

Year 3

Curriculum Overview

	Autumn					Spring			Summer		
Theme	Amazing Animals	The Buddha (Unit 1)	What a Performance	Cracking Cavemen (focus Stone Age)	Living as a Buddhist. (Unit 2)	Journey to the centre of the Earth (Focus: UK V's Italy, Europe and Volcanos)	Following the Buddhists teachings (Unit 3)	DT/ Enterprise	The Buddhists community world wide-visit. (Unit 4)	The Empire strikes back! (Focus: Romans, forces and magnets).	Leaf me alone (Focus: Plants and light)
Time allocation	2 weeks	1 week	2 week	9 weeks	1 week	8 weeks	1 week	2 weeks	2 weeks	9 weeks	2 weeks
Class Visit	Zoo-lab school visit.			Creswell crags		Moorland Centre			Buddhist Temple	Doncaster Museum / Romans and Celts School visit.	
'Hook / Wow'	Zoo-lab petting zoo	Video clip – The Buddha	Drama Games	Time travellers video then immerse in artefacts.	Drama based on The Story of The Kings elephant	Journey to the centre of the earth movie.	Meditation activity	Smoothie taste tests	Virtual journey visiting Buildings and Places in the wider world.	Julius Caesar murder scene.	Cress egg head of teacher, seed hunt.
End of theme celebration				Caveman café- display of work- invite parents in for an afternoon chn are experts in fancy dress, they lead parents through the learning and offer Rock cakes mammoth.... etc		Create a high quality professionally published large class book that follows them through school. Every child will have a piece of work included.				Roman celebration afternoon, chn dressed up.	Grow tallest sunflower – invite special guest to measure and announce winner.
Book Study	The Lion and the Unicorn.			Butterfly Lion		Ice Palace	Cliffhanger	Danny Champion of the World		Diary of a Killer Cat	

Year 3 Autumn - English & Maths

Theme	Amazing Animals (2 weeks)	The Buddha (Unit 1) (1 week)	What a Performance (2 weeks)	Cracking Cavemen (focus Stone Age) (9 weeks)	Living as a Buddhist. (Unit 2) (1 week)
English Theme	Recount of Zoo Lab visit Information/explanation texts re: animals from Zoo Lab	Retell the story of how Prince Suddhata Gautama became the Buddha	Invitation/Persuasive poster	Diary writing – Time traveller’s diary Persuasion text – To join a clan Narrative – Time Traveller adventure story Information text – Published class book about Cracking Cavemen	Recount of Story of Siddhartha and the Swan
Speaking & Listening	<p>Continuous all year...</p> <p>I sequence and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>I take a full part in paired and group discussions.</p> <p>I show that I know when Standard English is required and use it (beginning).</p> <p>I retell a story using narrative language and add relevant detail.</p> <p>I show that I have listened carefully because I make relevant comments.</p> <p>I present ideas or information to an audience.</p> <p>I recognise that meaning can be expressed in different ways, depending on the context.</p> <p>I perform poems from memory adapting expression and tone as appropriate.</p>				
Reading	<p>I know that phonics is one strategy to help me read unfamiliar words.</p> <p>I know when phonic strategies will help me to read a word and when they will not.</p> <p>I know what a root word is.</p> <p>I understand how to use a root word to help me read unfamiliar words.</p> <p>I use root words to help me read unfamiliar words.</p> <p>I use root words to help me understand the meaning of unfamiliar words.</p> <p>I know what prefixes and suffixes are.</p> <p>I understand how prefixes and suffixes can change the meaning of a word.</p> <p>I use prefixes and suffixes to read unfamiliar words.</p> <p>I use prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I know that there are different kinds of narrative stories.</p> <p>I understand that a sequence of events in a narrative is called the plot.</p> <p>I can identify the plot in a narrative.</p> <p>I use a dictionary to check or find the meaning of new words.</p> <p>I know that there are different kinds of non-fiction books.</p> <p>I know that non-fiction books are structured in different ways.</p> <p>I know how to use a non-fiction book to find identified information.</p> <p>I identify any words that are unfamiliar</p> <p>I check understanding in any book or text that I read.</p> <p>I ask questions to ensure understanding of a text.</p> <p>I know that there will be unfamiliar words in a text.</p> <p>I know that texts have a main idea.</p> <p>I identify the main idea of a text.</p> <p>I know that the organisation and layout of a book helps me to understand it.</p> <p>I know how to find key words or information in a non-fiction text.</p>				
Writing	<p>I write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>In narrative writing, I develop resolutions and endings.</p> <p>Informal letter</p>				

