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|  |  | Autumn | | Spring | | Summer | |
| Year 3 | Topic | Art Bot  **Curiosity, Resilience and Independence** | Language  **Diversity and Independence** | Earthquakes, zones and volcanoes  **Curiosity and Empathy** |  | Conflicts  **Resilience** | Mayan Civilisation  **Diversity and Empathy** |
| Objective | **ART BOT**  **English:**   * Give structured descriptions * Participate activity in conversations * Consider and evaluate different viewpoints * Articulate and justify answers * Maintain attention and participate * Use range of conjunctions * Use perfect tense * 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 * 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](http://www.primarycurriculum.me.uk/Appendix2.pdf?attredirects=0&d=1)) * organising paragraphs around a theme * in narratives, creating settings, characters and plot * 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 * 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 * proofread for spelling and punctuation errors * 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. * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials   **Maths:**   |  |  | | --- | --- | | Identify, represent and estimate numbers using different representations.  •Find 10 or 100 more or less than a given number.  •Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).  •Compare and order numbers up to 1000.  •Read and write numbers up to 1000 in numerals and in words.  •Solve number problems and practical problems involving these ideas.  •Count from 0 in multiples of 4, 8, 50 and 100.   |  | | --- | | Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.  •Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.  •Estimate the answer to a calculation and use inverse operations to check answers.  •Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | |   **Science:**  Art Bot – Electricity   * Identify common appliances that run on electricity * Construct a simple series electrical circuit, identifying and naming its basic parts, * Identify whether or not a lamp will light in a simple series circuit * Recognise that a switch opens and closes a circuit   **Design Technology**   * Use mechanical systems in our own work * Evaluate existing products and   improve own work  **Modern Languages**   * Listen and engage * Ask and answer questions * Speak in sentences using familiar vocabulary   **Computing**   * Use the in internet safely and appropriately   **LANGUAGE**  **English**  Story writing and setting descriptions   * in narratives, create settings, characters and plot * 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](http://www.primarycurriculum.me.uk/Appendix2.pdf?attredirects=0&d=1)) * 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. * using fronted adverbials * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although   **Maths**   |  | | --- | | 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.  •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.  •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. |   History   * **Pre-Roman History**   Stone Age to Iron Age Britain, including:   * Bronze age religion, technology & travel * Iron age hill forts * Hunter-gatherers and early farmers   **Art**   * Use Sketch books to collect, record and evaluate ideas * Improve mastery of techniques such as drawing, painting and sculpture with varied materials * Learn about great artists, architects and designers   **Geography**  **Locational Knowledge**   * locate world’s countries, using maps to focus upon Europe   **Place Knowledge**   * U/s sim and differences through the study of human and physical geo of a region of the UK (Llandudno?) AND a region in a European country 🡪 Link to history? Place linked to Pre-Roman History? | | **Earthquakes, zones and volcanoes**  **English:**  Use a range of S&L activities – relate Drama to this. Writing letters? Conversations/Speech?   * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with singular and plural nouns * using and punctuating direct speech * organising paragraphs around a theme * in narratives, creating settings, characters and plot * 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 * proofread for spelling and punctuation errors   **Maths**   |  | | --- | | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.  •Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  •Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. |  |  | | --- | | Measurement: Money  Add and subtract amounts of money to give change, using both £ and p in practical contexts. |  |  | | --- | | Statistics  Interpret and present data using bar charts, pictograms 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 pictograms and tables. |   Measurement: Length and perimeter   |  | | --- | | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  •Measure the perimeter of simple 2D shapes. |   Fractions   |  | | --- | | 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.  •Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  •Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  •Solve problems that involve all of the above. |   **Geography**  **Locational Knowledge**   * Locate the world’s countries, using maps to focus upon Europe   **Place Knowledge**   * U/s sim and differences through the study of human and physical geo of a region of the UK (Llandudno?) AND a region in a European country   **Geographical Skills and Fieldwork**   * Use maps, atlases, globes etc to locate countries & describe features * Use 8 points of a compass, grid ref, symbols, keys * Use fieldwork to observe, measure, record & present human and physical features   **Science**  **Rocks**   * Classification of rock types * Simple understanding of fossilisation * Recognise soils are made from rocks | | **Conflicts**  **English:**   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices * 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 * proofread for spelling and punctuation errors * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with singular and plural nouns * using and punctuating direct speech   **Maths**  Fractions   |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Recognise and show, using diagrams, equivalent fractions with small denominators.  •Compare and order unit fractions, and fractions with the same denominators.  •Add and subtract fractions with the same denominator within one whole [for example,⁵⁄₇ + ¹⁄₇ = ⁶⁄₇].  •Solve problems that involve all of the above.  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].  Shapes   |  | | --- | | Recognise angles as a property of 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.  •Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  •Draw 2-D shapes and make 3-D shapes using modelling materials.  •Recognise 3-D shapes in different orientations and describe them. |   Measurement: Mass and capacity | |  |  | | --- | | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). | |   **Geography:**  **Locational Knowledge**   * Locate the world’s countries, using maps to focus upon Europe   **Place Knowledge**   * U/s sim and differences through the study of human and physical geo of a region of the UK (Llandudno?) AND a region in a European country   **Geographical Skills and Fieldwork**   * Use maps, atlases, globes etc to locate countries & describe features * Use 8 points of a compass, grid ref, symbols, keys   Use fieldwork to observe, measure, record & present human  **Mayan Civilisation –**  **History**  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300  develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study  note connections, contrasts and trends over time and develop the appropriate use of historical terms.  address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | |