loud and understand the meaning of new words
  - To listen to a wide range of non-fiction and fiction texts
  - To begin to identify character's feelings and thoughts from reading texts
  - To recall and summarise main ideas from different parts of the text
  - To begin to recognise words and phrases that capture the reader's interest and imagination

- **Writing - Genres including creative and narrative description, poems about school, diary writing and explanation text**
  - ‘All about me’- discussions about ourselves; sharing information; expressing opinions
  - Use planning tools in both narrative and non-fiction texts e.g. text map, boxing-up grid, story mountain
  - Use the perfect form of verbs instead of the simple past e.g. he has gone out to play/he went out to play
  - Use powerful verbs and adjectives for description
  - Plan and write the opening of a story, using description e.g. character, setting, time of day or type of weather
  - Evaluate their own and other’s writing and suggest improvements from a list
  - Avoid repeating nouns by using pronouns
  - Re-read work to check for spelling and punctuation errors
  - Join sentences together using conjunctions
  - Organise non-fiction work using headings and sub-headings e.g. explanation text linked to chicks
  - Shakespeare - The Tempest; through drama and cross-curricular work children are introduced to Shakespeare
- **SPAG - Spelling, Punctuation & Grammar**
  - Find a word in a dictionary, using the first two or three letters
  - Write simple sentences correctly from dictation
  - To start using joined up writing e.g. cursive writing to join letters together
  - Expand range of adjectives used for description
  - Use both familiar and new punctuation correctly including full stops, capital letters and exclamation marks
  - To increase accuracy in spelling of common words and apply spelling patterns taught

### Computing

- Log on procedures, rules and accessing the Google drive.
- Locating and sharing a class folder.
- Develop familiarity with the layout and functions of the keyboard and how to use the mouse pad on a Chromebook.
- Learn the home row and how to touch-type with improving accuracy and speed.
- Learn safe posture and care when using digital equipment.
- Create a ‘Googledoc’ and rename it, then file it appropriately and re-open it later.
- Add text, images, change font and font size.
- Develop awareness of how to be a safe and good digital citizen through an understanding of: digital safety, digital

### Science

#### Animals, including humans

- Identify that humans and some animals have skeletons and muscles for support, protection and movement

#### All Living Things

- Identify & name a variety of living things (plants & animals) in the local environment. Using classification keys to group them
- Describe the changes as humans develop from birth to old age (covered through PSHE)
- Explain the differences in the life cycles of a mammal, amphibian, insect and a bird (partly covered in the summer term)

