Heathlands Primary Academy Curriculum Map

Year 3 (Spring 1)

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| **English**Over the course of this academic year the children will be working towards the following objectives. | **Maths**Over the course of this half term the children will be working towards the following objectives. |
| **Reading*** **read age-appropriate books with developing confidence and fluency**
* **read aloud with some use of intonation (e.g. for dialogue)**
* **work out the meaning of words from the context**
* **share their understanding** of the text **and identify some evidence used to gain this understanding**
* **make simple inferences** such as inferring characters’ feelings, thoughts and motives from their actions, **and identify some evidence used for these inferences**
* **make simple predictions about what might happen from details stated and implied**
* **retrieve and record information from non-fiction**
* **identify main ideas drawn from more than one paragraph**
* identify some themes and conventions
* begin to identify how structure, and presentation contribute to meaning
* begin to recognise some different forms of poetry [for example, free verse, narrative poetry]
* **discuss words and phrases that capture the reader’s interest and imagination**
* **make comparisons across books**
* participate in discussion about books; taking turns and listening to what others say

**Writing*** **Creates settings, characters and plot in narratives**
* Includes details to add an element of humour, surprise or suspense
* Uses headings and subheadings
* **Groups similar information together in paragraphs in non-fiction writing**
* **Varies sentence structures by using different openers**
* **Uses paragraphing in narrative for a new location in a story**
* **Opens each paragraph with a topic sentence**
* **Uses capital letters, full stops, question marks, exclamation marks and commas in lists**
* **Proof reads to check for errors in spelling, grammar and punctuation**
* Uses *a* and *an* correctly
* **Begins to punctuate direct speech**
* Writes confidently in the 1st, 2nd and 3rd person
* **Uses a wider range of conjunctions and adverbs**
* **Writes multi-clause sentences to clarify relationships in time and place**
* Uses onomatopoeia
* Uses detail to clarify information
* **Modifies nouns by one or more precise adjectives**
* **Uses interesting and appropriate vocabulary**
* Uses personification to describe weather
* **Spells some of the Y3 and Y4 keywords with accuracy**
* Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch
* Downstrokes of letters are parallel and equidistant
* **Uses the present perfect form of verbs**
 | * Find 1, 10 or 100 more or less than a given number.
* Count from 0 in multiples of 50 and 100.
* *Describe and extend number sequences involving counting on or back in different steps.*
* Add and subtract mentally: - a three-digit number and ones

- a three-digit number and tens- a three digit number and hundreds.* *Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:- a 2-digit number and ones*

*- a 2-digit number and tens**- two 2-digit numbers. (Year 2 objective)** *Select a mental strategy appropriate for the numbers involved in the calculation.*
* *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.*
* *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.*
* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
* *Understand that finding a fraction of an amount relates to division.*
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* *Show practically or pictorially that a fraction is one whole number divided by another (for example,* $\frac{3}{4}$ *can be interpreted as 3 ÷ 4).*
* *Understand how division statements can be represented using arrays.*
* *Understand division as sharing and grouping and use each appropriately.*
* *Select a mental strategy appropriate for the numbers involved in the calculation.*
* *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.*
* Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.
* Measure, compare, add and subtract volumes and capacities.
* Measure, compare, add and subtract masses.
* *Solve problems involving and measures.*
* Count from 0 in multiples of 8.
* Recall and use multiplication and division facts for the 8 multiplication tables.
* *Use sorting diagrams to compare and sort numbers.*
* *Describe and extend number sequences involving counting on or back in different steps.*
* Write and calculate mathematical statements for multiplication 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 involving money and measures.*
* Solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
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