Year 3 Curriculum Map

Year 3 - 1 English

Fiction: Stone Age Boy **Outcome:** Story based on modern child meeting a Stone Age character/ going back to Stone Age	**Non Fiction** **Outcome**: Explanation text to accompany model in class museum (which was best Age to live in and why)

Reading – Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2*). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.*

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]

Year 3 – 1 Maths

Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	Read and write numbers to 1000 in figures and words. Count on and back in 1s, 10s or 100s from any two- or three-digit number. Count on and back in multiples of 4 or 8 from 0. Describe and extend number sequences involving counting on or back in different steps. Order a set of random numbers to 1000. Recall addition and subtraction facts for each number up to 20. Recall pairs of multiples of 100 that make 1000. Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts. Double any number up to 50. Halve any even two-digit number up to 100.	Identify and describe 2-D shapes, considering sides, corners and symmetry. Identify and describe 3-D shapes, considering faces, edges and vertices. Compare and sort common 2-D and 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences. Describe position, direction and movement. Recognise quarter, half, three-quarter and full turns, including clockwise and anti-clockwise. Interpret and answer questions based on simple pictograms, tally charts, block diagrams and simple tables.

Week	Main Learning	Rationale
1 *Place value*	Read and write numbers to at least 1000 in numerals and in words. Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). *Partition numbers in different ways.* Identify, represent and estimate numbers using different representations, *including the number line*. Compare and order numbers up to 1000. *Round numbers to at least 1000 to the nearest 10 or 100.* Solve number problems and practical problems involving these ideas.	Understanding of the number system is necessary pre-requisite knowledge for any number work. Children should understand the Base 10 notion in which there are 10 numerals (0-9) and these can be organised in different ways to form any number. This is based on grouping in tens i.e. ten 1s are the same as one 10; ten 10s are the same as one 100; ten 100s are the same as one 1000 and so on. And vice versa. Partitioning numbers in different ways is an objective from Year 2, but requires consolidating to support later work on calculations. When comparing and ordering numbers, children should use a variety of resources, including the number line.
2 Place value and mental calculation	Find 1, 10 or 100 more or less than a given number. Add numbers mentally, including: a three-digit number and ones; and tens; and hundreds. Subtract numbers mentally, including: a three-digit number and ones; and tens; and hundreds. *Add and subtract mentally combinations of two-digit numbers.* *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *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.*	Children apply their knowledge of place value to mentally calculate using addition and subtraction, recognising which digits will change and which will stay the same and why. Children should continue to count in ones, tens and hundreds. Children should also mentally calculate with two-digit numbers in which the answer is a three-digit number.
3 2-D shape, place value, measures, mental calculation in context of length	Draw 2-D shapes and describe them. Recognise angles as a property of shape. Measure, compare, add and subtract: lengths (m/cm/mm). *Understand that perimeter is a measure of distance around the boundary of a shape.* Measure the perimeter of simple 2-D shapes. *Derive and use addition and subtraction facts for 100.* *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; adding three 1-digit numbers.* *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.*	Children measure distances using a variety of tools and units and record these measurements in preparation for the following week. They measure and draw 2-D shapes. This gives children the opportunity to apply their place value and mental calculation knowledge in the context of length. Perimeter is a measure of distance linking length with mental addition and the opportunity to problem solve in context. Children should use mixed units e.g. 4m and 34cm and know simple equivalence between units.
4 Present, interpret, mentally calculate in context of tables and bar charts	Interpret and present data using bar charts and tables. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and tables. *Derive and use addition and subtraction facts for 100.* *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; adding three 1-digit numbers.* *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.*	The tables and bar charts can be created from measurements taken the previous week. Children are applying their knowledge o place value and mental calculation in the context of tables and bar charts.
5 Written addition	Add numbers with up to three digits, using formal written method of columnar addition. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* Estimate the answer to a calculation and use inverse operations to check the answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition.	Children build on their understanding of place value and skills in mental calculation to develop a written method for addition. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
6 Written subtraction	Subtract numbers with up to three digits, using formal written method of columnar subtraction. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* Estimate the answer to a calculation and use inverse operations to check the answers. Solve problems, including missing number problems, using number facts, place value, and more complex subtraction.	Children build on their understanding of place value and skills in mental calculation to develop a written method for subtraction Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.

