



	AUTUMN: Terms 1 and 2	SPRING: Terms 3 and 4	SUMMER: Terms 5 and 6
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, 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</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 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</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 n objects are connected to m 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 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 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, $57 + 17 = 67$] 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>

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	<p>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 <i>n</i> objects are connected to <i>m</i> 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 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>
<p>ENGLISH</p>	<p>Term 1 Reading: -Guided reading groups to develop positive attitudes to reading and improving fluency and comprehension. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. - Promoting a love and enjoyment of reading - Prim-Ed Comprehension Skills: Understanding words, Finding information, identifying the main Idea</p> <p>Grammar & Punctuation: (T 1 & 2) -To recognise common conjunctions (but, because, and, if, when) -To identify the main word classes nouns,</p>	<p>Term 3 Reading: To read and interpret the story line, justifying character’s actions and making predictions. - I can summarise and explain the main points in a text, referring back to the text to support this. - I can justify and elaborate on opinions and predictions with reference to the text. - I can summarise and explain the main points in a text. - I am able to quote directly from the text to support thoughts and discussions. - I can locate information by skimming (for a general impression and scanning (to locate specific information). - 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. - Promoting a love and enjoyment of reading - Prim-Ed Comprehension Skills: Concluding, Summarising, Inferring</p>	<p>Term 5 Reading: -Guided reading groups to develop positive attitudes to reading and improving fluency and comprehension. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. - Promoting a love and enjoyment of reading - Prim-Ed Comprehension Skills: Cause and Effect, Fact or Opinion, Point of View and Purpose</p> <p>Jack & the Beanstalk (3 wks) Writing: To plan and write a 5 part story using engaging introductions, dialogue and the past tense. To write monologues.</p>



