Writing

In writing we will be exploring a range of different texts. These will include: Instructures, narratives and recounts

Our grammar focus will be as follows:
-Recapping and using all taught grammar from Y2
-.Learning to use the subordination
- 'after'.
- Learning to use the coordination
- 'so'.
- Learning to use speech punctuation following a modelled write.
- Beginning to use paragraphs when modelled to group related material.

Maths

We follow the 'White Rose' scheme for our maths learning.

Place Value
- representing and partitioning numbers to 100
-creating a numberline to 100
- counting in 100s
- representing and partitioning numbers to 1000
- Flexible partitioning of numbers to 1000
- exploring hundreds, tens and ones

Addition and subtraction
- Add and subtraction in ones across 10 AND 100
- Add and subtract in 10s across 100
-add and subtract 2 numbers within and then across 10.
-add and subtract 2 numbers within and then across 100
- add two and three digit numbers
- subtract two and three digit numbers .

Multiplication and division
- Multiplying and dividing by 2s, 3s, 4s, and 8s
- 4 and 8 times tables.

Science

Plants
- 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

Light
--Notice that light is reflected from surfaces
-Recognise that light from the sun can be dangerous and that there are ways to protect our eyes
-Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

RE

Rules in religions

Islam
- Explore the 5 pillars of Islam and how they influence the daily life
- Understand the significance of the Prophet Muhammed to followers of Islam, including how it affects the daily lives of most muslims today.
- understand why is Zakat important to so many Muslim people

Christianity
-Understand who Jesus was and what he did.
- Thinking about why it might be important to have personal heroes? What makes someone a hero?
- exploring why and how saints are remembered. Focussing on , St. Alban

Music

Ballads
-Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

Creating compositions
-Verbalise how the music makes them feel.
-Create actions or movements appropriate to each section of a piece of music.
-Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
-Play melodies and rhythms which represent the section of animation they are accompanying.

Art

Sketching
-understanding the focus skill of 'perspectives'
- recognizing that objects in a picture that are bigger are closer.

Computing

Programming - scratch
-Identify Scratch as a coding application and explore its different code blocks.
-Make predictions about what code blocks will do and test these ideas.

Year 3
Emerald and Sapphire
Curriculum map
Autumn Term

Reading

In our whole class reading lessons we will be focussing on the following skills: Retrieval, Analyse, Infer, Predict and Question
Throughout the summer term we will be working on the following core objectives:

History

Prehistoric Britain - The Stone age to the Iron age
-Use a timeline to place historical events in order. Introduce BC/A

- recognizing that objects in a picture that are smaller are further away. - Sketching parallel lines and vanishing points - using hatching and cross hatching to create and light and darkness	-Create a simple animation by combining motion, speech and wait blocks. -Plan how to remix an existing animation by choosing which parts to change. - Alter and remix code to create a new version of an animation. - Test and debug animations to fix problems and improve the code. - Reflect on the changes made, explaining what worked well and what could be improved.	2026	Generating a simple prediction based on what has been read so far. Generating 'who', 'what' and 'where' questions about a text. Generating 'when' questions about a text. Finding similarities and differences between two characters which are not explicitly different.	-Use evidence to describe the clothes, way of life and actions of people in the Stone age through to the Iron age. - Use evidence to describe buildings and their uses to people in the Stone age through to the Iron age. -Learning about how settlements developed through the stone age to the iron age.
PSHE **Protective behaviours** - Reinforcing key themes of protective behaviours - introducing a safety network - choosing our safety network - Identifying feelings and early warning signs - persistence **Chimp** The Chimp Model explains there are 3 main areas of the brain. The chimp part of the brain is the limbic system which is the emotional core - this is the first part of the brain to develop. The second part is the human thinking brain - this develops later and involves logical thinking and reasoning. The final part is the computer which is a memory centre that stores experience and knowledge from over time. Children will explore: -Our chimp and human brain. - Understanding this as a vehicle for self-regulation	**Geography** **Locational knowledge - Europe** -Can name and locate Europe on a map - Can name and locate 4 countries (including Russia) within Europe and their major cities (see above) -Can locate key environmental regions and physical and human characteristics of Europe	**D&T** **Food technology** -reviewing the claw and bridge cutting techniques - learning how to dice ingredients - following a recipe to make carrot soup - adapting a recipe to make vegetable soup - Following key hygiene steps including washing hands before cooking and wiping surfaces before and after use.	**PE** **Gymnastics** -Show extension and tension in our actions -Move in and out of contrasting shapes with fluency. -Perform a sequence using different types of rolls. -perform different shape jumps from low apparatus with control -Perform a short group sequence in unison, taking weight on hands. **Outdoor and adventurous** -Use clear communication, strength and flexibility to complete a task. -Work with others to recognise and match colours and symbols -Follow and create action pathways using an Action Map Key -To work together in different roles to build, defend, and knock down castles in a team game - Safely take part in trust-based activities.	**French** Exploring the vocabulary which allows children to share facts all about them. **Numbers** zéro - zero une / un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten **Greetings** bonjour - good morning bon après-midi - good afternoon salut - hi au revoir - goodbye bonne nuit - good night **Conversational Language** Je m'appelle... - I am called... J'ai __ ans - I am... years old J'habite en... I live in... Et toi? - And you?

- Understanding how to manage your chimp.				