Year 3	Science	Creative Curriculum	Computing	Languages	PE
1 **When was it better to live – Stone Age, Bronze Age or Iron Age?** **Outcome:** Create museum display – replica SA, BA or IA home with labels and explanation – which was best? Invite parents **Trip:** Museum of London/ portals from the past/ experience in forest school	**Rocks** -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter. **Working Scientifically** -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, including thermometers and data loggers -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, keys, 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.	**History** -changes in Britain from the Stone Age to the Iron Age *-Children look at changes in living conditions (Homes, food, tools etc.) between Stone Age, Bronze Age and Iron Age.* *Children create a plasticine model of a home from SA, BA or IA with labels explaining what the different features are and accompanying text explaining why it was best.*	**IT/DL – Chrome Browser/Advanced Search** - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. *- Google* *Research history topic.* *Types of search engines.* *Use key word searches.* *Advanced Searches.* *Catalogue searches.* *Database Searches.* *E-safety.* *- Create a guide for others on how to search the internet effectively*	**Bonjour** Social conventions; ask & answer questions; gender awareness; cognates *Le monde francophone* -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -speak in sentences, using familiar vocabulary, phrases and basic language structures -appreciate stories, songs, poems and rhymes in the language	**Games** -Use running, jumping, throwing and catching in isolation and combination -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Year 3 – 2 English

Fiction: *BFG* **Outcome:** Read the story – re-write their version of the story in the style of Roald Dahl – possibly look at clips of film	**Non Fiction** **Outcome:** Explanation text linked to science topic e.g. how magnets work Or explanation text about how to become a BFG?

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
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Writing – Transcription

Spelling (see English Appendix 1)

- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begir to apply what they have learnt [for example, in writing dialogue for characters].

Year 3 – 4 Maths

Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	Count on and back in 1s, 10s or 100s from any two- or three-digit number. Partition three-digit numbers in different ways, *(e.g. 325 = 300 + 20 + 5 but is also 200 + 125 etc)* Order a set of random numbers to 1000. Recall addition and subtraction facts for each number up to 20. Recall addition and subtraction facts for 100 *(e.g. 37+63 = 100, 63+37=100, 100-63=37, 100-37=63).* State the addition fact that links to a subtraction fact and vice versa. Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts. Describe and extend number sequences involving counting on or back in different steps. State the multiplication fact that links to a division fact and vice versa. Double any number up to 100. Double any multiple of 50 up to 500. Halve any number up to 100. Count in fraction steps, *e.g.* $^1/_5$, $^2/_5$, $^3/_5$ …	Identify right angles in different orientations and angles that are less than or greater than a right angle. Estimate length in m, cm and mm. Calculate perimeter of 2-D shapes. Read scales to nearest whole unit. Use vocabulary of time including o'clock, a.m./p.m., morning, afternoon, noon and midnight. Tell and write time from an analogue clock and 12-hour and 24-hour clocks. Identify and describe 2-D shapes, considering sides, corners and symmetry. Identify and describe 3-D shapes, considering faces, edges and vertices. Compare and sort common 2-D and 3-D shapes and everyday objects. Interpret and answer questions based on pictograms, tally charts, block diagrams and tables.

