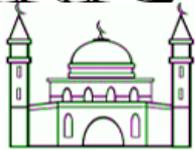
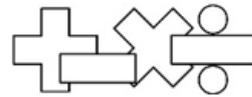


AFIFAH SCHOOL

CURRICULUM MAP



AUTUMN TERM



YEAR 3

2020/2021

ENGLISH

Fiction	Non-fiction	Poetry
<p>Stories by the Same Author – Michael Foreman</p> <p><u>Essential books:</u> I'll Take You to Mrs Coles by M Foreman Dinosaurs and All That Rubbish by M Foreman A selection of other books by M Foreman</p> <p><u>Grammar includes:</u> Extending the range of sentences with more than clause. Use and understand grammatical terminology. Use and punctuate direct speech.</p>	<p>Instructions and Explanations</p> <p><u>Essential books:</u> Various explanation and instruction texts</p> <p><u>Grammar includes:</u> Use and understand grammatical terminology. Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Creating Images</p> <p><u>Essential books:</u> Various poems</p> <p><u>Grammar includes:</u> Choose nouns appropriately. Use and understand grammatical terminology. Use adverbs appropriately.</p>
<p>Stories from other cultures</p> <p><u>Essential books:</u> Seasons of Splendour by M Jaffery The Tiger Child by J Troughton The Old Man and the Magic Bowl Hamilton Group Reader</p> <p><u>Grammar includes:</u> Use prepositions to express time, place and cause. Use and understand grammatical terminology.</p>	<p>Non-chronological reports</p> <p><u>Essential books:</u> Various non-fiction books about sport</p> <p>Example of fictional story about footballer or dancer, e.g. Horrid Henry and the Football Fiend</p> <p><u>Grammar includes:</u> Extend the range of sentences with more than one clause. Use and understand grammatical terminology. Use conjunctions to express time or cause.</p>	<p>Humorous Poems</p> <p><u>Essential books:</u> Various poems -</p> <p><u>Grammar includes:</u> Identify and use verbs correctly. Use adverbs appropriately. Use and understand grammatical terminology.</p>
<p>Myths and legends:</p> <p><u>Essential books:</u> Orchard Book of Roman Myths by G McCaughrean Romulus and Remus Hamilton Group Reader Greek Myths</p> <p><u>Grammar includes:</u> Use and understand grammatical terminology. Use and punctuate direct speech. Express meaning using adverbs. Using conjunctions to express time and cause.</p>	<p>Information Texts:</p> <p><u>Required texts:</u> DK Children's book of sport</p> <p>Children learn about structure and language features of non-chronological reports before planning, researching their sport reports. Children explore persuasive language and different viewpoints.</p> <p><u>Grammar includes:</u> Wide range of sentences, conjunctions, adverbs and prepositions.</p>	<p>Stories about Imaginary worlds:</p> <p><u>Required texts:</u> Fantastic Mr Fox</p> <p>Using fantastic Mr fox to familiarise themselves with features of narratives. Focus is also on direct speech and features and format to plan and write their own stories.</p> <p><u>Grammar includes:</u> Introducing the idea of tense in verbs. Use pronouns for cohesion and to avoid ambiguity. Use dialogue punctuation.</p>

MATHS

Number and place value

- Read, write and locate any 3-digit number on a landmarked line from 0-1000 and use this to order and compare numbers. 2.
- Estimate quantities and represent numbers in different ways.
- Understand place value in 3-digit numbers; add/subtract 1, 10, 100 without difficulty.
- Count from 0 in 2s, 4s, 8s, 10s, 100s, and 50s.
- Solve number problems and practical problems involving place value.
- Round to the nearest ten and hundred, e.g. 34 to nearest 10 is 30, 276 to nearest hundred is 300.

