YEAR 3

Topic/Theme	**Awesome Ancient Britain: Who first lived in Britain?**		**Ancient Egypt:** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China		**Active Planet** Physical Geography mountains, volcanoes and earthquakes,	**Our Island**
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Hook	Classroom Cave experience Wandlebury - whole day Iron Age trip with field teachers		Toilet roll mummies, Tomb discovery experience Visit to Fitzwilliam/British Museum		Vinegar and bicarb volcanoes. Sedgwick museum and Zoology museum, animals, rocks and fossils.	Local walks around Trumpington linked to geography topic. Visitor to speak about local geography/history of Trumpington
Key Literature	*The Boy with the Bronze Axe* *Stone Age Boy (GR)* *How to Wash a Wooly Mammoth*. (T4W - instructions)	*The Tin Forest* - (T4W - narrative) Poetry - *Don't* (Michael Rosen) - performance *The Night Before Christmas*	*Ma'ats Feather* (Class Text Historical Fiction) Newspaper reports (teacher written) based on *Peter and the Wolf (T4W)*	*The Mystery of the Missing Scroll* (Class Text Mystery Writing) Non-Chronological reports	The Pebble In My Pocket (Meredith Hooper) The Firework Maker's Daughter (Philip Pullman) Stone Girl, Bone Girl (Laurence Anholt)	The Magic Box The Lost Words (Robert McFarlane)

First-hand experiences	Cave Art	Iron Age day at Wandlebury (or in the playground) Shield making	Tomb Mummifying Tomatoes	Museum Trip - BM or Fitzwilliam	Boxes of rocks from Sedgwick museum. River Walk	River Walk Performance. Years 3 and 4 to combine and create piece for show based on Spring Term's learning.
English Reading	Instructions - retrieve and record information from non-fiction. Discuss words that capture the reader's imagination and interest. Draw inferences such as feelings, thoughts and motives from actions.	Narrative stories - identify main ideas and summarise these. Check that a text makes sense and discuss understanding of words. Retrieve and record information from non-fiction. Predict what might happen from details stated.	Identify how language, structure and presentation can contribute to meaning. Ask questions to improve our understanding of the text. Summarise and compare texts. Word reading- Prefixes and Suffixes	Different genres (Trad, Fairy, Diary, Fable.) Predictions, Inference Word choice Newspapers	Continue to develop the skills in the reading curriculum, with key focus on inference skills and retrieving from a text.	
English Writing	*How to Wash a Woolly Mammoth*. (Instructions) *James and the Giant Peach* (T4W): character description of Aunt Sponge and Aunt Spiker	*The Tin Forest* - narrative wishing tale focusing on setting description (T4w) Poetry - various including performance	Mystery Stories - (Mystery of the Egyptian Scroll by Scott Peters?) Diaries - linked to Howard Carter's discovery of Tutankhamun's Tomb	Newspaper Reports - Peter and the Wolf Persuasive Letters	Advert writing Explanation texts - related to Earth Science (eg fold mountains, earthquakes)	Myths and Legends - innovating on the tale of Finn MacCool (defeating the monster narrative stories). Diary Entries

					Quest writing (based on Firegirl)	
English speaking and listening	Sharing instructions	Performance Poetry	Performing report writing	Performance - production	Suspense stories	Poetry – performance poems
Maths	**Place Value and Number** 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 strategies. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving place value.	**Addition and Subtraction** Add numbers with up to three digits, using formal written methods of column addition. Subtract numbers with up to three digits, using formal written methods of column 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. **Begin Multiplication**	**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 using the multiplication tables for Year 3, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Write and calculate mathematical statements for division using the multiplication tables for Year 3, including for two-digit numbers times one-	**Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. **Measure: Length and perimeter** Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes. **Measure: Mass and Capacity**	**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, 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.	**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 that angles are 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.

	Addition and Subtraction Add numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.		digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. **Measure: Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Measure, compare, add and subtract mass (kg/g); volume/capacity (l/ml).	Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). Compare and order unit fractions, and fractions with the same denominator. Solve problems involving all the elements of the fractions domain. **Measure: 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, hours and o'clock; use vocabulary such as 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.	
Science	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can 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. I can compare how things	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can 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.	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements plants for life and growth (air, li water, nutrients from soil, and r to grow) and how they vary fron plant to plant I can investigate the way in whi water is transported within plan I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter.	I can recognise that they need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes I can recognise that shadows are formed when the light from a light source is blocked

