

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Return Setting Travel Report	Seen and Not heard Character Narrative Instructions	Jemmy Button Return Narrative Letter	Into the Forest Lost Narrative Diary	Fox Fable Non- Chronological	Iron Man Narrative Persuasive Writing
Maths	Number and Place Value Addition/Subtraction	Multiplication and Division	Fractions	Time	Shape/Measurement	Statistics
Science	Forces and Magnets	Funny Bones	Rocks	Light	Plants	
History	How much did the Ancient Egyptians achieve?		What was new about the Stone Age? <i>*Outback2Basics Visit*</i>		How unpleasant was the Bronze/Iron Age? <i>Great Orme</i>	
Geography		The UK (Counties) Map Skills/ <i>Fieldwork Trip</i>		Can the earth shake/rattle and roll? (Volcanoes/Map Skills)		
Art and Design		Keith Haring Sculpture <i>Tate Visit</i>		Cave Art/Toning/Shading <i>Ian Fennelly</i>		George Seurat (Purple Mash)
Design and Technology	Keith Haring Levers <i>Tate Visit</i>		Sedimentary Sandwiches (Food Tech) <i>*Warburtons Visit to school*</i>			Structures Bird Box Bird Feeder Plant Box
Computing <i>*see ^ LTP for more in depth</i>	Algorithms/Debugging Communication on the Internet	Microsoft Word Presenting Work	Stone Age app/E- Book POR text	Spheros/Floor Robotics	Kodu Game	Stop-frame animation/Microsoft Powerpoint Skills
PE	Dance	Invasion Games	Gymnastics	Ball games/throwing and catching	Athletics	Athletics
Music	Taught by Music Service 2:05pm		Taught by Music Service 2:05pm	Drumming	Taught by Music Service 1pm	Taught by Music Service 1pm

Religious Education	Hinduism/Creation Stories	Christianity: Nativity *Cathedral Visit*	Christianity: Miracle Stories	Christianity: Easter	Creation Stories	Buddhism: Stories we teach
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NATIONAL CURRICULUM OBJECTIVES

English	<p>En3/1 Spoken Language</p> <p>En3/1a listen and respond appropriately to adults and their peers</p> <p>En3/1b ask relevant questions to extend their understanding and knowledge</p> <p>En3/1c use relevant strategies to build their vocabulary</p> <p>En3/1d articulate and justify answers, arguments and opinions</p> <p>En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En3/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En3/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En3/1l select and use appropriate registers for effective communication</p> <p>Reading</p> <p>En3/2.1 Word Reading</p> <p>En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>En3/2.2 Comprehension</p> <p>En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:</p> <ol style="list-style-type: none"> i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. using dictionaries to check the meaning of words that they have read iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally v. identifying themes and conventions in a wide range of books vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action vii. discussing words and phrases that capture the reader's interest and imagination viii. recognising some different forms of poetry <p>En3/2.2b understand what they read, in books they can read independently, by</p> <ol style="list-style-type: none"> i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ii. asking questions to improve their understanding of a text iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. identifying main ideas drawn from more than 1 paragraph and summarising these vi. identifying how language, structure, and presentation contribute to meaning <p>En3/2.2c retrieve and record information from non-fiction</p> <p>En3/2.2d 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.</p>
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English	<p>Writing</p> <p>En3/3.1 Spelling</p> <p>En3/3.1a use further prefixes and suffixes and understand how to add them</p> <p>En3/3.1b spell further homophones</p> <p>En3/3.1c spell words that are often misspelt</p> <p>En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>En3/3.2 Handwriting and Presentation</p> <p>En3/3.2a 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</p> <p>En3/3.2b increase the legibility, consistency and quality of their handwriting</p> <p>En3/3.3 Composition</p> <p>En3/3.3a Plan their writing by:</p> <ol style="list-style-type: none"> i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ii. discussing and recording ideas <p>En3/3.3b Draft and write by:</p> <ol style="list-style-type: none"> i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ii. organising paragraphs around a theme iii. in narratives, creating settings, characters and plot iv. in non-narrative material, using simple organisational devices <p>En3/3.3c Evaluate and edit by:</p> <ol style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>En3/3.3d proofread for spelling and punctuation errors</p> <p>En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>En3/3.4 Vocabulary, grammar & punctuation</p> <p>En3/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ol style="list-style-type: none"> i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials vi. learning the grammar for years 3 and 4 in Appendix 2 <p>En3/3.4b indicate grammatical and other features by:</p> <ol style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech

Year Group: Year 3

Yearly Overview

	En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 3: Detail of content to be introduced (statutory requirement)			
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>		
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>		
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>		
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>		
Terminology for pupils	<p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>		
	AUTUMN	SPRING	SUMMER
Maths	Ma3/2.1 Number & Place Value	Ma3/2.4 Fractions	Ma3/3.1 Measurement

	<p>Ma3/2.1a count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Ma3/2.1b recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>Ma3/2.1c compare and order numbers up to 1,000</p> <p>Ma3/2.1d identify, represent and estimate numbers using different representations</p> <p>Ma3/2.1e read and write numbers up to 1,000 in numerals and in words</p> <p>Ma3/2.1f solve number problems and practical problems involving these ideas.</p> <p>Ma3/2.2 Addition & Subtraction</p> <p>Ma3/2.2a add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> i. a three-digit number and 1s ii. a three-digit number and 10s iii. a three-digit number and 100s <p>Ma3/2.2b add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>Ma3/2.2c estimate the answer to a calculation and use inverse operations to check answers</p> <p>Ma3/2.2e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Ma3/2.3 Multiplication & Division</p> <p>Ma3/2.3a recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Ma3/2.3b write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Ma3/2.3c solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Ma3/2.4a 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</p> <p>Ma3/2.4b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Ma3/2.4c recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Ma3/2.4d recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Ma3/2.4e add and subtract fractions with the same denominator within one whole</p> <p>Ma3/2.4f compare and order unit fractions, and fractions with the same denominators</p> <p>Ma3/2.4g solve problems that involve all of the above.</p> <p>Ma3/3.1d tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Ma3/3.1e 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, am/pm, morning, afternoon, noon and midnight</p> <p>Ma3/3.1f know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Ma3/3.1g compare durations of events</p>	<p>Ma3/3.1a measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Ma3/3.1b measure the perimeter of simple 2-D shapes</p> <p>Ma3/3.1c add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Ma3/3.2 Properties of Shapes</p> <p>Ma3/3.2a draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Ma3/3.2b recognise angles as a property of shape or a description of a turn</p> <p>Ma3/3.2c identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Ma3/3.2d identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Ma3/4.1 Statistics</p> <p>Ma3/4.1a interpret and present data using bar charts, pictograms and tables</p> <p>Ma3/4.1b solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>			
<p>Science</p>	<p>Aut 1</p>	<p>Aut 2</p>	<p>Spr 1</p>	<p>Spr 2</p>	<p>Sum 1</p>	<p>Sum 2</p>
	<p>Sc3/1 Working Scientifically</p>					

	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>				
	<p>Sc3/4.2 Forces and Magnets</p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Sc3/2.2 Animals including humans</p> <p>Sc3/2.2a 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</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Sc3/3.1 Rocks</p> <p>Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognise that soils are made from rocks and organic matter.</p>	<p>Sc3/4.1 Light</p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p>	<p>Sc3/2.1 Plants</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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</p> <p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
	<p>AUTUMN</p>		<p>SPRING</p>		<p>SUMMER</p>
<p>History</p>	<p>Hi2/2.3 Ancient Civilizations</p>		<p>Hi2/1.1 Pre-Roman Britain</p>		

	<p>Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China 	<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b. Bronze Age religion, technology and travel, for example, Stonehenge c. Iron Age hill forts: tribal kingdoms, farming, art and culture 	
<p>Geography</p>	<p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c 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.</p>	<p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	
	<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
	<p>DT2/1.1 Design</p>		

	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>		
<p>Design Technology</p>	<p>DT2/1.2 Make</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>	<p>DT2/1.2 Make</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>	<p>DT2/1.2 Make</p> <p>DT2/1.2b select from and use a wider range of materials and components, ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/2.1 Cooking & Nutrition</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>
	<p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Summer</p>

Art and Design	Pupils should be taught: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.		
PE	PE2/1.1 Sport & Games PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1c develop flexibility, strength, technique, control and balance PE2/1.1d perform dances using a range of movement patterns PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
		PE2/1.2 Swimming and water safety <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> In particular, pupils should be taught to: PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations.	