Year 3			
Term	**Autumn**	**Spring**	**Summer**
English	**Writing**- **(*Narrative*)** write stories set in places pupils have been/ write stories that contain mythical, legendary or historical characters or events/write stories of adventure/ write stories of mystery and suspense/write letters/ write plays/write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. **(*Non-fiction*)** write instructions/ write recounts/ write persuasively/ write explanations/ write non-chronological reports/ write biographies/ write in a journalistic style/ write arguments/write formally **(*Poetry*)** Learn by heart and perform a significant poem/ write haiku/write cinquain/ write poems that convey an image (simile, word play, rhyme and metaphor) **Reading**- Read and listen to a wide range of styles of text, including fairy stories, myths and legends/ listen to and discuss a wide range of texts/ learn poetry by heart/ increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures/take part in conversatio0ns about books/ use the school and community libraries/look at classification systems/look at books with a different alphabet to English/ Read and listen to whole books. **Communication**- engage in meaningful discussions in all areas of the curriculum/ listen to and learn a wide range of subject specific vocabulary]through reading identify vocabulary that enriches and enlivens stories/ speak to small and larger audiences at frequent intervals/ practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English/ listen to and tell stories often to internalise the structure/ debate issues and formulate well-constructed points.		
Maths	**Number, place value and rounding-** Count from 0 in multiples of 4, 8, 50 and 100; 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/ Identify, represent and estimate numbers using different representations./ Read and write numbers up to 1000 in numerals and in words/ Solve number problems and practical problems involving these ideas. **Addition and subtraction-** Pupils should be taught to: 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. **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 that 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 objects. **Fractions-** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10/ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators/ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators/ Recognise and show, using diagrams, equivalent fractions with small denominators/ Add and subtract fractions with the same denominator within one whole/ Compare and order unit fractions, and fractions with the same denominators/ Solve problems. **Properties of shape-** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them/ Recognise angles as a property of shape or a description of a turn/ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle/ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Position, direction and movement-** Recognise angles as a property of shape and as an amount of rotation/ Identify right angles, recognise that 2 right angles make a half turn and 4 make a whole turn. Identify angles that are greater than a right angle		

	Measures- • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)/ Measure the perimeter of simple 2-D shapes/ Add and subtract amounts of money to give change. (£ and p)/ 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 appropriate vocabulary/ Know the number of seconds in a minute and the number of days in each month, year and leap year/ Compare durations of events. **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.					
Science	Rocks/ Light		Plants/Animals including Humans		Forces and Magnets	
History	Changes in Britain from the Stone Age to the Iron Age		The Roman Empire and its impact on Britain			
Geography	Landmarks of the UK				Local area study	
Art	Investigating Iron Age art		Study of an artist from 1800's		Portraying relationships (link with PSHE)	
DT	Food – Bread making		Materials/ mechanics- Moving monsters			
	Indoor- Gymnastics Outdoor- Athletics	Indoor- Dance Outdoor- Invasion Rugby	Indoor-Net/ wall- Badminton/ Table Tennis/ Archery Outdoor- Invasion- Netball	Indoor- Gymnastics Outdoor- striking and fielding (rounders)	Indoor- swimming Outdoor- Net/ wall-tennis	Indoor- Dance Outdoor- Outdoor Education (Golf/ orienteering/ athletics)
PSHE & Cit	CITZ Unit 5 – Living in a diverse world		CITZ Unit 8 – How do rules and laws affect me? Link to Roman rule			
SEAL & RSE	New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes **See Planning**
Computing	Programming		Programming E-safety day		Programming	
RE	LOVE & FRIENDSHIP What do religious traditions say about how we should treat each other? How should I behave?	FESTIVALS OF LIGHT Why is light important to Religion? What are the special times in my life and why are they significant? How is belief expressed?	JUDAISM How do Jews live their life? How should I behave towards others? Why celebrate?	EASTER THROUGH STORY How can we learn about Easter through stories? Why is there suffering? Is there a God?	OUR WORLD What does religion tell us about the 'specialness' of the world? Why should we respect and value the planet and life in a variety of forms?	WATER Why is water important in religion? How is belief expressed? Where do people's beliefs come from? Why celebrate?
Music	Salt, pepper, vinegar –linked to performance poetry Play it again near		Dragon scales Chinese New Year			
MFL	Unit 1 -Moi (All about me) Unit 3 – On fait la fête (Celebrations)		Unit 2 - Jeux et Chansons (Games and Songs) Unit 5 - Les quatre amis (The four friends)		Unit 6 - Ça pousse (Growing things) *Science* Unit 4 – Portraits (Portraits)	
Visits	**Trip to the Wrekin**		**Chester- Roman City Visit**		**Local study/ visits to significant places**	