	<p>Poetry Setting Description Diary Persuasive speech Narrative – Adventure Story Information text Narrative - retell</p>		
Grammar	<p>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>) I recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately. (an apple; a house; the yellow car /the an a) I begin to use inverted commas for some direct speech punctuation. Formation of nouns using a range of prefixes, such as auto-, super-, anti. Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). Introduction to paragraphs as a way to group material. Active English Programme – Year 3</p>		
Spelling	<p>I use the first two or three letters of a word to check its spelling in a dictionary. Spelling Shed – lists 1 - 14</p>		
Handwriting	<p>I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left un-joined. I use the diagonal and horizontal strokes that are needed to join letters. Sitting correctly, Pencil grip, Paper tilt and position, Letter formation</p> <table border="1"> <tr> <td> <p>Autumn 1 Teach handwriting scheme Week 1 Bottom exit letters joining to group B1 letters and B2 letters. Week 2 Bottom exit letters joining to curves to start letters Week 3 Bottom exit letters to the letter ‘e’. Week 4 Top exit letters to the letter ‘e’. Week 5 Top exit letters joining to the group T1 letters. Week 6 Top exit letters joining to group T2 letters. Week 7 & 8 Recap and refine skills (identified gaps).</p> </td> <td> <p>Autumn 2 Teach Handwriting scheme. Week 1 Number and Symbols. Week 2 Capital straight line family and mixed lower case letters and mixed letters. Week 3 Capital straight and slant line family and mixed lower case letters and mixed letters. Week 4 Capital straight and curly line family and mixed lower case letters and mixed letters. Week 5 Capital curly line family and mixed lower case letters and mixed letters. Week 6 Mixed capital letters and mixed lowercase letters and mixed letter joins. Week 7 Recap and refine skills (identified gaps).</p> </td> </tr> </table>	<p>Autumn 1 Teach handwriting scheme Week 1 Bottom exit letters joining to group B1 letters and B2 letters. Week 2 Bottom exit letters joining to curves to start letters Week 3 Bottom exit letters to the letter ‘e’. Week 4 Top exit letters to the letter ‘e’. Week 5 Top exit letters joining to the group T1 letters. Week 6 Top exit letters joining to group T2 letters. Week 7 & 8 Recap and refine skills (identified gaps).</p>	<p>Autumn 2 Teach Handwriting scheme. Week 1 Number and Symbols. Week 2 Capital straight line family and mixed lower case letters and mixed letters. Week 3 Capital straight and slant line family and mixed lower case letters and mixed letters. Week 4 Capital straight and curly line family and mixed lower case letters and mixed letters. Week 5 Capital curly line family and mixed lower case letters and mixed letters. Week 6 Mixed capital letters and mixed lowercase letters and mixed letter joins. Week 7 Recap and refine skills (identified gaps).</p>
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Maths	<p>Number: Place Value 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 and ones). Compare and order numbers up to 1,000. Read and write numbers up to 1,000 in numerals and words. Solve number problems and practical problems involving these ideas. Counting from 0 in multiples of 4, 8, 50 and 100. Number: Addition and subtraction 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. Number: Addition and subtraction 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. Number: Multiplication and division. Counting 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 multiplication tables they know, including for two-digit numbers times a one-digit number, using mental and progressing to formal written methods.</p>		

	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.
Maths Theme	<p>Measures: Nutrition, Weight & Height</p> <p>Word problems eg: planning a healthy meal for a family</p> <p>Calorie counting / how healthy is this meal? E.g. Calculate how many grams of fat a meal contain.</p> <p>Data - surveys/graphs re: food - interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions on data. - some children to use different scales. Eg. 1 image = 5.</p> <p>Cavemen word problems</p> <p>Money (café)</p> <p>Weight- ingredients (café)</p> <p>Timeline maths – prehistoric times</p> <p>Grid references (co-ordinates) in map reading.</p>

Year 3 Autumn – Foundation Subjects

Theme	Amazing Animals (2 weeks)	The Buddha (Unit 1) (1 week)	What a Performance (2 weeks)	Cracking Cavemen (focus Stone Age) (9 weeks)	Living as a Buddhist. (Unit 2) (1 week)
Science	<p>Identify that animals/humans need the right types and amount of nutrition and that they cannot make their own food H1, 2</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement</p> <p>Concluding: Pupils should be taught to:</p> <ul style="list-style-type: none"> Use straightforward scientific evidence to answer questions or support their findings <p>Measuring & Recording: Pupils should be taught to:</p> <ul style="list-style-type: none"> Record findings using simple scientific language, labelled diagrams and tables <p><i>Investigation: a comparative and fair test investigating shadows.</i></p> <p><i>Enquiries: exploring reflection of light from surfaces.</i></p> <p>Asking questions: Pupils should be taught to:</p> <ul style="list-style-type: none"> Set up simple practical enquiries, comparative and fair tests. <p>Evaluating: Pupils should be taught to:</p> <ul style="list-style-type: none"> Use results to draw simple conclusions and make predictions for new values. 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 the ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque objects 				
Computing	<p>UNIT 3.4 Digital Literacy</p> <p>Understand the need for correct posture</p> <p>Introduce typing terminology</p> <p>Become more confident in typing</p> <p>Improve the speed and efficiency in typing skills</p> <p>UNIT 3.8 Information Technology</p> <p>Enter data into a graph and answer questions</p> <p>Present results in a graphic form.</p> <p>UNIT 3.2 Digital Literacy</p>				

