Class: 3	**Autumn First Half Term Half Curriculum Map 2016**				**Topic:** Stone Age to Iron Age	
	Week 1 **12th-16th Sept**	**Week 2** **19th-23rd Sept**	**Week 3** **26th-30th Sept**	**Week 4** **3rd-7th Oct**	**Week 5** **10th-14th Oct**	**Week 6** **17th-21st Oct**
English	**Traditional Tales**- fables- write a new fable to convey a moral • *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.* • *Organise paragraphs around a theme in narratives, creating settings, characters and plot.* • *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.* **Happy Handwriting**			Planning and Preparation for School Celebration on Friday 7th October- see separate planning. 1960-1980.	**Instructions**- giving directions • *Write and evaluate a range of instructions including directions.* • *In non-narrative material, using simple organizational devices [for example, headings and sub-headings, bullet points,numbering]*	
Spelling	girl's, girls' boy's,boys' **Possessive apostrophe with singular words**	men's, babies', children's, mice's **Possessive apostrophe with plural**	here, hear heel, heal, he'll **Homophones and near-homophones**		not, knot male, mail **Homophones and near-homophones**	accidentally, actually address, answer, appear **Common exception words**
Big write	Rewrite the fable of The tortoise and the hare . *Rewrite of a traditional tale*	A day in the life of a stone age child *Recount*	Description of how a volcano works. *Explanation writing*		Write instructions on how to make a fossil *Instructional writing*	Write their own fable *Writing a traditional tale*
Reading	<u>Fiction</u> Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Group readers based on Myths and Legends.				<u>Non-Fiction</u> Retrieve and record information from non-fiction Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.	

Maths	**Number and place value** • *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number* • *recognise the place value of each digit in a three-digit number (hundreds, tens, ones)* • *compare and order numbers up to 1000* • *identify, represent and estimate numbers using different representations* • *read and write numbers up to 1000 in numerals and in words* • *solve number problems and practical problems involving these ideas.*	**Addition and subtraction** *add and subtract numbers mentally, including:* ○ *a three-digit number and ones* ○ *a three-digit number and tens* ○ *a three-digit number and hundreds* *add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction* *estimate the answer to a calculation and use inverse operations to check answers* *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction*.		**Multiplication and division** *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables* *write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods* *solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.*	**Measurement** *measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)*

Big maths Counting	**C**	Reading numbers 6- read 3d numbers	**C**	Core numbers 3- can understand 2d numbers	**C**	Core numbers 3/4- can understand 2d/3d numbers		**C**	Counting multiples 4- can count in 3s	**C**	Counting multiples 4- can count in 3s
Learn its	**L**	Learn its 10- 3 times table	**L**	Learn its 10- 3 times table	**L**	Learn its 10- 3 times table		**L**	Learn its 10- 3 times table	**L**	Learn its 10- 3 times table
It's nothing new	**I**	Doubling 2- double 2d multiples of 10	**I**	Doubling 3- double 2d numbers	**I**	Halving 2- know half of 30, 70 and 90.		**I**	Halving 3- know half of 300,700 and 900	**I**	Jigsaw numbers 3 – can find the missing piece to 100.
Calculating	**C**	Addition 25- can solve any 2d +2d	**C**	Subtraction 27- can solve any 2d-2d	**C**	Subtraction 28- Can take any 2d number from 100		**C**	Multiplication 9- can solve any 1dx 1d	**C**	Division 17- can use a tables fact to find a division fact (no remainders)
Science	Compare and group together different kinds of rocks on the basis of their simple physical properties. *Record findings using simple scientific language and tables* *Gather data*		Understand that rock is everywhere under our feet. *Record findings using simple scientific language and labelled diagrams*		Describe what happens when a volcano erupts. Understand that particular types of rock are formed by volcanoes. *Identify differences, similarities or changes related to simple scientific ideas*			Describe in simple terms how fossils are formed when things that have lived are trapped within rock *Record findings using simple scientific language and drawings* *Set up simple practical enquiries*		Talk about why soil is important to humans. Explain what soil contains *Ask relevant questions* *Use results to draw simple conclusions*	

