



Year 3 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Write	Poetry based on emotions - <i>All My Treasures and The Rabbit Listened</i> Biography/Letter (Black History)	CLPE Fiction (based on Gregory Cool from Gregory's point of view) <i>Narrative</i> Explanation Text: How do spiders catch their prey? <i>Non Fiction</i>	Recount (Citizenship link) Love Story (based on 'obstacle' form of The Hodgeheg) <i>Narrative</i>	Playscript (Book Week link) <i>Narrative</i> Persuasive Text (link to The Great Kapok Tree) <i>Non Fiction</i>	Historical Diary entry (Ancient Greek link) Persuasive Letter (Maths Market Week)	Newspaper Report - preparation for International Week
English	Recovery Curriculum: <i>All My Treasures</i> <i>The Rabbit Listened</i> <i>Here We Are</i>	Gregory Cool <i>Art - Watercolour Landscape</i>	The Hodgeheg <i>Art - Yarn Hedgehog</i>	The Great Kapok Tree <i>Art - Watercolor Rainforest</i>	Oxford Book of Greek Myths. <i>Art - Chalk Art Sketch</i>	Pebble in my Pocket <i>Art - Pastel work of rock journey</i>
	<i>Letters</i> - layout, punctuation, descriptive language. <i>Poetry</i>	<i>Story</i> - paragraphs, speech, adverbials, composing and rehearsing sentences orally, conjunctions. <i>Instructions and Explanations</i>	<i>Story</i> - Speech Descriptive language Proofreading. Assessing the effectiveness of their own writing. Paragraphs, conjunctions. Creating settings, characters and plots.	<i>Non-chronological reports</i> Formal language, facts, sentence structure. Using simple organisational devices. Read and record information from	<i>Story/Myths</i> - paragraphs, speech, adverbials, composing and rehearsing sentences orally, conjunctions. Fronted Adverbials. <i>Persuasive writing</i> Tenses, conjunctions,	<i>Recounts</i> Tenses, sentence structure, conjunctions. Using simple organisational devices. <i>Poetry</i>



		<p>Using simple organisational devices.</p> <p>Non-chronological reports</p> <p>Formal language, facts, sentence structure.</p> <p>Using simple organisational devices.</p> <p>Read and record information from non-fiction.</p>	<p>Recounts</p> <p>Tenses, sentence structure, conjunctions.</p>	<p>non-fiction.</p> <p>Plays and dialogue</p> <p>Planning, proofreading, creating settings, characters and plots.</p> <p>Use of varied and rich vocabulary and an increasing range of sentence structures</p>	<p>fronted adverbials.</p>	
Maths	<p>Y2 N & PV</p> <p>Count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number</p> <p>Compare and order numbers from 0 to 100 using < > and =</p> <p>Use place value and number facts to answer questions</p>	<p>1. Revising the understanding and use of place value and number facts in mental addition and subtraction</p> <p>2. Revising the understanding and use of place value and number facts in mental addition and subtraction</p>	<p>8. Measurement of length and capacity</p> <p>9. Using number lines to compare and round numbers and to find differences</p> <p>10. Revision of key calculation strategies and their use in word problems</p> <p>11. Embedding a</p>	<p>14. Angles, including right angles, measurement of turn, and the ° symbol</p> <p>15. Understand place value in 3-digit numbers. Round 3-digit numbers up or down. Subtract 2-digit from 2-digit numbers by counting up. Subtract by counting up from a 2-</p>	<p>19. Using number lines to facilitate an understanding of place value in 3-digit numbers</p> <p>20. Developing multiplication strategies using doubling and halving and the grid method</p> <p>21. Securing understanding of</p>	<p>25. Mental and written addition and subtraction,</p> <p>26. Mental and written addition and subtraction and choosing appropriate methods to solve problems.</p> <p>27. Mental and written addition and subtraction and</p>