	<p>Know what makes a safe password and how to keep passwords safe.</p> <p>UNIT 3.3 Information technology</p> <p>Create pie charts and bar graphs</p> <p>Use < > and = tools</p> <p>Introduce the Advance Mode of 2Calculate and use co-ordinates.</p>	
History	<p><u>The Stone Age</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Develop use of appropriate subject terminology, such as: empire, civilisation, age (Bronze, Iron & Stone age) • Use visits to sites as evidence about the past. - <i>Creswell Crags</i> • Use evidence to describe buildings and their uses of people from the past. • Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, artefacts, historic site, visits to museums and visits to sites as evidence about the past. <p>Ask questions and find answers about the past.</p> <ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods <p>Eg. <i>Compare Stone age to now, look at changes in Britain from the Stone Age to the Iron Age</i></p>	
Geography	<p><u>Map Skills</u></p> <p><u>Using maps</u></p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK</p> <p><u>Making maps</u></p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p>	
PSHE	<p><u>We are Stars</u></p> <p>To write a class charter (L2, R9)</p> <p>To find out about each other (L9, R9)</p> <p>To understand how to solve problems (L8)</p> <p>To develop strategies to prevent bullying (L6, R18, R14, R15, R16, R17)</p> <p>To be aware that there are hazards in the home</p> <p>To know how cross the road safely (H21)</p>	<p><u>Be friendly, be wise</u></p> <p>To know the importance of friends (online and offline) (R4, r2)</p> <p>To find a solution when we fall out with a friend (R10, R12)</p> <p>To develop strategies to stay calm when angry (on and offline) (R18, R21, H7)</p> <p>To know what to do in an emergency (online and offline) (H10, H11, H14, H21)</p>
RE	<p>Unit 1</p> <p>The Buddha • the Buddha’s search for truth. • Buddha means the ‘awakened one’. He was a human being who ‘woke up’ from the ‘sleep of confusion’ and became aware of the truth. The Buddha became free of suffering and was able to help others to ‘awaken themselves’ • teachings of the Buddha • the Four Noble Truths. People should work at becoming kind, compassionate, generous, truthful • people should try not to hurt any living thing, take things that are not given and try to be honest and straightforward • story of Siddhartha and the Swan</p> <p>Unit 2</p> <p>Lives out the teachings of the Buddha • all members support one another • story of The King’s Elephant – keeping good company matters • Buddhists meditate to help them understand the Buddha’s teachings The home shrine A Temple or Buddhist Centre • where teachings are given • where Buddhists meditate together • a sacred space, where removal of shoes shows respect • a shrine with an image of the Buddha Images of the Buddha communicate values of wisdom and compassion</p>	
Music	<p><u>Pulse, Rhythm & Pitch</u></p> <p>Singing in canon, creating own compositions with known pitches and rhythms</p> <p>Practise la (slsm, smlsm), with hand signs and standard notation</p> <p>Present la in slm melodic element</p> <p>Prepare do in smd and sd melodic elements</p> <p>Practise ta and ti-ti, read from stick & simple staff notation</p> <p>Prepare metre</p>	<p>PERFORMANCE REHEARSALS</p> <p><u>Pulse, Rhythm & Pitch</u></p> <p>Singing in canon, play ostanatos</p> <p>Practise la (all melodic elements)</p> <p>Prepare do (smd, sd, sdm, dms)</p> <p>Practise ta and ti-ti, read from stick & simple staff notation</p> <p>Prepare & present metre & bar lines</p>

Art/DT	<p><u>PAINTING</u> <u>Vincent Van Gogh- 'The Starry Night'</u> Skills: Analysing work of Vincent Van Gogh, sketching landscapes involving vanishing points, blending using oil pastels, mixing secondary, pastel and shades of colours in paint and pastels. Creating textures in paint using different tools. Artist: Vincent Van Gogh Movement: Post- impressionist</p>	
PE (Real PE)	<p>Unit 1– Personal Weeks 1-6 I can persevere with a task and improve my performance through regular practise. I can cope well and react positively when things become difficult. I have begun to challenge myself I know where I am with my learning. I try several times if at first, I don't succeed. I ask for help when appropriate. Skills- Co-ordination: Footwork Static balance: one leg.</p>	<p>Unit 2- Weeks 7-12 I co-operate well with others and give helpful feedback. I help organise roles and responsibilities and I can help guide a small group through a task. I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help praise and encourage others in their learning. Skills- Dynamic Balance to agility: Jumping and landing Static balance: Seated</p>
PE (specialist teacher)	<p>Gymnastics: NC: Develop flexibility, strength, technique, control and balance. NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best. Week 1: Travelling Week 2: rolling, Week 3: balance Week 4: jumping Week 5: sequences Week 6: apparatus</p>	<p>Hockey: NC: play competitive games, modified where appropriate and apply basic principle suitable for attacking and defending. Week 1: ball and stick familiarisation, hand positions for stick Week 2: passing, and receiving the ball Week 3: passing on the move Week 4: possession and outwitting an opponent Week 5: Shooting and accuracy Week 6: Game development, tactical awareness.</p>

