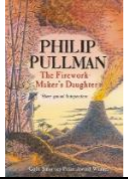
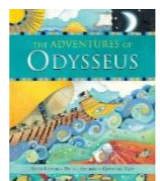


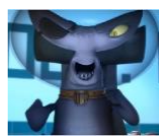
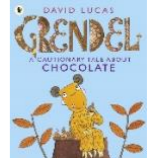


## Year 3 Curriculum

Phase	Autumn Term		Spring Term		Summer Term	
English						
Phase	Autumn Term		Spring Term		Summer Term	
Year 3	Term 1 Tremors (7 weeks)	Term 2 Gods and Mortals (6 weeks)	Term 1 Predators (6 weeks)	Term 2 Tribal Tales (5 Weeks)	Term 1 (7 weeks)	Term 2 Scrumdiddlyumptious (6 weeks)
Handwriting	Nelson handwriting: continue joining handwriting developing more complicated joins.					
Spelling Rules	Follow Scheme* Words with the long /e/ / sound spelt with ei Words with the long /e/ / sound spelt with ey Words with the long /e/ / sound spelt with ai Words with / / sound spelt with ear Homophones & near homophones	Follow Scheme* Creating adverbs using the suffix -ly Creating adverbs using the suffix -ly Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules)	Follow Scheme * short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO <sup>[SEP]</sup> NOT double the <sup>[SEP]</sup> final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable Creating negative meanings using prefix mis- , Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch'	Follow Scheme * Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words	Follow Scheme * Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning	Follow Scheme * Words ending in the suffix -al Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Words ending with a /cher/ sound spelt as 'ture' Silent Letters Revision
Grammar	Follow Grammar Progression Document					
Reading	Shared reading of big books three times a week, daily guided reading with Benchmarked Colour Coded Groups. Reading as writers, writing as readers following key texts..					
Key Text	<b>Firework Makers Daughter by Phillip Pullman *</b> 	<b>Odysseus *</b> 	<b>Fantastic Mr Fox by Roald Dahl *</b> 	<b>Stone Age Boy by Satoshi Kitamura *</b> 	<b>Spy Fox *</b> 	<b>Grendel; a Cautionary Tale about Chocolate by David Lucas*</b> 
Writing Unit	Week 1 Transition Weeks 2-3 Book Talk Narrative Week 4- Edit and publish work for writing portfolio	Week 1-6 Write own episode (myth) for the journey home; a newspaper report and a short piece of poetic-style writing	Weeks 1-3 <i>Newspaper Reports</i> <i>Recount events from a characters point of view</i> Week 4- <i>Portfolio work</i>	Week 1-3 <i>Book talk</i> <i>Write a historical narrative</i>	Week 1-3 Narrative and Explanation Text Week 3- Edit and improve work for portfolio.	Week 1-4 Books to retell the story from Grendel's perspective Instructions for cooking <sup>[SEP]</sup> Persuasive posters <sup>[SEP]</sup> Poems about chocolate Week 4- edit and publish work for portfolio

## Year 3 Curriculum

Week 5-6 Poetry Unit on Cornerstones		Weeks 4-6 Rudyard Kipling Just So Stories Poetry Unit Longer Narratives Debate Poetry	Week 5-6 Information texts based on Stone Henge Edit and publish in portfolio	Week 4-6 Poetry Cornerstones <i>Last night I saw the city breathing.</i>	Week 5-6 Transition/ End of term activities.
<i>Week 7</i> <i>Consolidate, revise, assessment week.</i>				Week 7- Consolidate, revise, assessment	

