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, 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. |