Year 3 Spring - English & Maths

Theme	Journey to the centre of the Earth (Focus: UK V's Italy, Europe and Volcanos) (8 weeks)	Following the Buddhists teachings (Unit 3) (1 week)	DT/ Enterprise (2 weeks)
English Theme	Diary- of expedition Narrative - Adventure story	Buddha Fact File	Newspaper report about the craft fair/DT/Enterprise projects.
Speaking & Listening	<p>Continuous all year...</p> <p>I sequence and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>I take a full part in paired and group discussions.</p> <p>I show that I know when Standard English is required and use it (beginning).</p> <p>I retell a story using narrative language and add relevant detail.</p> <p>I show that I have listened carefully because I make relevant comments.</p> <p>I present ideas or information to an audience.</p> <p>I recognise that meaning can be expressed in different ways, depending on the context.</p> <p>I perform poems from memory adapting expression and tone as appropriate.</p>		
Reading	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I know that some words may have a similar pronunciation but may be written differently.</p> <p>I know that some of these are unusual.</p> <p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>I know that unfamiliar words can be read by using knowledge of similar words (analogy).</p> <p>I understand that narratives can have differently structured plots.</p> <p>I talk about the different plot structures in genres read.</p> <p>I know that writers choose words and language to create an effect on the reader.</p> <p>I find effective words and language in reading that writers have used to create effects.</p> <p>I discuss a range of narrative stories and their similarities and differences.</p> <p>I choose books for specific purposes</p> <p>I discuss the meaning of unfamiliar words identified.</p> <p>I can discuss the meaning of words and language in poems.</p> <p>I understand that there can be more than one interpretation of a poem.</p> <p>I understand that the meaning of poems can be enhanced through performance.</p> <p>I watch performances of poems.</p> <p>I ask questions to deepen understanding of a text.</p> <p>I use the context of unfamiliar words to explain their meaning.</p> <p>I give a personal response to a text.</p> <p>I use evidence from the text to support my response.</p> <p>I use clues from the text to predict what might happen next.</p> <p>I know that the main idea in a narrative may also have a message for the reader.</p> <p>I know that the message in a book is called the theme.</p> <p>I recognise that books may have similar themes.</p> <p>I understand that the organisation and layout may be different according to the purpose of the book.</p> <p>I record key words or information found in a non-fiction text</p>		
Writing	<p>I make improvements by proposing changes to grammar and vocabulary to improve consistency. <i>(The accurate use of pronouns in sentences/ tenses)</i></p> <p>I look at and discuss different models of writing, taking account of purpose and audience.</p> <p>I plan my writing by discussing and recording ideas. <i>(timeline, flowchart, spider diagram, jottings)</i></p> <p>I write a narrative with a clear structure, setting, characters and plot.</p> <p>I suggest improvement to my writing through assessing the writing with peers and through self-assessment.</p> <p>Diary</p>		

	Recount Narrative Poetry Persuasive Writing Explanation Text Instructions Newspaper Report	
Grammar	I use the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>he has worked hard</i>) I understand the purpose of adverbs. I use adverbs effectively in my writing. I use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so, before, after, during, in, because of</i>) I use apostrophes for possession with increasing accuracy including plural possession Express time, place and cause using conjunctions, adverbs and prepositions. Active English Programme – Year 3	
Spelling	I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>from nouns using super, anti, auto</i>) I spell correctly word families based on common words. (<i>solve, solution, solver</i>) I identify the root word in longer words. Lists Spelling Shed Lists 15 - 25	
Handwriting	I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left un-joined. I use the diagonal and horizontal strokes that are needed to join letters. Sitting correctly, Pencil grip, Paper tilt and position, Letter formation	
	Spring 1 Teach Handwriting Scheme Week 1: Numbers and Symbols Week 2: Whole words, mixed letter families and focus on Bottom Exit letters joining to group B1 & B2 letters. Week 3: Whole words, mixed letter families and focus on Bottom Exit letters to the letter 'E'. Week 4: Whole words, mixed letter families and top exit letters to the letter 'e'. Week 5: Whole words, mixed letter families and top exit letters joining to group T1. Week 6: Whole words, mixed letter families and top exit letters joining to group T2.	Spring 2 Teach Handwriting Scheme Week 1: Whole words, mixed letter families and bottom exit letters joining to group B1 and B2 letters. Week 2: Whole words, mixed letter families and bottom exit letters joining to the letter 'e'. Week 3: Whole words, mixed letter families and top exit letters joining to letter 'e'. Week 4: Whole words, mixed letter families and top exit letters joining to group T1. Week 5: Whole words, mixed letter families and top exit letters joining to group T2 letters.
Maths	Number: Multiplication and Division 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 multiplication tables they know, including for two-digit numbers times a one-digit number, 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 objects. Measure: Length and Perimeter. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Measures: Money Add and subtract amounts of money to give change, using both £ and p in practical contexts. Number: 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.	
Maths Theme	Reading scales (temperature) Measures- Distance, height of volcanoes. Distance and travelling time between UK and Italy. Word problems related to rucksack on expedition, how much does it weigh, how long would it take to get there? Venn and Carroll diagrams for sorting and comparing rocks.	

