



	<b>AUTUMN: Terms 1 and 2</b>	<b>SPRING: Terms 3 and 4</b>	<b>SUMMER: Terms 5 and 6</b>
<b>MATHS</b>	<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, 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. <b>Count from 0 in multiples of 4, 8, 50 and 100</b></p> <p>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.</p> <p>Number – Multiplication and Division <b>Count from 0 in multiples of 4, 8, 50 and 100</b> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication</p>	<p>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 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 <math>n</math> objects are connected to <math>m</math> objectives.</p> <p>Measurement – money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>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.</p> <p>Measurement – length and perimeter <b>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</b> Measure the perimeter of simple 2D shapes.</p> <p>Number – fractions</p>	<p>Number – 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, <math>57 + 17 = 67</math> ] Solve problems that involve all of the above.</p> <p>Measurement – 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].</p> <p>Geometry – properties of shape 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.</p>



	<p>tables.  <b>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know,</b> 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 <math>n</math> objects are connected to <math>m</math> objectives.</p>	<p>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.</p>	<p>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.</p> <p>Measurement – mass and capacity  <b>Measure, compare, add and subtract:</b> lengths (m/cm/mm); <b>mass (kg/g); volume/capacity (l/ml).</b></p>
<p><b>ENGLISH</b></p>	<p><b>Term 1</b>  <b>Reading:</b>          -Guided reading groups to develop positive attitudes to reading and improving fluency and comprehension.</p> <p><b>Grammar &amp; Punctuation: (T 1 &amp; 2)</b>          -To recognise common conjunctions (but, because, and, if, when)          -To identify the main word classes nouns, verbs and adjectives including comparative adjectives          -To use sentences with different forms in their writing (statements, questions, exclamations and commands)          -To use some expanded noun phrases (The beautiful butterfly...) and appropriate adjectives          -To use different verb forms mostly accurately (correct tenses within a sentence, check for correct subject and verb agreement when using singular and plural)          -To use prepositional sentence starters.</p>	<p><b>Term 3</b>  <b>Reading:</b>          To use inference and deduction skills.          To read and interpret the story line, justifying character’s actions and making predictions.</p> <p><b>Fantastic Mr Fox (4 wks)</b>  <b>Writing:</b>          To use adverbial phrases and expanded noun phrases to extend sentences and vary sentence openers.          To use conjunctions to create compound sentences.          To use relative clauses when describing characters.          To begin to use subordinating conjunctions.          To write and alternative to a chapter using sentence level work form above.  <b>Spoken Language:</b>          Drama, reading aloud and explaining own thoughts and opinions.  <b>Spelling &amp; Vocabulary:</b>          To revise prefixes covered and learn the prefix</p>	<p><b>Term 5</b>  <b>Reading:</b>          To predict, clarify, summarise and question.</p> <p><b>Jack &amp; the Beanstalk (3 wks)</b>  <b>Writing:</b>          To plan and write a 5 part story using engaging introductions, dialogue and the past tense.          To write monologues.          To plan and write their own version of Jack and the Beanstalk.  <b>Spoken Language:</b>          Drama, reading aloud and explaining own thoughts and opinions  <b>Rivers Poetry (1 week)</b>  <b>Writing:</b>          To read various styles of poems including rhyming, free verse and shape.          To use poetic writing techniques in own poems.  <b>Non chronological reports linked Science. (2 weeks)</b></p>



	<p>-To use a and an correctly (determiner)          -To understand how to use an apostrophe for contractions.          -To revise and use commas in a list (power of 3 in descriptive writing).          -To use capital letters for proper nouns.</p> <p><b>Spelling &amp; Vocabulary:</b>          -To use suffix knowledge from Year 2 (s, es, er, ed, ing) and learn the suffixes ness and ful.          -To revise prefix un and learn prefixes dis, sub and mis.          -To revise apostrophes for contractions.          -To learn statutory Year 3 &amp; 4 word list and personal spelling lists using various strategies.          -When writing to learn how to have a go at unknown words in the margin.          -To spell words using the sound 'ei' e.g. eight, vein          -To recognise and spell homophones correctly: break, brake, great, grate, ate, eight, wait, weight, son, sun</p> <p><b>Matilda (4 weeks)</b>          -To discuss plot, settings and characters from Matilda.          -To identify inverted commas around spoken words.</p> <p><b>Writing:</b>          -To plan and write character and setting descriptions including the following writing techniques similes, metaphors, power of 3, alliteration, capitalisation for effect.          -To plan and write a diary entry using first person pronouns and the past tense.</p>	<p>'tele'.          To revise apostrophes for contractions.          To revise statutory and personal spelling lists.          To teach words with the 'sh' sound written in various ways; chef, shop, brochure, mission, sugar, sure, special          To revise suffixes- 'ness', 'ful' and teach 'less' and 'ly'.</p> <p><b>Grammar &amp; Punctuation:</b>          To revise word classes- nouns, verbs, adjectives, commas in lists, , tense agreement, subject verb agreement, questions, exclamations, capital letters, inverted commas, prepositions, apostrophes for contractions.          To teach plural nouns.          To teach subordinating and coordinating conjunctions.</p> <p><b>Poetry ( Magic Box -1 week)</b>  <b>Writing:</b>          To revise the use of alliteration, similes and metaphors in poems.          To introduce personification.          Using figurative language.          To write their own version of the pome using a similar structure.</p> <p><b>Diary Writing- Romans (1 week)</b>  <b>Writing:</b>          To use first person pronoun, past tense, informal language, rhetorical questions and emotive language.          To vary sentence structures- simple, compound, complex.</p>	<p><b>Writing:</b>          To use rhetorical questions, fact boxes, captions, introductory paragraphs, headings, sub headings.          To write in groups an information text using formal sentence structures.</p> <p><b>Spelling &amp; Vocabulary:</b>          To revise suffixes, ing, ed, ness, less and ly. s, es, ful.          To teach the 'ly' suffix with root words ending in le, ic          To revise apostrophes for contractions.          To learn statutory Year 3 &amp; 4 word list and personal spelling lists using various strategies.          To revise the rare GPC's such as gym, cygnet.          To revise vowel diagraphs form Year 1 &amp; 2          To revise word families.          To teach the prefix 'anti'</p> <p><b>Grammar &amp; Punctuation:</b>          To teach commas after fronted adverbials.          To teach synonyms and antonyms.          To revise inverted commas and commas in lists.          To revise word classes, determiners, prepositions, capital letters, questions and commands, tense agreement, present and past continuous, apostrophes for contractions, subordinating conjunctions.</p>
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	<p>-To understand different sentence structures (simple, compound, complex). -To start sentences with prepositional phrases and to use a comma.</p> <p><b>Spoken Language:</b> Drama, reading aloud and explaining own thoughts and opinions.</p> <p><b>Stone Giant and Water Goblin (3 weeks)</b> <b>Reading:</b> -To identify how instructions are organised and understand the language features</p> <p><b>Writing:</b> -To use a story map to aid chronology of instructions. -To write instructions using the organisation and language features associated with instructional texts.</p> <p><b>Spoken Language:</b> -I can use drama and story-mapping to retell a text.</p> <p><b>Grammar &amp; Punctuation:</b> -To use and identify imperative verbs -To use and identify adverbs (First, Next, Then, After)</p>		
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	<p><b>Term 2</b>  <b>Reading:</b>                      -Guided reading groups to develop positive attitudes to reading and improving fluency and comprehension.</p> <p><b>Whole School Book (2 weeks)</b>                      Poetry – The Lost Words</p> <p><b>Adventure at Sandy Cove (3 weeks)</b>  <b>Writing:</b>                      To plan and write a 5 part story using engaging introductions, dialogue and the past tense.                      To apply features of narrative to independent writing ( assessed piece- The Way Back Home)</p> <p><b>Spoken Language:</b>                      Drama, reading aloud and explaining own thoughts and opinions.                      -to use drama and story-mapping to retell a text.</p> <p><b>Spelling &amp; Vocabulary:</b>                      -When writing to learn how to have a go at unknown words in the margin.                      -To learn statutory Year 3 &amp; 4 word list and personal spelling lists using various strategies.                      -To recognise and spell words with a y sounding like short vowel i e.g. cygnet, gym, mystery                      To recognise and spell homophones correctly, revising: break, brake, great, grate, ate, eight, wait, weight, son, sun                      -To revise prefixes un, dis and sub and</p>	<p><b>Term 4</b>  <b>Whole School Book (2 weeks)</b>  <b>Reading:</b>                      To choose their own books and enjoy reading.</p> <p><b>Spoken Language:</b>                      Drama, reading aloud and explaining own thoughts and opinions.                      -Easter play</p> <p><b>Book Week (1 week)</b>  <b>Assessment week</b>  <b>Easter play</b>                      Persuasive writing- joining the Roman army</p> <p><b>Spelling &amp; Vocabulary:</b>                      When writing to learn how to have a go at unknown words in the margin.                      -To learn statutory Year 3 &amp; 4 word list and personal spelling lists using various strategies.                      To revise homophones,                      To proof read own work                      To learn prefixes super and auto                      To spell words with ‘ch’ which make a ‘k’ sound- anchor, ache, school, choir and echo                      To look at word families ( root words)</p> <p><b>Grammar &amp; Punctuation:</b>                      To teach apostrophes for possession.                      To revise coordinating and subordinating conjunctions.                      To revise inverted commas.                      To teach possessive pronouns.                      To teach present and past continuous. ( link to Roman diary writing)                      To revise sentence types- questions, exclamations                      To revise word classes including adverbs.</p>	<p><b>Term 6</b>  <b>Reading:</b>                      To predict, clarify, summarise and question.</p> <p><b>Assessment week (1 week)</b></p> <p><b>Letter Writing (1 week)</b>  <b>Writing:</b>                      -To identify and use the features of formal and informal letter writing.                      -To know the school address.</p> <p><b>Recount of Horton Kirby Trip (1 week)</b>  <b>Writing:</b>                      -To plan and write a recount.                      -To use first person pronouns, chronological order and adverbial phrases/subordinate clauses.</p> <p><b>Persuasive Poster (1 week)</b>  <b>Writing:</b>                      To use persuasive techniques (If..... then.....; Power of 3; Adverbs/adverbial phrases – surely, certainly, without doubt; alliteration; rhetorical questions; quote/review from previous visitor)                      -To use eye-catching lettering/titles to grab the reader’s attention.</p> <p><b>Explanatory Text (2 weeks)</b>  <b>Writing:</b>                      -To plan and write an explanatory text to explain what Year 3 at Amherst is like for the Year 2 children coming up.</p> <p><b>Spelling &amp; Vocabulary:</b>                      -When writing to learn how to have a go at</p>
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# Year Group 3



	<p>learn prefixes re and mis. -To proofread and correct errors.</p> <p><b>Grammar &amp; Punctuation: See above</b></p> <p><b>Poetry – Winter Poems</b> <b>Writing:</b> To use poetic language features in Haikus, rhyming couplets and shape poems.</p> <p><b>Reading:</b> To read and respond to poetry. To justify their opinion and identify different writing techniques.</p>	<p>To teach determiners. To revise prepositions, commas in lists, capital letters and tense agreement.</p>	<p>unknown words in the margin. -To learn statutory Year 3 &amp; 4 word list and personal spelling lists using various strategies. -To learn the spelling sound short vowel u spelt ou e.g. rough, touch, young, double, trouble, country - To learn the spellings and meanings of homophones (heel, heal, plain, plane, groan, grown, rain, reign, rein). -To proofread and correct errors. -To explore word families (post, sign, just, like, kind, friend)</p> <p><b>Grammar &amp; Punctuation:</b> -To revise suffixes, prefixes, apostrophes, adverbs, co-ordinating conjunctions, full stops, subordinating conjunctions, word classes, present and past continuous, exclamation marks, capital letters, third person pronouns, commas in lists, inverted commas, determiners</p>
<b>SCIENCE</b>	Rocks	Forces and magnets	Plants
<b>COMPUTING</b>	Term 1: Exploring a PC, understanding the files and folders and house-keeping	Term 3: Creating a leaflet using Microsoft Word	Terms 5 and 6: Zu3D creating an animation

## Year Group 3



	Term 2: Scratch programming (mazes, cards)	Term 4: Roman Research online and using PowerPoint.	Term 6: Using Microsoft Word
<b>HISTORY</b>	Local Environment	Roman Britain	
<b>GEOGRAPHY</b>	Local Environment		Rivers
<b>PE</b>	Term 1: Swimming Term 2: Dance	Term 3: Gymnastics Term 4: Indoor Athletics	Term 5: Swimming Term 6: Swimming
<b>GAMES</b>	Cricket/ Tag Rugby	Netball/ Football/ Handball	Tennis/Athletics/Rounders
<b>ART</b>	Hundertwasser- Buildings	Roman Mosaics	Monet – Waterlilies (Watercolour) Van Gogh – Sunflowers (pastels)
<b>DT</b>	Desk tidies	Roman catapults	Making a birdfeeder
<b>RE</b>	Term 1: Judaism Term 2: Christianity	Terms 3 and 4: Christianity	Term 5: Islam Term 6: Living a Christian Life
<b>MFL</b>	Duolingo taught constantly weekly and Numbers to 30 and greetings	Duolingo taught constantly weekly and families, birthdays and the body	Duolingo taught constantly weekly and colours
<b>MUSIC</b>	Recorders	Recorders Easter Performance	Singing games/ Instrumental activities Recorders
<b>PSHE</b>	Term 1: Trust Term 2: Kindness	Term 3: Determination Term 4: Politeness	Term 5: Fairness Term 6: Co-operation
<b>INDEPENDENT RESEARCH</b>	Local study- Riverhead research	Romans and Celts	A River Study (Thames, Nile, Amazon, Mississippi)
<b>PROVISIONAL TRIPS/ VISITORS</b>	Walk around Riverhead village Trip to London to see Matilda	Roman Day Visit to St. Mary's Church	Horton Kirby – river study