

Year 3	Autumn 1	Autumn 2
Maths	<p><u>Place Value</u></p> <p>Represent numbers to 100</p> <p>Partition numbers to 100</p> <p>Number line to 100</p> <p>Hundreds</p> <p>Represent numbers to 1,000</p> <p>Partition numbers to 1,000</p> <p>Flexible partitioning of numbers to 1,000</p> <p>Hundreds, tens and ones</p> <p>Find 1, 10 or 100 more or less</p> <p>Number line to 1,000</p> <p>Estimate on a number line to 1,000</p> <p>Compare numbers to 1,000</p> <p>Order numbers to 1,000</p> <p>Count in 50s</p> <p><u>Addition and Subtraction</u></p> <p>Apply number bonds within 10</p> <p>Add and subtract 1s, 10s and 100s</p> <p>Add 1s across a 10</p> <p>Add 10s across a 100</p> <p>Subtract 1s across a 10</p> <p>Subtract 10s across a 100</p> <p>Make connections</p> <p>Add two numbers (no exchange)</p> <p>Subtract two numbers (no exchange)</p>	<p><u>Addition and Subtraction continued</u></p> <p>Add two numbers (across a 10)</p> <p>Add two numbers (across a 100)</p> <p>Subtract two numbers (across a 10)</p> <p>Subtract two numbers (across a 100)</p> <p>Add 2-digit and 3-digit numbers</p> <p>Subtract a 2-digit number from a 3-digit number</p> <p>Complements to 100</p> <p>Estimate answers</p> <p>Inverse operations</p> <p><u>Multiplication and Division Part A</u></p> <p>Multiplication – equal groups</p> <p>Use arrays</p> <p>Multiples of 2</p> <p>Multiples of 5 and 10</p> <p>Sharing and grouping</p> <p>Multiply by 3</p> <p>Divide by 3</p> <p>The 3 times-table</p> <p>Multiply by 4</p> <p>Divide by 4</p> <p>The 4 times-table</p> <p>Multiply by 8</p> <p>Divide by 8</p> <p>The 8 times-table</p> <p>The 2, 4 and 8 times-tables</p>

English	<u>The First Drawing and Stone Age Boy</u> Ly openers sentences Speech sentences 2,A sentences Consonant and vowels (a or an) Direct speech and inverted commas Nouns and pronouns Writing to entertain Narrative Writing to entertain Description	<u>The BFG</u> Emotion, comma sentences BOYS sentences Simile sentences Connective opener Apostrophes for possession Apostrophes for contraction Subordinate clause Paragraphs to group related ideas Writing to entertain Description Writing to entertain Narrative Writing to inform letter
Science	<u>Rocks</u> 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. Recognise that soils are made from rocks and organic matter. Rocks and soils can feel and look different. Rocks and soils can be different in different places / environments	<u>Animals Including Humans</u> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
History	The Stone Age Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)  This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	

Geography		<u>Earthquakes and Volcanoes</u> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
Computing	<u>Connecting Computers</u> Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration	<u>Creating Media</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
RE	<u>Hinduism: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</u>  Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism. <ul style="list-style-type: none"> <li>• This enquiry looks at the festival of Divali, which is the Story of Rama and Sita, as well as how it is celebrated.</li> </ul>	<u>Christianity: Has Christmas Lost Its True Meaning?</u>  Christians believe that God chose a young Jewish woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son. He sent his angel, Gabriel, to ask this of her. Mary agreed to let this happen and Jesus was born in Bethlehem. This is the Christian concept of 'incarnation': God becoming a man or literally being 'made flesh'. Jesus was born in a stable and was visited by a variety of people from different social

	<ul style="list-style-type: none"> <li>• Diwali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil.</li> <li>• The festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge</li> <li>• A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held.</li> </ul> <p><u>Rangoli patterns</u></p> <ul style="list-style-type: none"> <li>• Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck.</li> </ul>	classes.
Music	<p>To know five songs from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they</li> </ul> </li> </ul>	<p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>

	<p>are used (texture, dynamics, tempo, rhythm and pitch)</p> <ul style="list-style-type: none"> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul>	
Spanish	<p><u>A New Start</u></p> <p>Ask and answer name</p> <p>Ask and answer simple feelings</p> <p>Count 0-11</p> <p>6 colours</p>	<p><u>Calendar and Celebrations</u></p> <p>Days</p> <p>Months ( an respond to simple question)</p> <p>Asking the day / month</p> <p>Ask birthday month</p> <p>Celebrating Christmas</p>
Art	<p><u>Stone Age Art</u></p> <p><u>Artist study: Modigliani</u></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>	

<p>Design and Technology</p>		<p><u>Structures: Shell structures</u></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• Use finishing techniques suitable for the product they are creating.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</li> <li>• Test and evaluate their own products against design criteria and the intended user and purpose.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> </ul>
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RSE	<u>Me and my Relationships</u>	<u>Valuing Differences</u>