	move on different surfaces					by a solid object I can find patterns in the way that the size of shadows change
Computing	Computers and Networks: inputs, processes and outputs Digital literacy: powerful passwords	Creating media: animation Digital literacy: online community	Programming: Sequencing Digital literacy: things for sale	Data: Branching Databases Digital literacy: show respect online	Creating Media: Desktop Publishing Digital literacy: writing good emails	Programming: Events and Actions
Art and Design	Cave paintings - explore different ways to make marks (use tactile materials like chalk and charcoal). Look at Grotte de Lascaux. Silhouettes - base on Stonehenge, use paint to create skyscapes using light and dark. Colour Mixing		Portrait artists: eg Chagall and Magritte, learning about and imitating their styles.	Study Ancient Egyptian art - observe use of symbolism, colour, composition and proportion; create headdresses/portraits. Sculpture - use clay to create canopic jars. Production props and set - develop painting and printing skills.	Use recycling to create 3D sculptures of endangered animals. Hokusai/Monet - natural art styles.	Landscape painters - look at British artists like Turner.
Design technology	Explore and investigate the design of Iron Age round houses; create a design for a roundhouse, thinking of specific requirements for the design; make the roundhouse using		Sculpture - use clay to create canopic jars.		Build Mod-roc exploding volcanoes. Design and sew a stuffed (mummified) animal - 2D to 3D construction; work with different textiles and fabrics.	

	different materials, evaluating and improving the design. Add extra details. Shadow puppets (cross-curricular links to science): create shadow puppets using templates and explore and experiment with these. Use research and develop design criteria for a pop-up book, looking at different ways to create the effect, ● Investigate and analyse existing products. ● Consider materials and methods that would help create a strong book. ● Evaluate their pop-up book against their own design criteria and consider the views of others to improve their work.	Food technology - plan and create an Egyptian meal, considering healthy, balanced choices; create soda bread. Production props and set - consider appropriate designs and materials for construction.	*Research, design and test an earthquake-proof building. Analyse how buildings are built and reinforced, identifying developments over time.*	
History	**Changes in Britain from the Stone Age to the Iron Age**: Stone, Bronze and Iron Age: who first lived in early Britain, early Britain and settlers including, exploring settlements and what they left behind.	**The Earliest Civilisations** **What do all the Ancient Civilisations have in Common?** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; **Ancient Egypt (depth study)**; The Shang Dynasty of Ancient China		
Geography	Learn about different types of settlements and have a secure understanding of this term.	Locate countries using new locational vocabulary: North and South Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	Describe and understand key aspects of physical geography, including **mountains, volcanoes**	Name cities in the UK and counties close to Trumpington. Identify how some

	Compare settlements in different locations and at different points in history, locating major settlements in the UK. Consolidate 4-point compass directions and begin to use 8-point directions to plot locations of settlements in the UK. Explore a local, ancient settlement (Wandlebury) and investigate its physical and human geography.		Consolidate land use and settlement learning by exploring the features of Ancient Egypt. Consolidate use of 8-point compass directions Use digital maps, including the zoom function, to identify significant human landmarks.		**and earthquakes** Use digital technologies to explore mountain ranges and volcanoes around the world (eg use Arc GIS)	regions of the UK are different to others Locate and describe some human and physical features of the UK. Use four-figure grid references and 8-point compass directions to locate these features. Conduct some fieldwork in the local area.
Music	**Performing** Kodaly method with singing. Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology,	**Singing** in a choir. Learning melodies and harmonies for Carols and Winter songs. Performing as a choir, reading signals from a conductor.	**Improvise** Use instruments. Explore genre while using major/minor scales to improvise in the 'style of'. Create polyrhythms using instruments and record the findings. Improvising melodies in a variety of genre.	**Performing**, and writing. Reading score and playing on a piano. Learning to read and play notes with expression. Developing the use of arpeggios on a piano.	**Listening.** Listen, create and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music	**Composing** Compose harmony with score and recording themes for media. Songwriting skills, performing songs to peers.

	'body sounds' (tapping, clicking, marching, stamping etc.).		Understanding expression, phrasing, ostinati and employing technique when using major and minor scales.		and be willing to justify these.	
RE	Judaism - what is important for Jews about being part of God's family?		Who were the saints of God and why were they important?	Christianity - the church year (explore Easter) Is Easter a festival of new life or sacrifice?	What are the special religious texts?	
PSHE	Beginning and Belonging	Family and Friends (including anti-bullying)	Diversity and Community	Relationships and Sex Education Friendship	Drugs Education Personal Safety	Management of Change
PE	Health Related Fitness Football	Dance - Fireworks Ball Handling	Tag Rugby Gymnastics	Swimming OAA	Athletics Kwik Cricket	Rounders Athletics
Spanish	Greetings/Goodbyes Names/Ages Dates/Birthdays	My family Christmas	Are you hungry? - fruits and vegetables, food and drink. Gender of nouns, direct articles and plural forms.	Likes and dislikes. Easter.	Flags - colours. Shapes Plurals.	Festivities/Spanish culture. Look at the differences between Northern celebrations in Galicia and Southern celebrations in Malaga.