<p>respect, confidentiality, copyright and appropriate use of digital equipment and digital accounts Know what to do when concerned about content or being contacted</p> <ul style="list-style-type: none"> <li>• Navigate the web and find commonly used websites (e.g. Cleves Hub, Google, Mymaths).</li> <li>• Digital respect - treat others kindly online; have an awareness of the issues surrounding cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the processes of reproduction in some mammals.</li> </ul>	
<p style="text-align: center;"><b>PSHE/Philosophy</b></p> <ul style="list-style-type: none"> <li>• Using the Unicef 'Rights &amp; responsibilities' agenda, children consider and discuss children's needs and wants.</li> <li>• Use the Unicef children's articles to develop a 'class charter'. This enables the children to see the impact of their own behaviours at school within a 'rights &amp; responsibilities' framework.</li> <li>• Cleves Values &amp; Learning Behaviours - children are introduced to these over the term.</li> <li>• Anti-Bullying Week Activities</li> <li>• Sex and Relationship Education (SRE) - Differences/How did I get here?</li> </ul>	<p style="text-align: center;"><b>Geography/History</b></p> <ul style="list-style-type: none"> <li>• Learn about mapping in a variety of styles and scales.</li> <li>• Orientate themselves on a plan map of their own environment.</li> <li>• Locating their 'place' within the UK and the world.</li> <li>• Interpreting how and why our local environment has changed over time and the reasons for this.</li> <li>• Identify the features of our locality.</li> <li>• Field sketching - observing, drawing and annotating key features of the Cleves environment.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>Who is Jesus?</b></p> <ul style="list-style-type: none"> <li>• Learn about what other people said about Jesus and how he described himself</li> <li>• Where Jesus lived and what life was like at the time</li> </ul> <p><b>Why is prayer important to Christians?</b></p> <ul style="list-style-type: none"> <li>• Learn about why people pray</li> <li>• What Jesus taught about prayer</li> </ul> <p><b>Christmas I - Why do we give presents at Christmas?</b></p> <ul style="list-style-type: none"> <li>• Understanding the meaning of gifts</li> <li>• The Christmas story</li> </ul>
<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g., pencil, chalk pastels, wax pastels, pens etc.</li> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> <li>• Create a repeating pattern</li> </ul>	<p style="text-align: center;"><b>PE/Games</b></p> <ul style="list-style-type: none"> <li>• Orienteering and team-bonding games</li> <li>• Dance - improvisation of shape and travel linked to science and study of the how the human body moves</li> <li>• Gym- shape and balance using the floor and low level equipment.</li> <li>• Invasion games - learning skills of passing, receiving, intercepting and team playing through a carousel of</li> </ul>	<p style="text-align: center;"><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Evaluate existing products considering materials and joining</li> <li>• Generate ideas and identify design criteria</li> <li>• Learn the following stitches - running, back, blanket, cross</li> <li>• Construct a pattern and pin, cut and sew material according to their design</li> </ul>

<ul style="list-style-type: none"> <li>• Create different effects and textures with paint according to what they need for the task.</li> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</li> </ul>	<p>sports focus including hockey, rugby, basketball, netball and football.</p> <ul style="list-style-type: none"> <li>• The FA will be coming in to provide a half term of football coaching for all pupils in rotation.</li> <li>• Circuit training</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their stocking against original design criteria</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• On terms specialist instrument teaching provided by Surrey Arts who will teach year 3 violin. Children not taught this term will receive lessons in either spring or summer term</li> <li>• Songs and poems about places are used to explore music</li> <li>• Children create accompaniments and sound pictures to reflect sounds in their local environment</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• Learn how to greet</li> <li>• Express how they feel and to ask others about their feelings</li> <li>• Learn how to count up to 10</li> <li>• Engage in conversations by asking and answering questions: French speaking test</li> <li>• Learn about the French Christmas traditions</li> <li>• On terms teaching provided by specialist French teacher.</li> </ul>	
<p style="text-align: center;"><b>Key Year 3 dates (see previous date list for whole school events)</b></p> <p>Monday 26<sup>th</sup> September - School photographer</p> <p>Thursday 29<sup>th</sup> September 6pm Performance Hall - Y3 Information evening (<u>Adults only</u>)</p> <p>Friday 30<sup>th</sup> September - Year 3 Immersion Day</p> <p>Friday 14<sup>th</sup> October - Dining Hall - PTA Discos</p> <p>Wednesday 19<sup>th</sup> October + Thursday 20<sup>th</sup> October - Pupil Progress Meetings - 4-8pm</p> <p>Thursday 20<sup>th</sup> October - Year 3 Flu vaccinations (further information to follow)</p> <p>Friday 21<sup>st</sup> October - INSET DAY</p> <p>Monday 24<sup>th</sup> - Friday 28<sup>th</sup> October - HALF TERM</p> <p>Tuesday 6<sup>th</sup> December 6pm - year 3 and 4 Nativity event at St. Mary's Church (3F, 3H, 3TM)</p> <p>Wednesday 7<sup>th</sup> December 6pm - year 3 and 4 Nativity event at St. Mary's Church (3B, 3C, 3S)</p> <p><b>Wednesday 21<sup>st</sup> December - term finishes at 1:45pm</b></p>		