



# St Ignatius Catholic Primary School

## Autumn (1) Curriculum Map

Year 3 - Mrs Vander Vloet, Mrs Cross and Miss Frew

### HISTORY

#### Stones and Bones

We will learn about the three parts of the Stone Age and what these looked like in Britain.

Children will learn how humans progressed from hunter gatherers to domesticating dogs and finally using agriculture and creating settlements. We will also explore the changes in life in Britain in the Bronze Age and Iron Age.

Children will:

- Explore artefacts and make deductions
- Explain how the discovery of bronze transformed farming
- Explain which period they would prefer to live in with reasoning

### SCIENCE

#### Focus: Animals: Including Humans

Children will:

- develop an understanding of the need for humans and animals to eat a balance diet of different food types for them to move and grow.
- study the human skeleton and understand what the purpose of having a skeleton is.

#### Focus: Rocks

Children will:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

### ENGLISH

During our first half term, we will be focusing on the Place value of Punctuation and Grammar where we will be working on syntax (how sentences are created) and transcription (our spelling and handwriting). We will be looking at spelling rules and how words change when we add affixes. For our reading lessons, we will be looking at a wide variety of short texts and working on our vocabulary and comprehension skills.

### RE

To use call and response types of music. The children will learn about tempo and dynamics. They will learn to look at structure and notation. They will look at different types of instruments.

### RELIGIOUS EDUCATION

This term we will be revisiting the Creation story from the book of Genesis.

Children will learn:

God made the world in 6 days and rested on the 7th.

That we are made in his image and God loves us

We will act like stewards and care for creation.

### ART & DESIGN

Children will create a cave style painting of an animal using natural coloured paints on a textured surface. They will use different grades of pencil shade to show different tones and begin to

### DESIGN TECHNOLOGY

Explain that fruits and vegetables grow in different countries based on their climates.

Design their own tart recipe using seasonal ingredients.

Use the basic rules of food hygiene and

### MATHEMATICS

**Focus:** This term's entire focus is on the understanding of Number, which includes Place Value, Addition & Subtraction and Multiplication & Division.

Children will recognise the place value of each digit in a three-digit number, compare and order numbers up to 1000, identify different representations of numbers, read and write numbers in digits and words and solve problems involving these ideas. Children will mentally add and subtract numbers up to 3-digits, use formal written methods to add and subtract 3-digit numbers, estimate the answer to a calculation, use the inverse and solve problems involving

### PHSICAL EDUCATION

**Focus:** Outdoor Adventurous Activities and Dance. Children will develop their fundamental motor skills through different activities and small-sided games using a range of different equipment. Children will develop tactical awareness for small-sided invasion games and develop foot and ball related skills.

### SPANISH

Children will learn:

- basic greetings, colour names and numbers.
- Spanish phonics to support their understanding.
- to name and identify the seasons.

### PSHE

#### Focus: Me and my relationships

Children will:

- Explore healthy friendships which are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Know how important friendships are in making us feel happy and secure, and how people choose and make friends.
- Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.