Year 3 Spring – Foundation Subjects

Theme	Journey to the centre of the Earth (Focus: UK V's Italy, Europe and Volcanos) (8 weeks)	Following the Buddhists teachings (Unit 3) (1 week)	DT/ Enterprise (2 weeks)
Science	<p>Concluding: Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes. <p>Measuring & Recording: Pupils should be taught to:</p> <ul style="list-style-type: none"> Make systematic and careful observations. Gather, record and classify data to help in answering questions. 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 		
Computing	<p>UNIT 3.6 Information technology Sort objects using just YES/NO Know how to create a branching database</p> <p>UNIT 3.7 Information technology Know what simulations are. Explore simulations. Analyse and evaluate simulations.</p> <p>UNIT 3.2 Digital Literacy Understand that some websites have information that is not true Understand why these may exist and how to check whether information is accurate.</p>		
History	<p>Use evidence to describe buildings and their uses of people from the past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p>		
Geography	<p>Location Knowledge: 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 Human Geography: Pupils should be taught to: describe and understand key aspects of human geography: types of settlement and land use Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country Physical Geography: describe and understand key aspects of physical geography: volcanoes</p>		
PSHE	<p>Living Long, Living Strong To explore the difference between males and females and know the body parts (H19, H18, H20) To consider touch and know that a person has the right to say what they like and dislike (R1, R2, R8) To explore different types of families and who to go to for support (R4, R5, R6, R19) To understand what happens to make people feel happy (R7, H14, H1) To know how to keep healthy (H2, H3) To understand what helps us to overcome barriers to reaching goals (H10, R10, L1, R11, R12))</p>	<p>Daring to Be Different To recognise similarities and differences (R13, R17, R16) To know how to feel good about yourself in difficult situations R21, R11, R3, H13) To know what a surprising feeling looks or feels like (h1) To be able to recognise hopeful and disappointed feelings (H14, H1) To be able to hide or show my feelings(H1, H14) To be able to stand up for myself (L3,)</p>	
RE	<p>Unit 3 The Buddha • Buddha is the perfect example of what people can become • the Noble Eightfold Path • symbols, e.g. the wheel and lotus. The Dharma (Buddhist teachings) • story that illustrates Buddhist values – The Monkey King All Buddhists try to learn and practice the Dharma. This is the teaching and practice that leads to awakening Vaisakha Puja or Vesak/Wesak • festival remembering the life, enlightenment and teaching of the Buddha</p>		
Music	CHRISTMAS PERFORMANCE PRACTISE	Gospel (Genre Unit) Characteristics of Gospel music	Pulse, Rhythm & Pitch Singing in canon, create & play ostinatos

		Perform 'Lean On Me' by Bill Withers Musical Structure Practise do (all elements) Prepare re in drm melodic element Prepare semiquavers D Prepare & present metre	Practise la (all melodic elements) Prepare do (smd, sd, sdm, dms) Practise ta and ti-ti, read from stick & simple staff notation Prepare compound time
Art/DT	SCULPTURE Pablo Picasso Portrait- clay Skills: Analysing work of Pablo Picasso, sketching and measuring portraits, mark making using various mediums, collage faces with cut of Picasso features, score and slip method to join clay, using tools to create texture and smooth clay, 3D elements- rolling, twisting, moulding. Artist: Pablo Picasso Movement: Cubism		
PE (Real PE)	Unit 3- Cognitive Weeks 13- 18 I can identify specific parts of a performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions. I can explain what I have done well and I have begun to identify areas for improvement. I can begin to organise instructions, movements and skills. I can explain why someone is working or performing well. With help, I can begin to recognise similarities or differences in performance. Skills: Dynamic Balance: On a line. Co- ordination: Ball skills.	Unit 4- Creative Weeks 19- 24 I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can recognise similarities and differences in movements and expressions. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. Skills: Co-ordination: Sending and receiving. Counter balance: With a partner	
PE (taught by specialist)	Basketball NC: play competitive games, modified where appropriate and apply basic principle suitable for attacking and defending. NC: Use running, jumping, throwing and catching in isolation and in combination. Week 1: Ready position, movements Week 2: passing games (bounce, chest, overhead pass) throwing target games Week 3: shooting games Week 4: attacking and defending Week 5: small sided games Week 6: mini tournament	Handball: NC: play competitive games, modified where appropriate and apply basic principle suitable for attacking and defending. NC: Use running, jumping, throwing and catching in isolation and in combination. Week 1: Ball handling Week 2: ball handling Week 3: defence Week 4: attacking Week 5: goalkeeping Week 6: mini tournament	