Week	Main Learning	Rationale
1 2-D and 3-D shape including angles.	Draw 2-D shapes and describe them. Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. Recognise that angles area property of a shape or a description of a turn. Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. *Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective)*	Children revisit their learning of the properties of 2-D and 3-D shape, drawing and making shapes in different ways e.g. drawing 2-D shapes on dotted paper; using set squares; creating 2-D shapes by combining other shapes; creating 3-D shapes using straws and plasticine; Clixi, Polydron or other construction materials. The emphasis of the learning should be on children's accurate use of language when making, identifying, describing, comparing and sorting shapes.
2 Written addition and subtraction in the context of bar charts, pictograms and tables	Add numbers with up to three digits, using formal written method of columnar addition. Subtract numbers with up to three digits, using formal written method of columnar subtraction. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.* Estimate the answer to a calculation and use inverse operations to check the answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.	Children further develop their understanding of addition and subtraction. Rehearsing the processes involved in written methods and exploring their relationship when solving missing number problems. The calculation problems are within the context of handling data. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
3 Fractions	Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole (*using diagram)* (for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$). *Show practically or pictorially that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$).* Compare and order unit fractions and fractions with the same denominators (*including on a number line*). Solve problems involving fractions.	Children build on their knowledge of fractions of shapes when moving into dealing with fractions as abstract numbers. When calculating and ordering fractions, children relate the fraction number to fraction shapes. Children's understanding of fractions should go beyond the 0-1 interval.
4 Position and direction	*Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. (Year 2 objective)* *Describe positions on a square grid labelled with letters and numbers.*	There is no additional learning for Geometry: position and direction in Year 3 so it is important that the learning from Year 2 is consolidated and the precursor learning for coordinates is in place.
5 Time	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours; use vocabulary such as, o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. *Solve simple problems involving passage of time.*	Children learn the relationships between the units of time, and other key vocabulary involving time. Children learn to tell the time (including on clocks where the numbers are Roman numerals) and on digital clocks, using 12 and 24 hour clock notation. The learning in this week requires regular revisiting through natural daily activities and routines.
6	Assess and review week.	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.

Year 3	Science	Creative Curriculum	Computing	Languages	PE
4 **Modern Mosaics** **Outcome:** Create own mosaic using tiles Could be a purposeful outcome e.g. bench, vase, something that can be unveiled in the school as a real piece of art. **Trip:** Art Gallery, south bank mosaics walk http://www.southbankmosaics.com/projects/southbank-mosaics-walk/	**Forces and Magnets** -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing. **Working Scientifically** -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, including thermometers and data loggers -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, keys, 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. **Remember to plan an outcome.**	**Art** -to create sketch books to record their observations and use them to review and revisit ideas and show a progression of skills. -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. *-Link to Roman mosaics and create own modern interpretations in a purposeful way* ***Could be a purposeful outcome e.g. bench, vase, something that can be unveiled in the school as a real piece of art***. http://www.bamm.org.uk/index.aspx?sectionid=1208636 ***use website to help show mosaic skills.***	**CS – Programming (Input & Output)** - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *- ProBot (with sensors)* *Recap **Programme**, **Algorithm, Debug, Repetition** and **Sequence.*** *Introduce **Input, Output** and **Selection**.* *Write algorithms and programme ProBot including use of sensor input*	**To be confirmed** **R.E.** Islam Part 1 unit 2 Five Pillars of Islam Remember to think of an outcome	**Dance** -Perform dances using a range of movement patterns -Develop flexibility, strength, technique, control and balance **PSHCE** See values planner

Year 3 - 2 English

Fiction *Peter and the Wolf* **Outcome:** Create a journey story for music composition (meeting different characters/ obstacles along the way) Use story and music as stimulus – varying sentence types and rich vocabulary	**Poetry** **Outcome**: Focus on one part of story/ piece of composition to write free verse using the language features of the text to support. – features of a poem, rich vocabulary

Reading – Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- use further prefixes and suffixes and understand how to add them (English Appendix 1)