	<p>verbs and adjectives including comparative adjectives</p> <ul style="list-style-type: none"> -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. -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>Spelling & Vocabulary:</p> <ul style="list-style-type: none"> -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 & 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>Fantastic Mr Fox (4 wks)</p> <p>Writing:</p> <ul style="list-style-type: none"> 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. <p>Spoken Language:</p> <ul style="list-style-type: none"> Drama, reading aloud and explaining own thoughts and opinions. <p>Spelling & Vocabulary:</p> <ul style="list-style-type: none"> To revise prefixes covered and learn the prefix '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>Grammar & Punctuation:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To plan and write their own version of Jack and the Beanstalk. <p>Spoken Language:</p> <ul style="list-style-type: none"> Drama, reading aloud and explaining own thoughts and opinions <p>Rivers Poetry (1 week)</p> <p>Writing:</p> <ul style="list-style-type: none"> To read various styles of poems including rhyming, free verse and shape. To use poetic writing techniques in own poems. <p>Non chronological reports linked Science. (2 weeks)</p> <p>Writing:</p> <ul style="list-style-type: none"> To use rhetorical questions, fact boxes, captions, introductory paragraphs, headings, sub headings. To write in groups an information text using formal sentence structures. <p>Spelling & Vocabulary:</p> <ul style="list-style-type: none"> 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 & 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 & 2 To revise word families. To teach the prefix 'anti' <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> To teach commas after fronted adverbials. To teach synonyms and antonyms. To revise inverted commas and commas in lists.
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	<p>Matilda (4 weeks) -To discuss plot, settings and characters from Matilda. -To identify inverted commas around spoken words.</p> <p>Writing: -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. -To understand different sentence structures (simple, compound, complex). -To start sentences with prepositional phrases and to use a comma.</p> <p>Spoken Language: Drama, reading aloud and explaining own thoughts and opinions.</p> <p>Stone Giant and Water Goblin (3 weeks) Reading: -To identify how instructions are organised and understand the language features</p> <p>Writing: -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>Poetry (Magic Box -1 week) Writing: 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>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>Spoken Language: -I can use drama and story-mapping to retell a text.</p> <p>Grammar & Punctuation: -To use and identify imperative verbs -To use and identify adverbs (First, Next, Then, After)</p>		
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	<p>Term 2 Reading: -Guided reading groups to develop positive attitudes to reading and improving fluency and comprehension. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. - Promoting a love and enjoyment of reading - Prim-Ed Comprehension Skills: Sequencing, Finding similarities and differences, Predicting</p> <p>Whole School Book (2-3 weeks) To be confirmed</p> <p>Adventure at Sandy Cove (3 weeks) Writing: 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>Spoken Language: Drama, reading aloud and explaining own thoughts and opinions. -to use drama and story-mapping to retell</p>	<p>Term 4 Whole School Book (2 weeks) Reading: To use inference and deduction skills. To choose their own books and enjoy reading. - I can comment on author’s choice of language to create mood and build tension. - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - 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. - Promoting a love and enjoyment of reading</p> <p>Spoken Language: Drama, reading aloud and explaining own thoughts and opinions. -Easter play</p> <p>Assessment week Easter play/playscripts</p> <p>Spelling & Vocabulary: When writing to learn how to have a go at unknown words in the margin. -To learn statutory Year 3 & 4 word list and personal spelling lists using various strategies.</p>	<p>Term 6 Reading: - Be able to select own books (and be taught how to do so) - Promoting a love and enjoyment of reading - The ability to read independently for a sustained period of time (20 min approx.)</p> <p>Assessment week (1 week)</p> <p>Letter Writing (1 week) Writing: -To identify and use the features of formal and informal letter writing. -To know the school address.</p> <p>Recount of Horton Kirby Trip (1 week) Writing: -To plan and write a recount. -To use first person pronouns, chronological order and adverbial phrases/subordinate clauses.</p> <p>Persuasive Poster (1 week) Writing: To use persuasive techniques (If..... then.....; Power of 3; Adverbs/adverbial phrases – surely, certainly, without doubt; alliteration; rhetorical questions; quote/review from previous visitor)</p> <p>-To use eye-catching lettering/titles to grab the reader’s attention.</p> <p>Explanatory Text (2 weeks) Writing: -To plan and write an explanatory text to</p>
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	<p>a text.</p> <p>Spelling & Vocabulary: -When writing to learn how to have a go at unknown words in the margin. -To learn statutory Year 3 & 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 learn prefixes re and mis. -To proofread and correct errors.</p> <p>Grammar & Punctuation: See above</p> <p>Poetry – Winter Poems Writing: To use poetic language features in Haikus, rhyming couplets and shape poems. Reading: To read and respond to poetry. To justify their opinion and identify different writing techniques.</p>	<p>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) Grammar & Punctuation: 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. To teach determiners. To revise prepositions, commas in lists, capital letters and tense agreement.</p>	<p>explain what Year 3 at Amherst is like for the Year 2 children coming up.</p> <p>Spelling & Vocabulary: -When writing to learn how to have a go at unknown words in the margin. -To learn statutory Year 3 & 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>Grammar & Punctuation: -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>
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SCIENCE	Rocks – igneous, sedimentary and metamorphic	Forces and magnets – pushes, pulls, magnetism and gravity	Plants – lifecycle, naming parts of a plant, seed dispersal Light – how it travels, shadows, how shadows are formed
COMPUTING	Term 1: Exploring a PC, understanding the files and house-keeping Term 2: Scratch programming (drawing shapes, making cards)	Term 3: Scratch – designing games Term 4: Using word-processing programs to create a Roman timeline and a Boudicca poster.	Terms 5: Zu3D creating an animation Term 6: Using Publisher to produce a leaflet about Amherst for the Year 2 children.
HISTORY	Local Area	Roman Britain	
GEOGRAPHY	Local Area		Rivers
PE	Term 1: Curling Term 2: Dance	Term 3: Gymnastics Term 4: Indoor Athletics	Term 5: Swimming Term 6: Swimming
GAMES	Football/Handball/Tag-rugby	Netball/ Hockey/ Lacrosse	Cricket/Athletics/Rounders
ART	Hundertwasser – T1	Roman Mosaics – T3 Weaving and Shields – T3	Monet – Waterlilies (Watercolour) – T6 Van Gogh – Sunflowers (pastels) – T6
DT	Desk tidies – T2	Roman catapults – T4	Baguettes – T5
RE	Term 1: What do different people believe about God? Term 2: What does it mean to be a Christian living in Britain today?	Terms 3 and 4: Festivals	Term 5: Praying Term 6: The Bible
MFL	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
MUSIC	Charanga – online music resource	Recorders Easter Performance	Recorders
PSHE	Term 1: Trust Term 2: Kindness Project EVOLVE (online safety)	Term 3: Determination Term 4: Politeness Project EVOLVE (online safety)	Term 5: Fairness Term 6: Co-operation Project EVOLVE (online safety)
INDEPENDENT RESEARCH	Local study- Riverhead	Romans and Celts	A River Study (Thames, Nile, Amazon, Mississippi)

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PROVISIONAL TRIPS/ VISITORS	Walk around Riverhead village Christmas Pantomime	Roman Day Visit to St. Mary's Church	Horton Kirby – river study
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