Year 3 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English and Reading	**The Iron Man** **Reading:** Make predictions, Retrieve and record information, summarise paragraphs, infer thoughts and feelings, multiple choice questions, evaluate characters **Writing:** Write effective settings, identify relative clauses, write a story, use technical vocabulary	**Roman Diary** **Reading:** Make inferences from the text, explain how meaning is enhanced through words, true false statements, evaluate characters. **English:** Using paragraphs, use senses to create setting, use precise verbs, adjectives, nouns and adverbs in sentences	**Greek Myths** **Reading:** retrieve information, form impressions, make predictions, summarise ideas from paragraphs, form impressions, make comparisons within a text **Writing:** explore characters, subordinating conjunctions, speech marks, organise ideas, titles & subheadings Ancient Greece: **Reading:** retrieve and compare information	**Secrets of a Sun King** **Reading:** Identifying contexts, make meaning from new and unfamiliar words, infer a character's motives, words with similar meaning, form impressions **Writing:** Features of adventure stories, paragraphs, inverted commas, use senses to create setting, complex sentences, bullet points Story of Tutankhamun **Reading:** make meaning from new and unfamiliar words, true or false statements,	**I Survived, the Destruction of Pompeii, AD 79** **Reading:** Figurative language, facts and opinions, consequences of events, summarise ideas, **Writing:** Setting descriptions, direct speech, apostrophes for possession, adverbs, nouns and pronouns, relative clauses, subordinating conjunctions Volcanoes	**Firework Maker's Daughter** **Reading:** Illustrations to make predictions, identify context of story, explain meaning of word in context, infer about a character **Writing:** Noun phrases with additional adjectives, subordinating conjunctions for time and cause, write a setting, direct speech with punctuation, present perfect tense, formal language, rhetorical questions Journey Along the River Nile
Curriculum	**Predator:** Develop children's knowledge of predatory animals, plants, food chains, habitats and learn the key parts and functions of animals and plants	**Mighty Metals:** Teach children about forces, magnets and the incredible properties of metals. This project develops children's knowledge of metal names, where they are found, their main properties and how metals can be used in everyday life.	**Gods and Mortals:** Develop children's knowledge of the ancient Greeks. Children learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes.	**Scrumdiddlyumptious!:** Children explore the tasty world of food, developing their knowledge of food groups, food origins, healthy eating and physical changes during cooking.	**Tremors:** Teach children about the Earth's geological wonders. This project develops children's knowledge of rocks, volcanoes, earthquakes, tsunamis and their impact on humans and the environment	**Tribal Tales:** Develop children's knowledge of prehistoric times. Children learn how early human culture and land use developed during the Stone Age, Bronze Age and Iron Age.
Science (In Curriculum)	**Plants** - Identify and describe functions - Requirements of plants for life and growth - Water transport in plants - Role of flowers in plants Animals including Humans - Skeletons and muscles for support and protection Rocks - Compare and group rocks based on physical properties *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions* *Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*	**Forces and Magnets** - Compare how things move on different surfaces - Compare contact forces and magnetism - Magnetism - Compare and group everyday materials in terms of magnetism - Understand the poles of magnets - Magnets attracting and repelling *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*	**Light** - Recognise light is needed to see - Notice that light reflects on surfaces *Setting up simple practical enquiries, comparative and fair tests* *Asking relevant questions and using different types of scientific enquiries to answer them*	**Animals including Humans** - Identify the need for correct types and amounts of nutrition - Identify that humans and animals can't produce food but have to eat it - Food groups and healthy diet - Compare and contrast human diets with animal diets *Identifying differences, similarities or changes related to simple scientific ideas and processes* *Asking relevant questions and using different types of scientific enquiries to answer them*	**Rocks** - Describe how fossils are formed - Describe how soil is formed - Compare and group rocks based on physical properties **Science Week:** Light - Recognise the dangers of sunlight for eyes - Know how shadows are formed and why - Find patterns in the way that the size of shadows change *Use straightforward scientific evidence to answer questions or to support their findings.* *Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*	**Investigation Skills** - Applying working scientifically skills *(in italics)* to investigations
Maths	**Adding and subtracting across 10** Add three addends Use first, then, now stories Bridging 10 with three addends Bridge 10 when subtracting **Numbers to 1000** Know 100 is composed of tens and ones, 50s, 25s and 20s Multiples of 10 Represent three digit numbers Bridging 100 when adding and subtracting Count across 100 Find ten more and ten less	**Numbers to 1000** Use place value to represent three digit numbers in different ways Count in hundreds and tens on a number line Three digit multiples of ten Position numbers on a number line Compare one, two and three digit numbers Add and subtract multiples of 10 and 100 Partition three digit numbers Solve problems with three digit numbers	**Right angles** Draw triangles and quadrilaterals identifying vertices Identify right angles Compare rectangles and squares Investigate triangles from squares and rectangles Joining right angles to make Right angled polygons Investigate drawing other polygons with right angles **Manipulating the additive relationship and securing mental calculation** Add three addends	**Column addition** Identify the addends and the sum in column addition Use place value to lay out column addition Add using column addition Solve problems Use column addition with regrouping **2, 4, 8 times tables** Represent counting in 4s and 8s Represent the relationship between adjacent multiples of 4 Explain relationships between 2, 4, 8 times tables	**Unit Fractions** Identify the whole and parts Identify equal and unequal parts Construct the whole or parts when given the opposite Use fraction notation Identify equal parts even when they do not look the same Identify unit fractions Compare and order unit fractions using denominator Know when/why some unit fractions cannot be compared	**Non-unit fractions** Explain that addition and subtraction of fractions are inverse operations Subtract fractions from a whole by converting the whole to a fraction Represent a whole as a fraction in different ways and use this to solve problems involving subtraction **Parallel and perpendicular sides in polygons** Make compound shapes Investigate different ways of composing and decomposing a polygon