Year 3 Summer - English & Maths

Theme	The Buddhists community world wide- visit. (Unit 4) (2 weeks)	The Empire strikes back! (Focus: Romans, forces and magnets). (9 weeks)	Leaf me alone (Focus: Plants and light) (2 weeks)
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English Theme	Recount of visit to Buddhist temple	Letter writing Newspaper report – murder of Julius Caesar	Leaflet about how to look after a sunflower.
Speaking & Listening	<p>Continuous all year...</p> <ul style="list-style-type: none"> I sequence and communicate ideas in an organised and logical way, always using complete sentences. I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. I take a full part in paired and group discussions. I show that I know when Standard English is required and use it (beginning). I retell a story using narrative language and add relevant detail. I show that I have listened carefully because I make relevant comments. I present ideas or information to an audience. I recognise that meaning can be expressed in different ways, depending on the context. I perform poems from memory adapting expression and tone as appropriate. 		
Reading	<ul style="list-style-type: none"> I use analogy, drawing on the pronunciation of similar known words to read others I recognise the literary language typical of narrative genres read. I recognise words and language that show the setting of a book – historical, cultural or social. I explain why a writer makes choices about words and language used. I discuss meaning of specific or unusual words used by authors to create effects. I explain why a writer has chosen specific words and language. I record words and language from reading to use in my own writing. I make connections between books written by the same author. I re-tell some of stories written by the same author by heart. I discuss how the meaning is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. I explain my personal response. I listen to others' personal responses to a text. I adapt own response in the light of others' responses. I know that characters' actions can tell the reader about their thoughts, feelings and motives. I infer characters' feelings, thoughts and motives from their actions. I give reasons for predicting what might happen next. I identify the organisation and layout in books. I explain how the organisation and layout helps me to understand it. 		
Writing	<ul style="list-style-type: none"> Identify structure, grammatical features and use of vocabulary for effect in texts. Compose sentences using a wider range of structures linked to the grammar objectives. <i>(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i> I begin to organise paragraphs around a theme. <i>(Supported by planning then moving to independence</i> Character Description Non-Chronological Report Letter Writing Diary Recount Narrative Letter Information Text 		
Grammar	<ul style="list-style-type: none"> Word choices are adventurous and carefully selected to add detail and to engage the reader. Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. Commas are sometimes used to mark clauses and phrases. Headings and subheadings to add presentation. Subordinating conjunctions Prepositional phrases. Active English Programme – Year 3 		