Art and Design	Look at, design their own Cave Paintings. *Can explore ideas and collect visual and other information (textures, materials, objects etc) to develop their work.*	Pastel/ chalk drawings of Stone age houses *Use different media to achieve variations in line, texture, tone, colour, shape and pattern.*		Create their own fossils using plaster of Paris. *Plan, design and make models*	Rock Art *Work confidently on a range of scales*
Computing	Video Magic- Planning the animation *Use sequence, selection, and repetition in programs*	Video Magic- Filming the video *Use sequence, selection, and repetition in program*		Video Magic- Filming the video *Use sequence, selection, and repetition in programs*	Video Magic- Adding music *work with variables and various forms of input and output*
Design Technology	Design and make necklaces and jewellery made from clay, soap stone, wood, shells. *Make design decisions that take account of the availability of resources. Assemble, join and combine materials and components with some accuracy*			Look at designs of bow and arrows, what their purpose was and how stone age hunters used them in their everyday life. Design and make their own bow and arrows. *Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.* *Evaluate how well products work*.	
Geography		Identify and name where volcanoes are located around the world. *Describe and understand key aspects of physical geography- volcanoes*		Hunters and gatherers – where their food came from. *Describe and understand key aspects of human geography: including: types of settlement and land use*	

History	The history of cave painting *Understand how our knowledge of the past is constructed from a range of sources.*		Look at different homes from the Palaeolithic, Mesolithic and Neolithic times. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms*.		Find out what people ate in the Stone Age and how their diet changed. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms*.	Consider life in the Stone Age and how it compares to life to today. *To note connections, contrasts and trends over time.*
Languages French	Introduction to France- learn to say 'hello' and other greetings. *Locate the country and where the language is spoken.*	Learn to say 'goodbye' and other greetings. *Recognise & respond to sound patterns & words.*	Simple French conversation based on 'how are you?' *Perform simple communicative tasks using single words, phrases and short sentences*		Compare French names to English names. *Recognise & respond to sound patterns & words.*	Play different games to learn names of French colours. *Perform simple communicative tasks using single words, phrases and short sentences*
Music	Percussion – experiment with body percussion. Making drums and exploring different rhythm patterns. *To improvise and compose with increasing attention to the effects of tempo, timbre, rhythm, pitch and dynamics.*				Create music for their Animate films. *To improvise and compose music for a range of purposes – jingles, soundtracks etc.*	

Physical Education	Games Unit- working with Emma Wells. *consolidate and improve the quality of their techniques and their ability to link movements* *·develop the range and consistency of their skills in all games* *improve their ability to choose and use simple tactics and strategies* *keep, adapt and make rules for striking and fielding and net games* *know and describe the short term effects of different exercise activities on the body* *know how to improve stamina* *begin to understand the importance of warming up* *recognise good performance and identify the parts of a performance that need improving* *use what they have learned to improve their work*				Games Unit- working with Emma Wells. *consolidate and improve the quality of their techniques and their ability to link movements* *·develop the range and consistency of their skills in all games* *improve their ability to choose and use simple tactics and strategies* *keep, adapt and make rules for striking and fielding and net games* *know and describe the short term effects of different exercise activities on the body* *know how to improve stamina* *begin to understand the importance of warming up* *recognise good performance and identify the parts of a performance that need improving* *use what they have learned to improve their work*	
Religious Education	Introduction to Judaism. • *Describe the key aspects of a religion.*	The Torah • *Describe the variety of practices and ways of life in religions*	The importance of Moses to Jews. • *Describe the key aspects of religions especially the people.*		Why do Christians celebrate Harvest? • *Use and interpret information about religions from a range of sources.* •	How do Jews celebrate Sukkot? • *Describe the variety of practices and ways of life in religions.*
PSHE	**New Beginnings** -Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals/targets.				**Belonging**- self awareness, understanding their feelings and the feelings of others, social skills, making choices, understanding rights and responsibilities	

Debating	Is television is better than books?	Should Pokemon cards be allowed in schools?	Do cats make better pets than dogs?		Should you be required to wear mandatory bicycle helmets?	Should you be allowed to have a TV in your bedroom?
Sustainability	Global dimension-develop a responsible, international outlook.				Buildings and grounds- Look at sustainable design principles, sustainable technologies, sustainable interior furnishings and sustainable environmental management identify working examples of sustainable living, which will benefit pupils' well-being and behaviour.	
Business and Enterprise	None this half term					
Community cohesion		Prepare questions to. ask local member of the Jewish community	Visit by a member of the local Jewish community		Harvest Festival 14th Oct.	
Educational visits	None this half term					