	Measure height and length using meters and cm Convert between m and cm Estimate in cm and m	Crossing 100 boundary/bridging 100s Counting forwards and backwards in 2s, 20s, 5s, 50s and 25s to solve problems Use weighing scales and units Measure mass and volume using standard units Estimate mass and volume	Subtract two and three digit numbers, bridging a multiple of 10 Finding the difference Identifying the order of addition and subtraction in problems Solve multi step problems Use knowledge of additive relationship to rearrange equations before solving	Represent the relationship between adjacent multiples of 8 Explain relationships between multiples of 4 and 8 Scale known multiplication facts by 10 Scale division derived from multiplication facts by 10 **Column subtraction** Identify the minuend and subtrahend Subtract from 2 and 3 digit numbers exchanging tens to ones and hundreds to tens	Use knowledge of the relationship between parts and wholes in unit fractions to solve problems Calculate the value of a part Find fractions of quantities using knowledge of division facts with increasing fluency **Non-unit fractions** Explain that non-unit fractions are composed of more than one unit fraction Identify non-unit fractions Use knowledge of non-unit fractions to solve problems Place fractions between 0 and 1 on a number line Compare fractions Add and subtract fractions with the same denominator Identify the whole, the number of equal parts and the size of each part as a unit fraction	Investigate quadrilaterals with and without parallel and perpendicular sides Make and draw compound shapes with and without parallel and perpendicular sides Extend lines and sides to identify parallel and perpendicular lines Make and draw triangles and quadrilaterals on circular geoboards **Time** Tell the time from analogue clocks Use roman numerals from I to XII Use 12 and 24 hour clocks Estimate and read time to the nearest minute Compare time Know seconds in minute, and days in each month/year/leap year Compare duration of events
RE	Recap of major world religions, faiths, prayer and the significance of faith and religion to believers.	**Believing** Who is Christian/ Muslim / Jewish and what do they believe? Why do some people believe God exists? Do we need to prove God's existence? **Religions and worldviews:** Christians, Hindus or Muslims	**Believing** Which stories are special and why? What can we learn from sacred books? Does living biblically mean obeying the whole Bible? **Religious traditions and worldviews:** Christians	**Expressing** Which places are special and why? What makes some places sacred? If God is everywhere, why go to a place of worship? **Religions and worldviews:** Christians, Hindus and/or Muslims	**Expressing** Which times are special and why? How and why do we celebrate special and sacred times? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts? **Religions and worldviews:** Christians plus Hindus and/or Jewish people and/or Muslims	**Living** Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Hindu in Britain today? What does it meant to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? **Religions and worldviews:** Christians
PE	**Basketball**	**Football**	**Tag Rugby**	**Tennis**	**Athletics**	**Rounders**
Music Sequencing/term taught varies across the year but all covered.	**Year 3** **Key genre/person/song(s)** Classical Beethoven Beethoven's wig Twinkle twinkle (Mozart) **Listening** Listens to high quality music, notes the elements of music that are used and can work out how these could be used to represent a person/animal involved in a story.	**Storytelling/Acting** Can create and act out storylines to music in a group and understands that music can represent characters and stories and can include many forms of movement and sound making.	**Composing** Composes music that represent a character with the class using graphic score notation. This is written down for tuned and un-tuned percussion.	**Notation** Follows a conductor to read graphic score notation. Follow basic B,A,G notation on the recorder **Performing** Performs an individual part in a piece of music the class has composed reading graphic score notation.	**Understanding** Uses knowledge of the elements of music and beat/rhythm in order to appraise music and improve compositions.	**Singing** Sings a melody in a group keeping in time and following the pitch with their voice.
Computing Sequencing/term taught varies across the year but all covered.	**Online Safety** (Digital Literacy) **Touch Typing** (Information Technology)	**Spreadsheets** (Information Technology) **Branching Databases** (Information Technology)	**Coding** (Computer Science)	**Simulations** (Information Technology) **Graphing** (Information Technology)	**Email (including email safety)** (Digital Literacy)	**Presenting (Google Slides)** (Information Technology)

PSHE/RHE Sequencing/term taught varies across the year but all covered.	**PSHE** – Keeping Safe – Windows **RHE** – Appropriate Touch **No Outsiders!** – To understand how difference can affect someone.	**PSHE** –Keeping Healthy – Medicine **RHE** – Healthy relationships **No Outsiders!** – To understand what discrimination means.	**PSHE** – Relationships - Touch **RHE** – Computer Safety – Making Friends Online **No Outsiders!** – To find a solution to a problem.	**PSHE** –Being Responsible – Stealing **RHE** – Computer Safety - Assessment **No Outsiders!** – To use strategies to help someone who feels different.	**PSHE** – Feelings and Emotions - Grief **RHE** – Grief **No Outsiders!** – To be welcoming.	**PSHE** – Hazard Watch **RHE** – Feelings and Emotions **No Outsiders!** – Review and Recap