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 3 – 2 Maths		
Starters	**Starter suggestions for Number** Read and write numbers to 1000 in figures and words. Count on and back in 1s, 10s or 100s from any two- or three-digit number. Count on and back in multiples of 4 or 8 from 0. Describe and extend number sequences involving counting on or back in different steps. Order a set of random numbers to 1000. Recall addition and subtraction facts for each number up to 20. Recall addition and subtraction facts for 100 (multiples of 5 and 10). Recall pairs of multiples of 100 that make 1000. Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts. Double any number up to 50. Halve any even two-digit number up to 100.	**Starter suggestions for Measurement, Geometry and Statistics** Choose and use appropriate standard units to estimate length and height, mass and volume/capacity. Read scales to nearest whole unit. Order lengths, masses and volumes/capacities and use < > signs. Know the number of minutes in an hour and the number of hours in a day. Tell and write the time to the nearest five minutes, including quarter past/to the hour. Combine amounts of money to make a given value. Find different combinations of coins that equal the same amounts of money.
Week	**Main Learning**	**Rationale**
1 Counting, sequences, multiplication facts	Count from 0 in multiples of 4. Recall and use multiplication and division facts for the 3 and 4 times tables. *Describe and extend number sequences involving counting on or back in different steps.* *Use sorting diagrams to compare and sort numbers.*	Children need time to experience counting in equal steps, and multiplication and division facts and relationships so that they understand and can use this knowledge in a variety of situations. Children should be using Venn and Carroll diagrams to sort numbers according to their properties. The learning in this week is in preparation for the next week.
2 Written and mental multiplication	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. *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.* *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.	Children build on their understanding of place value and multiplication facts to develop mental strategies for multiplication and begin developing a written method. Children should learn when to use mental methods and when to use written methods. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2. Integer scaling problems support children in understanding multiplication as making amounts a number of times larger, which is different to understanding as repeated addition. Correspondence problems, such as, 3 different coloured hats and 3 different coloured coats would give how many different possible combinations, allow children to spot patterns and generalise using their knowledge of multiplication facts.
3 Written and mental division	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. *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.* *Solve problems involving money and measures.* Solve problems, including missing number problems, involving division (and interpreting remainders) and correspondence problems in which n objects are connected to m objects.	Children build on their understanding of place value and multiplication facts to develop mental strategies for division and begin developing a written method. Children should learn when to use mental methods and when to use written methods. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2. Correspondence problems, such as, 12 sweets shared equally between 4 children.
4 Time	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Solve simple problems involving passage of time.	Children learn the relationships between the units of time, and other key vocabulary involving time. Children learn to tell the time (including on clocks where the numbers are Roman numerals) and on digital clocks, using 12 and 24 hour clock notation. The learning in this week requires regular revisiting through natural daily activities and routines.
5 3-D shape	Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. *Compare and sort common 3-D shapes and everyday objects. (Year 2 objective)*	Children further develop their knowledge of 3-D shapes. When making shapes, children are experiencing what faces, edges and vertices 'feel' like and should be encouraged to use this vocabulary as they work. The vocabulary develops to include parallel and perpendicular, relating their knowledge of right angles to describing the position of lines or edges relative to each other. The development of new vocabulary should be applied when sorting and comparing shapes.
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 3	Science	Creative Curriculum	Computing	Languages	PE
3 **A composition plays a 1000 words** **Outcome:** Children compose music to tell their own story and perform using music notations **Trip:** RCM museum of music	**Rocks** -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter. **Working Scientifically** -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, including thermometers and data loggers -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, keys, 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. *Research fossils, create fossils, carry out investigations, make observations. Come up with an outcome.*	**Music** -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *-Children look at Peter and the Wolf and think about how story and music interact* *They go on to write their own stories and compose their own music to tell them* *-Focus on composition and notation* *Perform to parents – reading stories and performing compositions.* *Ensure progression of music skills.*	**CS – Programming (Animation)** -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *- Scratch Junior* *Recap **Programme**, **Algorithm** and **Debug.*** *Introduce **Repetition** and **Sequence.*** *Show capabilities of Scratch Jr.* *Create simple character animations on background (e.g.* Wallace and Gromit films).	Story **Little Red Riding Hood** [Early LLU] **R.E.** Where did the world begin?	**Dance** -Perform dances using a range of movement patterns -Develop flexibility, strength, technique, control and balance **PSHCE** See values planner

