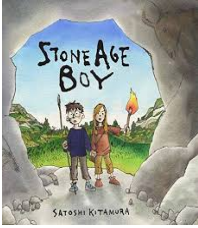
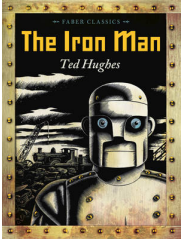
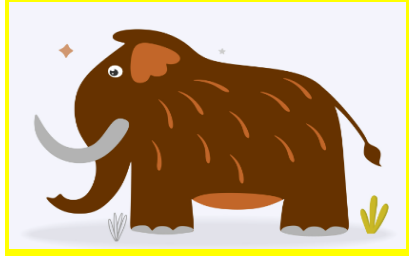


<u>Topic Name: Land Before Time</u>		<u>Year 3 Curriculum Map</u>	<u>Term Autumn 1</u>
<p><u>Focus texts:</u></p>  <p>Stone Age Boy - by Satoshi Kitamura</p> <p>Class Reader: The Iron Man by Ted Hughes</p> 		<p>P.E Days:</p> <p>Wednesday & Thursday Book bags with reading books and library books to be brought into school on a Thursday and will be sent back home on Friday. Spelling tests are on a Thursday. Spelling Test results will be put in book bags and sent home.</p>	
<p><u>Core reading outcomes</u></p> <p>Know that there are different kinds of narrative stories. Identify the plot. Infer and explain characters' feelings, thoughts and motives from actions and what they say. Recognise words and language that show the setting of a book – historical, cultural or social. Give a personal response. Explain a personal response. Know that non-fiction books are structured in different ways. Know how to use a non-fiction book to find identified information. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that there can be more than one interpretation of a poem. Watch performances of poems. Discuss how the meaning is enhanced through performance.</p>	<p><u>Core writing outcomes</u></p> <p>Identify the key events for their narrative. Plot the events on a planning format. Understand that the language and vocabulary used is related to the text type. Make careful choices about the vocabulary to be used. Develop ideas and vocabulary about characters: What they say What they do Plan an opening and a closing appropriate to the text type. Group events/information into sections. Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.</p>	<p><u>Core writing outcomes - Grammar and Vocabulary</u></p> <p>Use complex sentences appropriately in writing. Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Use the past perfect tense when appropriate in writing. Begin to understand that direct speech can show character and move events forward. Use direct speech. Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs and prepositions to show time in writing to indicate sequences of events or the passing of time.</p>	<p><u>Core maths outcomes</u></p> <p>Place Value:</p> <ul style="list-style-type: none"> ○ Represent numbers to 100 ○ Partition numbers to 100 ○ Number line to 100 ○ Hundreds ○ Represent numbers to 1000 ○ Partition numbers to 1000 ○ Hundreds, tens and ones ○ Find 1, 10 or 100 more or less ○ Number line to 1000 ○ Estimate on number line to 1000 ○ Compare numbers to 1000 ○ Order numbers to 1000 ○ Count in 50s <p><i>Please note: Times Tables and arithmetic recall will also be practised daily.</i></p> <p>KIRF Target: Number bonds to 100</p>

<p><u>History</u> make inferences from sources - place in chronological context - use further evidence to answer question - locate farming on a simple timeline - identify BIG changes that came in the New Stone Age (Neolithic period); - the most able can describe the relative significance of each change. - describe key features of a modern house - use clues to learn about civilisation/ housing at SKara Brae and compare differences - Place Stonehenge on a timeline within the era. - Speculate to likely use and come to a reasoned judgement using evidence - make inferences and deductions about possible use of a range of artefacts; - raise and answer valid historical questions; - work out how archaeologists are able to make statements about the past when no written records exist; - the most able learn about the types of evidence available to a historian studying the Iron Age.</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> • What rocks are and what they are not • Some names of different types of rocks Conceptual Knowledge • Compare and group together different kinds of rocks on the basis of their properties Assessment Focus • Can children group rocks based on properties? • Can children talk about / draw a diagram / write about their findings? • Can children draw conclusions about the least / most wearing rock? • How a fossil is formed • Who Mary Anning is and what her contribution to palaeontology was • Rock and soil is made up of different layers • Soils are made up of rock and organic matter 	<p><u>R.E</u></p> <p><u>The aim of this unit is to:</u></p> <ul style="list-style-type: none"> • build on knowledge gained in Key Stage 1, develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest • increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world • deepen understanding of why harvest is celebrated by people of all faiths and world views • enable pupils to reflect on their own experiences of harvest festivals <p><u>Art</u></p> <p>That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>	<p><u>Maths Continued</u> Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100)</p> <p><u>Computing</u> Computing systems and networks – Connecting computers. Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Children will be introduced to computer networks, including devices that make up a network’s infrastructure, such as wireless access points and switches. Finally, children will discover the benefits of connecting devices in a network.</p>
<p>Healthy Lifestyles</p>	<p>Diversity</p>	<p>Speech and Language</p>	<p>Mental Health and Wellbeing</p>

Anchor Vocabulary

<p><u>Music</u></p> <p>rhythm</p> <p>pitch</p> <p>symbols</p> <p>improvise</p> <p>compose</p>	<p><u>Computing</u></p> <p>digital devices</p> <p>Inputs</p> <p>Processes</p> <p>outputs</p> <p>infrastructure</p>	<p><u>Science</u></p> <p>rock, Stone, pebble, boulder, grain, crystals, layers, texture, absorbs water, fossil, bone, , minerals,</p>
<p><u>History</u></p> <p>chronological</p> <p>Neolithic</p> <p>Civilisation</p> <p>artefacts</p> <p>archaeologists</p> <p>timeline</p>	<p><u>Art</u></p> <p>gestural marks</p> <p>charcoal</p> <p>experiment</p> <p>Chiaroscuro</p> <p>Light and dark tone</p>	<p><u>R.E</u></p> <p>Harvest</p> <p>Celebrate</p> <p>Thankful</p> <p>Sukkot</p> <p>Pongal</p>