	<p style="text-align: center;"><u>Y2 A & S</u></p> <p>Solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures</p> <p>Answer simple addition and subtraction questions in my head as well as by writing them down</p> <p>Use addition and subtraction facts to 20 quickly and workout similar facts to 100</p> <p style="text-align: center;"><u>Y2 M & D</u></p> <p>Remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers</p>	<p>3. Key multiplication and division facts and doubling and halving</p> <p>4. Telling the time with increasing accuracy, and identifying, describing and sorting 3D shapes.</p> <p>5. Placing 2- and 3-digit numbers on a line and using an empty number line to find differences</p> <p>6. Doubling and halving, and understanding a half and other unit fractions</p> <p>7. Understanding place value, including in money, and on using partitioning in adding and subtracting</p>	<p>thorough understanding of place value and properties of numbers</p> <p>12. Using partitioning in addition; and on the 2, 3, 4, 5, 8 and 10 times tables</p> <p>13. Fractions as numbers, finding equivalent fractions, placing fractions on a line</p>	<p>digit to a 3-digit number</p> <p>16. Separate 3-digit numbers into hundreds, tens, and ones; add numbers using vertical written addition (expanded)</p> <p>17. Add mentally using place value and rounding; add using expanded written method. Investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)</p> <p>18. Time-telling on digital and analogue clocks, and the calculation of time intervals</p>	<p>addition and subtraction and rehearsing sound mental strategies</p> <p>22. Developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems</p> <p>23. Using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.</p> <p>24. Drawing and interpreting pictograms and bar graphs with different scales</p>	<p>choosing appropriate methods to solve problems.</p> <p>28. Developing understanding and vocabulary of shape and angle, including measuring perimeters; and on telling the time</p> <p>29. Consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions</p> <p>30. Rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication and division.</p>
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	<p>Answer questions involving multiplication and division mentally and with objects</p> <p>Answer questions involving multiplication and division using arrays and repeated addition</p>					
RE	<p>Recovery - ST FRANCIS -</p> <p style="text-align: center;">Biography Art- St Francis</p> <p>OTHER RELIGIONS - Places of worship PROMISES - Promises made at Baptism - VISITORS - waiting for the coming of Jesus</p>		<p>JOURNEYS - Christian family's journey with Christ. CITIZENSHIP WEEK LISTENING & SHARING - Jesus gives himself to us. GIVING ALL - Lent: remembering Jesus' total giving.</p> <p style="text-align: center;">Diary Entry</p>		<p>ENERGY - Gifts of the Holy Spirit - CHOICES - Importance of examination of conscience - SPECIAL PLACES - Holy places for Jesus and the Christian community -</p>	
Science	<p>Light and Shadows</p> <ul style="list-style-type: none"> • Light and reflection • Sources of light • Mirrors • Shadows <p>*recognise that they need light in order to see things and that</p>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • Push and pull • Different surfaces • Magnetic materials • Poles • How and where 	<p>Animals, including humans.</p> <ul style="list-style-type: none"> • What do humans need to survive? • Bones and skeletons • Protecting our bones • Muscles and joints <p>* 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.</p>		<p>Rocks</p> <ul style="list-style-type: none"> • Comparing and grouping rocks • How are rocks made? • Soil • Fossils <p>* compare and group together different</p>	<p>Plants</p> <ul style="list-style-type: none"> • Parts of a plant • How plants grow • Transporting water • Pollination • Spreading seeds <p>* identify and describe the functions of</p>



	<p>dark is the absence of light. * notice that light is reflected from surfaces *recognise that light from the sun can be dangerous and that there are ways to protect their eyes. * recognise that shadows are formed when the light from a light source is blocked by a solid object. * find patterns in the way that the size of shadows change.</p> <p>H - Sun and Shadows</p> <p>Art - tissue paper stained glass windows</p>	<p>are magnets used?</p> <p>* compare how things move on different surfaces. *notice that some forces need contact between two objects, but magnetic forces can act at a distance. *observe how magnets attract and repel each other and attract some materials and not others. * 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 * describe magnets as having two poles *predict whether two magnets will attract or repel each other,</p>	<p>* identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Extended writing: Leaflet on muscles and joints</p> <p>Trip: Zoo</p>	<p>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 rock and organic matter.</p>	<p>different parts of flowering plants: roots, stem/trunk, leaves and flowers. * explore the requirements for plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. *investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>H - Growth of plants Art- Wax Crayon leaves. Recount on Kew</p>
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		<p>depending on which poles are facing.</p> <p>H - Attracting and stretching</p> <p>Non-chronological report</p>				
Computing	<p>We are programmers</p> <p>Programming an animation. (Programming)</p>	<p>We are bug fixers</p> <p>Finding and correcting bugs in a program. (Computational Thinking)</p>	<p>Twinkl Year 3 presentation skills</p> <p>https://www.twinkl.co.uk/resource/tp2-i-179-planit-computing-year-3-presentation-skills-unit-pack</p>	<p>Twinkl Year 3 Internet Research</p> <p>https://www.twinkl.co.uk/resource/tp2-i-107-planit-computing-year-3-internet-research-and-communication-unit-pack</p>	<p>Twinkl Year 3 Word Processing</p> <p>https://www.twinkl.co.uk/resource/tp2-i-085-planit-computing-year-3-word-processing-skills-unit-pack</p>	<p>We are communicators</p> <p>Collaborating by email and teleconferences. (Communication / Collaboration)</p>
History / Geography	<p><i>History</i></p> <p><u>Black History</u> <u>The Journey to Freedom</u></p> <p>Explore the significant individual Harriet Tubman who was born into slavery and escaped. Learn how she organised 'The Underground</p>	<p><i>Geography</i></p> <p><u>We are Britain:</u> British Values Multicultural ME</p>	<p><i>History</i></p> <p><u>Stone Age to the Iron Age in Britain</u></p> <p>An introduction to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age</p>	<p><i>Geography</i></p> <p><u>Our Local Area: Stratford</u></p> <p>Compare and contrast another area in London 'See how the other half Live'</p>	<p><i>History</i></p> <p><u>Ancient Greece</u></p> <p>Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek</p>	<p><i>History & Geography</i></p> <p><u>International Studies</u></p> <p>Children will focus on learning the History and Geography of a chosen country in preparation for international celebrations.</p>



	<p>Railroad' to help others and her daring activities during the US Civil War.</p> <p>Book: Let It Shine. Stories of Black Women Freedom Fighters by Andrea Davis Pinkney,</p>		<p>(Mesolithic Times) to the Iron Age - a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age.</p>		<p>mythology, some of the key events and individuals from this period. The second part of the unit focuses on the continuing legacy of Ancient Greeks, and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and</p>	
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PE	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
Music	<i>Keyboard - BandED</i>					
PSHE	<u>Recovery Curriculum</u> <i>Relationships</i> <i>Knowing Myself</i> New Beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
Modern Foreign Language - French	<u>Rigolo 1 Unit 2</u> <ul style="list-style-type: none"> Recap colours Explore names of school items Sort objects by colour 	<u>Rigolo 1 Unit 7</u> <ul style="list-style-type: none"> To describe myself Speaking, reading and writing about myself using Je and J'ai Describing others using il and elle (Unit 4 lesson 4) 	<u>Rigolo 1 Unit 6</u> <ul style="list-style-type: none"> Likes and dislikes Revisit nouns from Unit 5 to read and write the words. <u>Rigolo 1 Unit 4 Lesson 1</u> <ul style="list-style-type: none"> Animals 	<u>Rigolo 1 Unit 11</u> <ul style="list-style-type: none"> Revisit numbers Likes and dislikes Foods 	<u>Rigolo 1 Unit 8</u> <ul style="list-style-type: none"> Activities Verbs Time 	