Year 3 - 3 English

Non Fiction **Outcome**: News report on Boudica's Battle	**Fiction** *Julia Jarman -The time travelling cat and the Roman Eagle* **Outcome:** Historical narrative

Reading – Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- spell further homophones
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the

concepts of word structure (see English Appendix 2*). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.*

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using and punctuating direct speech
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 3 – 3 Maths		
Starters	**Starter suggestions for Number** Count on and back in 1s, 10s or 100s from any two- or three-digit number. Partition three-digit numbers in different ways, *(e.g. 325 = 300 + 20 + 5 but is also 200 + 125 etc)* Order a set of random numbers to 1000. Recall addition and subtraction facts for each number up to 20. Recall addition and subtraction facts for 100 (multiples of 5 and 10). State the addition fact that links to a subtraction fact and vice versa. Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts. Describe and extend number sequences involving counting on or back in different steps. State the multiplication fact that links to a division fact and vice versa. Double any number up to 100. Double any multiple of 50 up to 500. Halve any number up to 100. Count in fraction steps, *e.g. $^1/_5$, $^2/_5$, $^3/_5$ …*	**Starter suggestions for Measurement, Geometry and Statistics** Read scales to nearest whole unit. Use vocabulary of time including o'clock, a.m./p.m., morning, afternoon, noon and midnight. Tell and write time from an analogue clock and 12-hour and 24-hour clocks. Identify and describe 2-D shapes, considering sides, corners and symmetry. Identify and describe 3-D shapes, considering faces, edges and vertices. Compare and sort common 2-D and 3-D shapes and everyday objects. Interpret and answer questions based on pictograms, tally charts, block diagrams and tables.
Week	**Main Learning**	**Rationale**
1 Place value, counting and mental addition and subtraction	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.*	It is useful to begin a term with learning related to place value, as further learning in the term will be reliant on secure understanding of the number system. The place value work in this week is in the context of sequences and calculation. Children should continue to count in ones, tens and hundreds. Children should also mentally calculate with two-digit numbers in which the answer is a three-digit number.
2 Fractions	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).*	The learning of fractions is an extension in understanding of the number system. Learning how to calculate fractions of amounts by sharing in practical contexts, is a valuable experience before making the link to division. Children's understanding of fractions should go beyond the 0-1 interval.
3 Fractions and written and mental division	*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. *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.	Children build on their understanding of fractions of shapes, using these shapes when sharing items into equal groups. The link between finding fractions of amounts and division is made. When children are calculating fractions of amounts, this should be in a context e.g. length, money, time to consolidate previous learning. When finding fractions of amounts, children need to understand that this is division by sharing.
4 Measures and calculation in the context of volume and capacity and mass	Measure, compare, add and subtract volumes and capacities. Measure, compare, add and subtract masses. *Solve problems involving and measures.*	Children gain valuable practical experience of volume and capacity, and learn to understand the difference between the two. At this stage, volume refers to the amount of liquid within a container, and capacity is the maximum amount of liquid a container can hold. Both therefore are measured in l and ml. Children should develop an understanding of a 'benchmark' for estimating volume/capacity e.g. a can of fizzy drink is 330ml. Practical experiences should also further children's knowledge and understanding of mass, including the units of gram (g) and kilogram (kg), and they should develop an understanding of a 'benchmark' mass of a common familiar object e.g. a bag of sugar having a mass of 1kg. Children should call upon their knowledge of place value and calculations in the context of measurement.
5 Counting, sequences, multiplication facts, mental and written multiplication	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. *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.*	Children build on their knowledge of the 4 times table to derive the 8 times table, recognising the relationship between the answers in both. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
6 Mental and written multiplication, in the context of pictograms, measurements and money.	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. *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.* *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.	Children are introduced to pictograms in which each symbol is worth more than 1. They use their knowledge of multiplication and counting in equal steps to calculate in the context of pictograms. Other opportunities to consolidate measurement and money should be taken when asking children to calculate. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.