Spelling	<p>I recognise and spell additional homophones. (<i>he'll/heel/heal</i>)</p> <p>I make comparisons from a word already known to apply to an unfamiliar word.</p> <p>I spell some identified commonly misspelt words from the Year 3 and 4-word list.</p> <p>Spelling Shed Lists 26 - 36</p>			
Handwriting	<p>I increase the legibility, consistency and quality of my handwriting.</p> <p>I understand which letters, when adjacent to one another, are best left un-joined.</p> <p>I use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Sitting correctly, Pencil grip, Paper tilt and position, Letter formation</p> <table border="1" data-bbox="369 279 2161 531"> <tr> <td data-bbox="369 279 1265 531"> <p>Summer 1</p> <p>Teach Handwriting Scheme</p> <p>Week 1: Whole words, Capital letters, mixed letter families and bottom exit letter joins.</p> <p>Week 2: Whole words, Capital letters, mixed letter families and top exit letters joins.</p> <p>Week 3: Whole words, Capital letters, mixed letter families and joins.</p> <p>Week 4: Whole words, Capital letters, mixed letter families and bottom exit letter joins.</p> <p>Week 5: Whole words, Capital letters, mixed letter families and top exit letters joins.</p> <p>Week 6: Whole words, Capital letters, mixed letter families and joins.</p> </td> <td data-bbox="1265 279 2161 531"> <p>Summer 2</p> <p>Teach Handwriting Scheme</p> <p>Week 1: Refine Skills Bottom exit letter joins and dictation set 1.</p> <p>Week 2: Refine Skills Bottom exit letter joins to letter 'e' and dictation set 2.</p> <p>Week 3: Refine Skills Top exit letter joins to the letter 'e' and dictation set 3.</p> <p>Week 4: Refine Skills Top exit letters joining to T1 letters and dictation set 4.</p> <p>Week 5: Refine Skills Top exit letters joining to T2 letters and dictation set 5.</p> <p>Week 6: Refine Skills Numbers and symbols, dictation set 6.</p> <p>Week 7: Refine skills- Recap and address any gaps.</p> </td> </tr> </table>		<p>Summer 1</p> <p>Teach Handwriting Scheme</p> <p>Week 1: Whole words, Capital letters, mixed letter families and bottom exit letter joins.</p> <p>Week 2: Whole words, Capital letters, mixed letter families and top exit letters joins.</p> <p>Week 3: Whole words, Capital letters, mixed letter families and joins.</p> <p>Week 4: Whole words, Capital letters, mixed letter families and bottom exit letter joins.</p> <p>Week 5: Whole words, Capital letters, mixed letter families and top exit letters joins.</p> <p>Week 6: Whole words, Capital letters, mixed letter families and joins.</p>	<p>Summer 2</p> <p>Teach Handwriting Scheme</p> <p>Week 1: Refine Skills Bottom exit letter joins and dictation set 1.</p> <p>Week 2: Refine Skills Bottom exit letter joins to letter 'e' and dictation set 2.</p> <p>Week 3: Refine Skills Top exit letter joins to the letter 'e' and dictation set 3.</p> <p>Week 4: Refine Skills Top exit letters joining to T1 letters and dictation set 4.</p> <p>Week 5: Refine Skills Top exit letters joining to T2 letters and dictation set 5.</p> <p>Week 6: Refine Skills Numbers and symbols, dictation set 6.</p> <p>Week 7: Refine skills- Recap and address any gaps.</p>
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Maths	<p>Number: Fractions</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions and fractions with the same denominators.</p> <p>Add and subtract fractions with the same denominator within one who (for example $5/7 + 1/7 = 6/7$)</p> <p>Solve problems involving all of the above.</p> <p>Measurement: Mass & Capacity</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measurement: Time</p> <p>Tell and write time from an analogue clock, including using Roman Numerals, from I To XII and 12- hour and 24- hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare times in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m/p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p> <p>Geometry : Position and Shape.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of parallel lines.</p> <p>Draw 2-D shapes and 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p>Statistics</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>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.</p>			
Maths Theme	<p>Measures/weights- reading scales, length of Toga materials, ingredients for bread.</p> <p>Distance travelled and catapult.</p> <p>Tables of results (Roman roads experiment).</p> <p>interpret and present data using bar charts, pictograms and tables – using scales of 2, 5 and 10.</p>			

Year 3 Summer– Foundation Subjects

Theme	The Buddhists community world wide- visit. (Unit 4) (2 weeks)	The Empire strikes back! (Focus: Romans, forces and magnets). (9 weeks)	Leaf me alone (Focus: Plants and light) (2 weeks)
Science	<p>Concluding: Pupils should be taught to:</p> <ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations. Use straightforward scientific evidence to support their findings and answer questions. <p>Measuring & Recording: Pupils should be taught to:</p> <ul style="list-style-type: none"> Make careful observations and take accurate measurements using a range of equipment. Record findings using tables. <p><i>Investigation: time the rolling of a toy car down ramps of different materials.</i></p> <p><i>Investigation: which everyday items are magnetic?</i></p> <p>Asking questions: Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiry to answer them. Set up comparative and fair tests. <p>Evaluating: Pupils should be taught to:</p> <ul style="list-style-type: none"> Use results to draw simple conclusions, make predictions for new values and suggest improvements. compare how things move on different surfaces notice that some forces need contact between 2 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 2 poles <p>be taught to:</p> <p>Use straightforward scientific evidence to answer questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Report on findings from enquiries including oral and written explanations.</p> <p>Measuring & Recording: Pupils should be taught to:</p> <p>Make systematic and careful observations.</p> <p>Record findings using simple scientific language, drawings and labelled diagrams.</p> <p><i>Investigation: a practical enquiry to investigate the way water is transported within plants.</i></p> <p>Evaluating: Pupils should be taught to:</p> <p>Use results to draw simple conclusions and raise further questions.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</p> <p>Explore the requirements of plants for life and growth and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>		
Computing	<p>UNIT 3.5 Computer Science/Information technology</p> <p>Know a variety of different methods of communication.</p> <p>Know how to open and respond to an email.</p> <p>Learn how to write an email.</p> <p>Know how to use email safely.</p> <p>Understand how to add an attachment to an email.</p> <p>UNIT 3.1 Computer Science</p> <p>Know coding vocabulary taught in previous years relating to Object, Action, Output, Control and Event</p> <p>Design and write a program that simulates a physical system.</p>		