Addition and subtraction

- Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).
- Mentally add or subtract any pair of 2 digit numbers, e.g. 75 + 58 or 75 – 58.
- Mentally add and subtract multiples of 1s, 10s and 100s to/from 3-digit numbers.
- Recognise that there are two ways of completing subtractions, either by counting up or by counting back.
- Add numbers with 3-digits using column addition, first expanded then compact method.
- Subtract larger numbers with confidence, using 'Frog' for counting up, e.g. 302 – 288.
- Estimate answers and use addition to check subtraction, understanding that addition and subtraction are inverse operations.
- Solve problems, including missing number problems.

Multiplication and division

- Understand that multiplication is commutative, and write mathematical statements for multiplication and division 16.
- Understand that division is the inverse of multiplication, e.g. $7 \times 3 = 21 \equiv 21 \div 3 = 7$
- Know the 2x, 3x, 4x, 5x, 8x and 10x times tables, including division facts.
- Multiply 2-d nos by 10 or 1-d nos by 100; divide multiples of 10 or 100 by 10 or 100. Understand the effect of x or ÷ by 10/100.
- Multiply a 1-digit number by a 2-digit number using partitioning.
- Partition to double and halve numbers.
- Solve problems, including missing number and scaling problems

Fractions

- Recognise and show using diagrams, equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, e.g. $\frac{1}{4} \equiv \frac{3}{12}$.
- Recognise, find and write unit and non-unit fractions of convenient amounts, e.g. $\frac{1}{10}$ of 100 or $\frac{1}{3}$ of 60.
- Count up and down in fractional steps, e.g. counting in $\frac{1}{2}$ s, $\frac{1}{4}$ s or $\frac{1}{3}$ s; hence recognise fractions as numbers.
- Count up and down in tenths and understand that tenths are the result of dividing an object or quantity into 10 equal parts.
- Compare and order unit fractions and fractions with the same denominator; add or subtract fractions with the same denominator.
- Solve problems involving fractions

Shape, measure, position and direction

- Measure, compare, add and subtract lengths, weights and capacities.
- Know that there are 100cm in a metre and that there are 10mm in a centimetre
- Use a ruler to measure lines.
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money and give change by counting up; use both £ and p in practical contexts.
- Tell and write the time on digital and analogue clocks (incl. those with Roman numerals).
- Record times in seconds, minutes, hours, days, weeks, months, years including leap years, converting from one unit to another.
- Compare durations of events using analogue/digital times & vocabulary such as am and pm. 36.
- Interpret and represent data on scaled bar charts, pictograms and tables, and solve problems using these.
- Draw 2-D and make 3-D shapes, recognising both in different orientations, and describe them.
- Identify right angles as 90° in shapes, and also as turns; recognise angles as less than or greater than 90°
- Identify horizontal and vertical lines, and pairs of parallel and perpendicular lines.

SCIENCE

Block	Key NC Science Objectives
<p style="text-align: center;">Autumn 1 – Animals including Humans Keeping Healthy</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> ➤ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ➤ Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Working scientifically</p> <ul style="list-style-type: none"> ➤ Asking relevant questions and using different types of scientific enquiries to answer them ➤ Setting up simple practical enquiries, comparative and fair tests ➤ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment ➤ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ➤ Recording findings using simple scientific language, bar charts, and tables ➤ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ➤ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ➤ Identifying differences, similarities or changes related to simple scientific ideas and processes ➤ Using straightforward scientific evidence to answer questions or to support their findings
<p style="text-align: center;">Autumn 2 - Light Light and Shadows</p>	<p>Light</p> <ul style="list-style-type: none"> ➤ Recognize that they need light in order to see things and that dark is the absence of light ➤ Notice that light is reflected from surfaces ➤ Recognize that light from the sun can be dangerous and that there are ways to protect their eyes ➤ Recognize 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 <p>Working scientifically</p> <ul style="list-style-type: none"> ➤ Asking relevant questions and using different types of scientific enquiries to answer them ➤ setting up simple practical enquiries, comparative and fair tests ➤ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, ➤ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ➤ Recording findings using simple scientific language, drawings, labelled diagrams, and tables ➤ Reporting on findings from enquiries, including oral and written explanations, ➤ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ➤ Identifying differences, similarities or changes related to simple scientific ideas and processes ➤ Using straightforward scientific evidence to answer questions or to support their findings

ART

Drawing

- To create sketch books, record their observations and use them to review and revisit ideas.
- To improve and design techniques, including drawing, surface detail, lines, textures and tones etc.
- Learn about great artists, architects and designers in history.

Humanities

History: Crime and punishment

- Understanding the terms and definitions used in crime and punishment.
- Learning what the romans believed about crime and punishment.
- Learning about how the justice system worked in the Anglo Saxon times in Britain
- Comparing both modern British and roman justice system with the Anglo Saxons.
- Learning about different punishment methods that were popular in the Tudor period.
- Finding out about the life of Dick Turpin based on historical sources.
- Understanding the experiences of Victorian prisoners.
- Reflecting on learning about history of crime and punishment in Britain
- Comparing modern Britain methods of crime and punishment.

Geography: Extreme earth

- Describing what is found underground.
- Explaining how volcanoes are formed.
- Explaining how volcanoes affect people's lives.
- Explaining what causes earthquakes and how they are measured.
- Learning what causes tsunamis and how they affect people.
- Learning about what causes tornadoes and the effects they have.

Computer Science

- Online safety
- Cyberbullying
- Drawing and desktop publishing

P.E.

Athletics:

- Use running, jumping, throwing, relay and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.
- Applying tactics like throwing in games such as dodgeball etc.

Striking and fielding:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.
- Applying tactics like throwing in games such as dodgeball, rounders etc.

Football and Rounder's:

- Learning football techniques such as dribbling, shooting and passing
- Learning a wide range of techniques in rounder's such as fielding and batting etc.
- Applying basic rules of fitness that are suitable for PE sports.

Qura'an Studies

- Surah Takathur & short vowels
- Surah Qariah & Tanween
- Surah Adiyat & Madd Letters
- Surah Zalzalah & Baby Letters
- Surah Bayyinah & Huroof Ileen
- Surah Qadr & Shaddah

Islamic Studies

- The meaning of Laa ilaaha illa Allah - To Express their belief that there is no god worthy of worship Except Allah.
- Mohammed Rasool Allah - To explain the Islamic meaning of messenger and message
- Benefits of reading Quran - To conclude that reading the Quran is an order and obligation from Allah.
- The Shahadah - To recall the meaning of the Shahada in English.
- Reflecting on the Qura'an - To express the importance of reading the Quran as well as thinking about its meaning. Practising what it teaches in order not to be misguided in this life or distress in the Hereafter
- Belief in Allah - First pillar of Iman – Pupils should be able to express their belief that Allah is the Lord of everything, the Creator and the Sustainer of the entire universe.
- Belief in the Angels - Second pillar of Iman- To identify believe in the angels as the second pillar of Iman.

Arabic

- Arabic Alphabets and its different shapes.
Ba, Ta & Tha - Jeem, Hha & Kha - Meme, Ain & Ghain - Qaf & Noon - Seen Sheen Sad & Dhad
Ta'a & Dha'a - Dal & Thal - Ra & Zay - Kaf & Lam
Ya
- Alif Maqsoor
- Demonstrative pronouns (part1)

Homework

Homework: Homework will be uploaded on Google Classroom.

Reading Homework and Reading Summaries: Please hear your child read at least twice a week; this is to be recorded formally in the Home School Book.

Useful questions to ask whilst hearing your child read:

- What do you like best about the book you are reading?
- What do you think will happen next in the book?
- How is the setting described?
- What words did the author use to describe the characters?

After your child has read the book they can then write up a reading summary.

Spelling: The children should also continue to learn their weekly spellings. Spelling tests will also be given to the children weekly.

Handwriting: Please ensure that your child does handwriting practice at least 2/3 times a week.

Additional Information

PE Kit: Please ensure that your child has their full PE kit in school every week, for both indoor and outdoor activities. Kit needs to be kept in proper Games kit bags (no plastic bags, please). It is important that all children are wearing the correct uniform kit. It does impact your child's learning when they do not have the correct clothing. Please ensure your child has a water bottle.