Year 3	Science	Creative Curriculum	Computing	Languages	PE
3 **Boudica's Battle** **Outcome:** Information Book **Trip:** Lullingstone/ Crofton Villa	**Light** -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by a solid object -find patterns in the way that the size of shadows changes **Working Scientifically** -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, including thermometers and data loggers -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, keys, 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.	**History** -the Roman Empire and its impact on Britain *-Focus on British resistance including Boudica*	**IT – Draw/Inkscape/Comic Life** - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information *Comic life - Children create comics about Boudica based on the French comics of Asterix the Gaul/Horrible Histories comic strips.*	**Mon corps** The definite article; simple word order; simple descriptions; comparing languages; awareness of adjectival agreements *Le Québec* -listen attentively to spoken language and show understanding by joining in and responding -understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	**Gym** -Develop flexibility, strength, technique, control and balance -Use running, jumping, throwing and catching in isolation and in combination

Year 3 - 5 English

Non Fiction **Outcome**: Persuasive letter - linked to fair trade/ sustainability	**Non Fiction** **Outcome:** Instructions for recipe book

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - using conjunctions, adverbs and prepositions to express time and cause
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 3 – 5 Maths		
Starters	**Starter suggestions for Number** Count on and back in 1s, 10s or 100s from any two- or three-digit number. Partition three-digit numbers in different ways, *(e.g. 325 = 300 + 20 + 5 but is also 200 + 125 etc).* Identify the value of each digit to one decimal place. Recall addition and subtraction facts for 100 *(e.g. 37+63 = 100, 63+37=100, 100-63=37, 100-37=63).* Mentally add groups of small numbers. Recall multiplication facts for 2, 3, 4, 5, 8 and 10 times tables and derive associated division facts. Describe and extend number sequences involving counting on or back in different steps. Double any number up to 100. Halve any number up to 200. Count in fraction steps, *e.g.* $^{1}/_{5}$, $^{2}/_{5}$, $^{3}/_{5}$ …	**Starter suggestions for Measurement, Geometry and Statistics** Identify right angles in different orientations and angles that are less than or greater than a right angle. Estimate length in m, cm and mm and volume/capacity in l and ml. Read scales to nearest whole unit. Use vocabulary of time including o'clock, a.m./p.m., morning, afternoon, noon and midnight. Tell and write time from an analogue clock and 12-hour and 24-hour clocks. Identify and describe 2-D shapes, considering sides, corners and symmetry. Identify and describe 3-D shapes, considering faces, edges and vertices. Compare and sort common 2-D and 3-D shapes and everyday objects.
Week	**Main Learning**	**Rationale**
1 Counting, sequencing in the context of statistics	Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. *Describe and extend number sequences involving counting on or back in different steps.* Interpret (and present data) using bar charts, pictograms and tables.	Children use their counting, sequencing and multiplication facts knowledge in the context of handling data. The emphasis for the handling data should be on interpreting information, though there may be some mention of presentation, particularly for creating scales on bar charts by counting in equal steps.
2 Addition and subtraction in the practical context of measures.	Add and subtract mentally: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add numbers with up to three digits, using formal written method of columnar addition. Subtract numbers with up to three digits, using formal written method of columnar subtraction. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *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.* Estimate the answer to a calculation and use inverse operations to check the answers. *Solve problems involving money and measures and simple problems involving passage of time.* Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple shapes.	Children rehearse their skills of mental and written addition and subtraction in the context of measures, including perimeter. Children should engage in practical measuring activities and solve calculations based on the measurements they have made. This could involve estimating length, mass and capacity then accurately measuring and calculating the difference between the estimate and the actual measurement. Other contexts should also be used. Children should continue to count in ones, tens and hundreds. Children should also mentally calculate with two-digit numbers in which the answer is a three-digit number.
3 Multiplication and division in the practical context of measures.	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 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. 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. *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.* *Solve problems involving money and measures and simple problems involving passage of time.* Solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems.	Children rehearse their skills of mental and written multiplication and division in the context of measures, including perimeter of regular shapes. Children should engage in practical measuring activities and solve calculations based on the measurements they have made.
4 2-D shape and angles	Draw 2-D shapes and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Recognise that angles are a property of a shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. Identify whether angles are greater than or less than a right angle. *Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective)*	Children make links between their developing knowledge of shape and the language related to the position of lines/sides in relation to each other and also the angles made where lines/sides meet. This is an understanding of angles as a measure of turn, but the 'turn' is static i.e. the sides of the shape are not turning. The angle understanding also incorporates a dynamic understanding in which movement is made.
5 Addition and subtraction involving money	Count up and down in tenths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. *Identify the value of each digit to one decimal place.* *Read and write numbers with one decimal place.* *Compare and order numbers with one decimal place.* *Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence.* *Recognise that ten 10p coins are equivalent to £1 and that each coin is* $\frac{1}{10}$ *of £1.* Add and subtract amounts of money to give change, using both £ and p in practical contexts. *Solve problems involving money.* *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.* *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.*	Children may require further learning on decimal notation prior to or during this unit. It is often difficult for children to make the link between their understanding of hundreds, tens and units and £ and p notation (the 10p coins do not go in the 'tens' column when using £ and p notation).
6 3-D shape	Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.	Children embed their learning of the properties 3-D shape, making shapes in different ways e.g. creating 3-D shapes using straws and plasticine; Clixi, Polydron or other construction materials.

	Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective)	The emphasis of the learning should be on children's accurate use of language when making, identifying and describing shapes.

Year 3	Science	Creative Curriculum	Computing	Languages	PE
5 **Trip: Can cook, will cook!** **Outcome:** Recipe book **Trip: Mudchute Farm** **Tesco**	**<u>Animals including Humans</u>** -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. **<u>Working Scientifically</u>** -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, including thermometers and data loggers -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, keys, 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.	**<u>DT</u>** -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ***Design*** -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ***Evaluate*** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work *-Link to weather topic – seasonal, local produce* *-Consider sustainability/ fair trade produce* *-Creating and designing a meal for Tesco*	**<u>IT – Text Formatting</u>** - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - *Word/Publisher* *Insert objects and format texts, including creating booklets to create recipe book.*	**<u>Les animaux</u>** Recognition of negative form; 3rd person singular; adjectival agreement; 3rd person descriptions *La Côte d'Ivoire* -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -appreciate stories, songs, poems and rhymes in the language -understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	**<u>Athletics</u>** -Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance -Compare their best performances with previous ones and demonstrate improvement to achieve their personal best

Year 3 - 6 English

Poetry **Outcome:** Weather Haikus	**Fiction** *On the same day in March* **Outcome:** Create sequel – On the same day in June

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - indicating possession by using the possessive apostrophe with plural nouns
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 3 – 6 Maths		
Starters	**Starter suggestions for Number** Count on and back in 1s, 10s or 100s from any two- or three-digit number. Partition three-digit numbers in different ways, *(e.g. 325 = 300 + 20 + 5 but is also 200 + 125 etc)* Identify the value of each digit to one decimal place. Recall addition and subtraction facts for 100 *(e.g. 37+63 = 100, 63+37=100, 100-63=37, 100-37=63).* Derive and use addition and subtraction facts for multiples of 100 totalling 1000. Mentally add groups of small numbers. Recall multiplication facts for 2, 3, 4, 5, 8 and 10 times tables and derive associated division facts. Describe and extend number sequences involving counting on or back in different steps. Double any number up to 100. Double any multiple of 50 up to 500. Halve any number up to 200. Count in fraction steps, *e.g.* $^1/_5$, $^2/_5$, $^3/_5$ …	**Starter suggestions for Measurement, Geometry and Statistics** Identify right angles in different orientations and angles that are less than or greater than a right angle. Estimate length in m, cm and mm and volume/capacity in l and ml. Calculate perimeter of 2-D shapes. Read scales to nearest whole unit. Use vocabulary of time including o'clock, a.m./p.m., morning, afternoon, noon and midnight. Tell and write time from an analogue clock and 12-hour and 24-hour clocks. Identify and describe 2-D shapes, considering sides, corners and symmetry. Identify and describe 3-D shapes, considering faces, edges and vertices. Compare and sort common 2-D and 3-D shapes and everyday objects. Interpret and answer questions based on pictograms, tally charts, block diagrams and tables.
Week	**Main Learning**	**Rationale**