	<p>Introduce selection into their programs by using the if command.</p> <p>Understand what a variable is and use it in their coding.</p> <p>Explore the use of the repeat command and how this differs from a timer.</p> <p>Know what debugging means and understand how to debug simple programs.</p>	
History	<p>The Roman Empire and its impact on Britain</p> <p>Describe dates and order significant events form the period studied</p> <p>Identify and begin to describe historically significant people and events in situations</p> <p>Roman invasion of Britain</p> <p>Ask questions and find answers about the past considering aspects of change, similarly and difference</p> <p>Celts vs Romans</p> <p>Use documents, printed sources, the internet, pictures, artefacts to investigate</p> <p>Egleisure activities, clthes, way of life, buildings</p> <p>Identify and give reasons for some of the results of historical events</p> <p>What was the Roman army so successful?</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>Description of Boudicca (Roman v Celt)</p>	
Geography	<p>Fieldwork Skills:</p> <p><u>Traffic Survey</u></p> <p><u>Gather information</u></p> <p>Record findings from fieldtrips</p> <p>Use a database to present findings</p> <p><u>Sketching</u></p> <p>Draw an annotated sketch from observation</p> <p><u>Audio/Visual</u></p> <p>Select views to photograph</p> <p>Add titles and labels giving date and location information</p>	
PSHE	<p><u>Dear Diary</u></p> <p>To know who to ask for help (L7, H23)</p> <p>To recognise when we feel loved and cared for (R3, R2, R1)</p> <p>To understand what proud and jealous emotions feel like</p> <p>To understand how our thoughts, feelings and behaviours are linked (R9, R7,</p> <p>To know some ways we can deal with worries (H23)</p> <p>To be able to support each other (L8, R21, r12, H22, H23)</p>	<p><u>Joining In and Joining Up</u></p> <p>To listen effectively</p> <p>To express opinions</p> <p>To know right and wrong and make choices (H7, H5, H6)</p> <p>To know what living things need</p> <p>To develop a sense of responsibility (L2, L8)</p> <p>To understand that people look after animals as a job</p>
RE	<p>Unit 4</p> <p>The Sangha - people who follow the Dharma • some live as monks and nuns, others meditate and practice Buddhism in ordinary lives • The five precepts Buildings and Places in the wider world Places of pilgrimage and their significance, e.g. Lumbini – birthplace of Buddha; Bodhgaya – place of enlightenment; Deer park at Sarnath – first teachings of Buddha; Kushinagar – where he passed away</p>	
Music	<p><u>Pulse, Rhythm & Pitch</u></p> <p>Singing in canon, play ostanatos</p> <p>Present & practise do in smd and sd melodic elements</p> <p>Prepare do in sdm, dms melodic elements</p> <p>Practise ta and ti-ti, read from stick & staff notation</p> <p>Prepare compound time</p> <p>Prepare tika-tika</p>	<p>Recorders: E GA (m sl)</p> <p>Singing in canon, play ostanatos</p> <p>Practise do in smd and sd melodic elements</p> <p>Present & practise do in sdm, dms melodic elements</p> <p>Prepare semiquavers D</p> <p>Practise metre & bar lines</p>
Art/DT	<p><u>DT: Key Ring</u></p> <p>Skills: Evaluating existing and finished products, writing success criteria, cutting, template making, back stitch, pinning, applique, sewing on beads/buttons and designing. Safe cutting and sewing</p>	<p><u>ART-PRINTING</u></p> <p>Skills: Analysing work of Wassily Kadinsky, collage, graphics lettering, sketching to music, blending colours, mono printing.</p> <p>Artist: Wassily Kandinsky</p> <p>Movement: Abstract/Expressionism</p>

<p>PE (‘Real PE’ Scheme)</p>	<p>Unit 5- Physical Weeks 25-30 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.Skills: Agility: Reaction/ Response. Static balance: Floor Work</p>	<p>Unit 6 – Health and Fitness Weeks 31-36 I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm up and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. Skills: Agility: Ball Chasing Static Balance: Stance</p>
<p>PE (Specialist teacher)</p>	<p>Rounders/Cricket NC: play competitive games, modified where appropriate and apply basic principle suitable for attacking and defending. NC: Use running, jumping, throwing and catching in isolation and in combination. Week 1: Ball familiarisation Week 2: Throwing and catching Week 3: Batting Week 4: fielding Week 5: Bowling Week 6: Mini tournament</p>	<p>Athletics NC: play competitive games, modified where appropriate and apply basic principle suitable for attacking and defending. NC: Use running, jumping, throwing and catching in isolation and in combination. NC: Develop flexibility, strength, technique, control and balance. Week 1: Throwing Week 2: Running Week 3: Jumping Week 4: Running and jumping Week 5: carousel Week 6: mini athletics</p>