### Maths

Year 3	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Times Tables expectation:</b>	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.					
<b>Mental Maths:</b>	Use place value and number facts to add and subtract numbers Subtract by counting up Learn to count in 3's and 4's and know the 3x and 4x table. Add and subtract any two digit numbers by counting on in 10s and 1s or by using partitioning Perform place value subtractions without a struggle (536-30=506) Know multiples of 10 with a total of 100 Know pairs with each total to 20	Find 10 or 100 more/less than a given number. Count on in 50's from 0 Subtract, when appropriate, by counting back or taking away, using place value and number facts Learn to count in 9's and 8's and begin to learn 9x and 8x table Add and subtract pairs of 'friendly' 3 digit numbers, e.g. 230 +450 Partition teen numbers to multiply by a single digit number (3 x 14 as 3 x10 and (3x4)	Recognise fractions that add to 1. (e.g. $\frac{1}{4} + \frac{3}{4}$ ) Halve even numbers up to 100, halve odd numbers to 20. Double numbers up to 50 Tell the time to the nearest minute using 12 and 24 hour clocks, know the number of days in a month. Begin to learn to count in 6's, 7's and 8's. Begin to know the 6x, 7x and 8x tables			
<b>Recap for retention:</b>	5-minute daily starter exercise of 'Flashback 4': Essential skills are regularly revisited and retrieved to strengthen retention. Consolidation Week at the end of each half term: Pupils can consolidate learning from the 'Blocks' covered in the half term.					
<b>Key Mathematical Areas/ Durations:</b>	Block 1- Number: Place Value Duration – 3 weeks  Block 2- Number: Addition and Subtraction Duration – 3 weeks	Block 2- Number: Addition and Subtraction Duration – 2 Weeks  Block 3– Number: Multiplication and Division Duration – 3 weeks	Block 1– Number: Multiplication and Division Duration – 3 weeks  Block 2 – Measurement: Money Duration – 1 week  Block 3 – Statistics Duration – 2 weeks	Block 4 - Measurement: Length and Perimeter Duration – 3 weeks  Block 5 – Number: Fractions Duration – 2 weeks	Block 1 – Number: Fractions Duration – 3 weeks  Block 2 - Measurement: Time Duration – 3 weeks	Block 3 – Geometry: Properties of Shape Duration – 2 weeks  Block 4 – Measurement: Mass and Capacity Duration – 3 weeks
<b>National Curriculum Objectives:</b>	<b>Place Value</b> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations.</li> <li>Find 10 or 100 more or less than a given number.</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>Compare and order numbers up to 1000.</li> <li>Read and write numbers up to 1000 in numerals and in words.</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> </ul>	<b>Measurement: Length and Perimeter</b> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>Measure the perimeter of simple 2D shapes.</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>Count up and down in tenths; recognise that tenths</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Compare and order unit fractions, and fractions with the same denominators.</li> <li>Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>].</li> </ul>	<b>Geometry: Properties of Shape</b> <ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn.</li> <li>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.</li> </ul>

## Year 3 Curriculum

	<ul style="list-style-type: none"> <li>Solve number problems and practical problems involving these ideas.</li> <li>Count from 0 in multiples of 4, 8, 50 and 100.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100.</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<p>arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <ul style="list-style-type: none"> <li>Recognise and use fractions as numbers: unit fractions and non- unit fractions with small denominators.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators.</li> <li>Solve problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that involve all of the above.</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute.</li> <li>Record and compare time in terms of seconds, minutes and hours.</li> <li>Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<ul style="list-style-type: none"> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Draw 2-D shapes and make 3-D shapes using modelling materials.</li> <li>Recognise 3-D shapes in different orientations and describe them.</li> </ul> <p><b>Measurement: Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> </ul>
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### Science

Area of Science:	Rocks	Forces and Magnets	Animals in Humans (Food chains), Plants, Fossils	Plants	Lights	Animals and Humans
Switched on Science	Earth Rocks/ Fossils	Opposites Attract	Follow Cornerstones Planning	How does your garden grow?	Mirror, Mirror	Food and our Bodies
Love to Investigate:	What is soil? (Rocks)	Can you block magnetism?	How do fossils form? (Fossils)	What are flowers for? (Plants)	Why do cat’s eyes glow at night?	Is it safe to eat?
Now Press Play	N/A	Forces	N/A	Plants	N/A	N/A

### Religious Education

	<p>Hinduism Theme: Divali Key question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Christianity Theme: Christmas Key question: Has Christmas lost its true meaning?  (see UC unit)</p>	<p>Christianity Theme: Jesus’ miracles Key question: Could Jesus really heal people? Were these miracles or is there some other explanation? (see UC unit)</p>	<p>Christianity Theme: Easter - Forgiveness Key question: What is ‘good’ about Good Friday? (see UC unit)</p>	<p>Hinduism Theme: Hindu beliefs Key question: How can Brahman be everywhere and in everything? <b>VISIT: 33 Rhondda Grove E3</b> <b>5AP 020 3489 7078</b></p>	<p>Additional Christianity: What did Jesus teach his followers?</p>
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## Year 3 Curriculum

PSHE						
P4C Focus	Environment	Hierarchy/ Power	Fairness/Differences	Dilemmas	Staying safe	Health/Wellbeing
PSHE Focus	Jigsaw: Being In my Own World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing me
Key Skills	4C's focus: Care	4C's focus: Care	4C's focus: Collaborative	4C's focus: Collaborative	4C's focus: Creative	4C's focus: Critical

## History

History Focus	<u>Ancient Romans</u> (What did the Romans do for Britain?)	<u>Ancient Greece</u>	<u>Evolution</u>	<u>Prehistoric Britain (from Stone Age to Iron Age)</u>	<u>Skills based term (Local history)</u>	<u>Significant people - (James Lind)</u>
<b>Key Skills History</b>	<p><i>Understand that a timeline can be divided in BC and AD</i></p> <p><i>Use a timeline to place events I have found out about</i></p> <p><i>Orally retell an event from the past from the perspective of having been there</i></p>	<p><i>Understand and use the term century and name specific dates</i></p> <p><i>Understand that a timeline can be divided in BC and AD- <span style="color: purple;">revisited</span></i></p> <p><i>Use a timeline to place events I have found out about - <span style="color: purple;">revisited</span></i></p>	<p><i>Know the difference between a primary and secondary source</i></p> <p><i>Use a timeline to place events I have found out about - <span style="color: purple;">revisited</span></i></p>	<p><i>Understand that the past can be divided into time periods</i></p> <p><i>Use multiple sources to find out information</i></p> <p><i>I know the difference between a primary and secondary source - <span style="color: purple;">revisited</span></i></p> <p><i>Write a recount of an event from the perspective of having been there</i></p>	<p><i>Use multiple sources to find out information - <span style="color: purple;">revisited</span></i></p> <p><i>Know what a historical question looks like</i></p> <p><i>Use evidence to start generating my own questions about the past</i></p> <p><i>Use evidence to help me answer questions about the past</i></p>	<p><i>Look at two versions of the same event in history</i></p> <p><i>Use drama to demonstrate my understanding of a historical event</i></p>

## Geography

Geography Focus	<u>Volcanoes and earthquakes</u>	<u>Greece and Europe</u>	<u>Animals' habitats</u>	<u>Skills based (Local history)</u>	<u>Urban areas</u>	<u>Food miles and fair trade</u>
<b>Key Skills Geography</b>	<p><i>Study how the Romans and Celts traded</i></p> <p><i>Identify how physical features might have impacted on where settlers decided to settle (Romans)</i></p> <p><i>Locate places in the world where volcanoes occur</i></p> <p><i>Understand and be able to communicate in different ways the cause of earthquakes and the process before a volcano eruption</i></p>	<p><i>Understand the terms continent, country, state and city</i></p> <p><i>Investigate places beyond their immediate surroundings</i></p> <p><i>Begin to understand simple reasons for similarities and differences between two places</i></p> <p><i>Use a map or atlas to locate some countries and cities in Europe</i></p>	<p><i>Use a map to locate some countries and cities in North America or South America</i></p> <p><i>Begin to make comparisons between places</i></p> <p><i>Identify and sequence range of settlement sizes from a village to a city</i></p> <p><i>Describe the characteristics of settlements with different functions e.g. coastal towns</i></p>	<p><i>Describe where the UK is located, using their understanding of continents and seas and the four compass points</i></p> <p><i>Locate and describe where you live in the UK using locational terminology and naming nearby counties</i></p> <p><i>Map a map (with a key) of a short route around school showing features they pass in the correct order and place.</i></p> <p><i>Make a simple scale plan of a room</i></p>	<p><i>Name major urban areas in the UK</i></p> <p><i>Use an atlas to locate the UK and some of the major urban areas</i></p> <p><i>Describe the main land uses within urban areas and identify key characteristics of rural areas</i></p> <p><i>Present information gathered in fieldwork using graphs</i></p>	<p><i>Locate the position of the Equator, Northern Hemisphere and Southern Hemisphere</i></p> <p><i>Identify main trade and economy in another country and compare it to the UK</i></p> <p><i>Begin to make comparisons between places- <span style="color: purple;">revisited</span></i></p> <p><i>Study how the Romans and Celts traded - <span style="color: purple;">revisited</span></i></p> <p><i>Use a map to locate some countries and cities in Europe, North America or South America - <span style="color: purple;">revisited</span></i></p>

Year 3 Curriculum

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