1 Place value in the context of measures	Count from 0 in multiples of 4, 8, 50 and 100. Find 1, 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). *Identify the value of each digit to one decimal place.* Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations, *including the number line*. Read and write numbers to at least 1000 in numerals and in words. *Solve problems involving measures and simple problems involving passage of time.*	Much of the learning of place value can be put into the context of measures, through looking at number lines on different measuring tools and comparing and ordering measurements. Scales on measuring instruments can be used as the context for counting and sequences with equal step size. Measurement also allows children to experience numbers in different ways.
2 Mental calculation in a variety of contexts, including money, measures and statistics	Add and subtract mentally a three-digit number and ones, tens and hundreds. *Derive and use addition and subtraction facts for 100.* *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; adding three 1-digit numbers. (Year 2 objective)* *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.* *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.* *Solve problems involving money and measures and simple problems involving passage of time.* Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Children should secure their knowledge and understanding of mental calculation skills in a variety of contexts. The learning should include decision making around why it is most appropriate to solve these calculations using a mental method. Children should also mentally calculate with two-digit numbers in which the answer is a three-digit number.
3 Fractions in practical contexts	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. 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).*	Children's understanding of fractions is consolidated in the application in a variety of different contexts. Children should solve a variety of problems involving fractions, and seeing and using them in different ways. Children's understanding of fractions should go beyond the 0-1 interval.
4 Measures	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. *Solve problems involving measures.*	Children estimate and measure lengths (link to jumping and throwing in PE), mass and volume/capacity in real contexts. The learning also includes solving problems by calculating perimeter using mental and written strategies.
5 Statistics	Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.	Children use the measurements made in the previous week to present and interpret data in different forms. They should discuss the value of presenting information in tables, pictograms and bar charts and evaluate the effectiveness of each type of presentation.
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 3	Science	Creative Curriculum	Computing	Languages	PE
6 **Wonderful Weather** **Outcome:** Create own weather station and forecasts for around the world **Trip:**	**<u>Plants</u>** -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **<u>Working Scientifically</u>** -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, including thermometers and data loggers -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, keys, 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.	**<u>Geography</u>** -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - physical geography, including: climate zones, biomes and vegetation belts -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *-Children create weather station to observe and measure weather around school* *-Look at weather in different parts of the world e.g. along a line of longitude/ latitude* *Borrow weather instruments* http://www.metlink.org/observations-and-data/instruments/	**<u>IT – Video</u>** - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information *- Flip Cam, iMovie, Smart Notebook, IWB* *Create video – each group creates weather forecast for different places.*	**<u>Bon anniversaire!</u>** Express simple opinions; question forms *Enquête sur les pays francophones* -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* -present ideas and information orally to a range of audiences*	**<u>Games</u>** -Use running, jumping, throwing and catching in isolation and combination -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending