









NEWTON PRIMARY SCHOOL
CURRICULUM MAP AUTUMN 2 2024
WILLOW CLASS



SUBJECT	CONTENT SUMMARY	
ENGLISH	<p>Instructions: Writing a set of instructions for how to make a Bronze Age Axe.</p> <ul style="list-style-type: none"> • Use simple organisational devices in non-narrative writing. • Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the type of writing. Proof-read for spelling and punctuation errors. • Apply the grammar rules and concepts, including when discussing them in their writing and reading, and use suitable grammatical terminology for Year 3. • Express time, place and cause using conjunctions, adverbs and prepositions. • Use taught punctuation and new punctuation (inverted commas). <p>Chronological report:</p> <ul style="list-style-type: none"> • Build a bank of relevant and accurate vocabulary to use in a discussion, presentation, performance, role play, improvisation or debate. • Articulate and justify answers, ideas, arguments and opinions during discussions, including about books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Plan, discuss and record ideas in notes on a planning sheet, using similar writing to learn from its structure and vocabulary. • Begin to group related ideas into paragraphs. • Use simple organisational devices in non-narrative writing. • Organisational devices, such as headings and subheadings, help the reader to find information quickly. • A heading is a title at the top of a text. • A subheading is a word, phrase or sentence that is used to introduce part of a text. 	
MATHS	<p>YEAR 2</p> <p>Place value (within 100)</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs 	<p>YEAR 3</p> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction



	<ul style="list-style-type: none"> • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems <p>Shape:</p> <ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects 	<ul style="list-style-type: none"> • 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 <p>Multiplication and division</p> <ul style="list-style-type: none"> • 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 <p>Measurement:</p> <ul style="list-style-type: none"> • measure the perimeter of simple 2-D shape
<p>ART AND DESIGN</p> 	<p>This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>	
<p>COMPUTING</p>	<p>Touch Typing: first stages of learning how to type correctly on a keyboard – home keys everyone!</p>	
<p>DESIGN TECHNOLOGY</p>		
<p>FRENCH</p>	<p>Food Glorious Food: learning vocabulary related to food (shopping and eating out involved too) and reviewing/building upon material already learnt.</p>	
<p>GEOGRAPHY</p>	<p>Basic mapping skills: Four point compass (8 point for Year 3), simple grid references, locating continents and countries on a map.</p>	

	
<p>HISTORY</p> 	<p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p>
<p>MUSIC</p>	<p>Hear it, play it – exploring rhythmic patterns. Feeling the pulse and copying rhythmic patterns. Performing a simply rhythmic ostinato. Composing and notating rhythmic patterns.</p>
<p>PSHE</p> 	<p>This unit helps children to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group task. Children will be introduced to the idea that they will continue to learn throughout their lives</p>
<p>PHYSICAL EDUCATION</p>	<p>Tennis 1.Striking 2.Returning 3.Serving 4.Rally 5.Matches</p>
<p>RELIGIOUS EDUCATION</p> 	<p>This unit includes the key parts of the Nativity story. The children will work creatively to enhance their learning experience. They will find out: how the Nativity story began; the journey undertaken (relating it to the children's own understanding of journeys and distance); where Jesus was born and why; the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today.</p>
<p>SCIENCE</p> 	<p>This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</p>