



Year 3

Literacy					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Belonging	Stone Age		Egyptians		Cool coasts
A picture book a day to learn school routine and school rules.	'Pebble in my pocket'	'The Tempest' – Shakespeare	'Edward Tulane' – 2 weeks	'A nest full of stars'- poetry – 4 weeks	'Secrets of black rock'- see previous
Learning the names of the key adults at SJS.	Asking questions about where pebbles came from.	Script writing Language study Performance	(See previous)	Imagery	'Atlas of the ocean adventures'
How we treat each other kindly. 3Rs	Description of a volcano erupting.	'The Miraculous journey of Edward Tulane'.	Egyptian Cinderella – 2 weeks	Figurative language	Non chronological writing
Following instructions Expectations	Description of a mountain forming.	Predictions from front cover.	Traditional fairy-tale	Poetry structures	'Gregory Cool.'
Describing our classroom.	Vocabulary linked to the history of rocks.	Description writing.	Comparison	Understanding dialect	Write story about country you've visited.
Describing our feelings and others'.	Poems using key vocabulary.	Speech bubbles and thought bubbles for the main characters.	Drama	Cultural learning	Writing lists with commas.
Write a recipe for being a good friend.	Definitions of words using a dictionary.	Describing a character.	Story features	Vocab links to geog/PSHE	Fact file.
Drawing from clear instructions.	Research and write fact file about a woolly mammoth.	Emotions of the characters.	Inference	Description	Description of a house.
Naming the important people in our lives.	Information text.	Speaking and listening skills.	Story writing	Poetry appreciation	Similes
Identifying emotions.	'The Robot and the bluebird'.	Identifying tricky vocabulary.	Description	Poetry writing	Comparing 2 different countries.
What can make us angry?		Writing a biography.	Test – 1 week	Performance	Renga poem
				'The secrets of black rock'–	Writing postcard and letters.
				Sentence building	Night-time description.
				Paragraph development	
				Description	



<p>Calming down strategies.</p> <p>Talking about when you have felt proud of yourself.</p> <p>Instructions for being a good friend.</p> <p>Singing the Sprowston song.</p> <p>Pictures used to induct the new Y3s.</p> <p>'Belonging' Jennie Baker Stories with different settings. NF writing- description. Descriptive poetry</p> <p>Describing a picture through a window.</p> <p>Adjectives to describe.</p> <p>Nouns to name items.</p> <p>Recording what they do and don't like about the school.</p> <p>Speaking and listening with a group.</p>	<p>Writing a diary entry.</p> <p>Noun phrases to describe a garden.</p> <p>Retelling their own version of the story.</p> <p>Christmas activities x 1 week</p>			<p>Word work</p> <p>Vocab links to PSHE/Geog/Hist</p> <p>Learning about other people</p> <p>Story structure</p> <p>Story writing and editing</p>	<p>Write story in style of Gregory Cool.</p> <p>End of year assessments</p>
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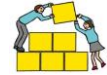




Maths					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Place value:</u> Partition numbers.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Find 1, 10 and 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Place numbers on a numberline. Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p><u>Addition and subtraction:</u> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and</p>	<p><u>Multiplication and division:</u> Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>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.</p> <p>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>Consolidation of key topics.</p>	<p><u>Multiplication and division:</u> Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>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.</p> <p>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><u>Measures (money):</u> Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><u>Fractions:</u> Count up and down in tenths; recognise that</p>	<p><u>Statistics:</u> 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>Interpret and present data using bar charts, pictograms and tables.</p> <p><u>Measures (length and perimeter):</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Consolidation of key topics.</p>	<p>Addition, subtraction, multiplication and division recap</p> <p><u>Fractions:</u> 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</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p> <p><u>Measures (time):</u> Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p>	<p><u>Properties of shape:</u> Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>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> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p><u>Mass and capacity:</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Consolidation of key topics.</p> <p>End of year assessments.</p>



<p>tens; a three-digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>		<p>tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p>		<p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	
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Science					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Healthy living Living things	Rocks and soils	Rocks and soils Light and shadow	Light and shadow	Forces	Plants and living things Coastal habitats
<p><u>Healthy living:</u> Food groups, balance diet. Carbohydrates Protein Veg/fruit Dairy fats</p> <p><u>Living things:</u> Animal groups, vertebrate and invertebrates. Naming bones</p> <p>The human skeleton and muscles.</p>	<p><u>Rocks and soils:</u> Identify different types of rock.</p> <p>Understand the different uses of different rock types.</p> <p>Understand the rock cycle.</p> <p>Making predictions.</p> <p>What can I find in soil?</p>	<p><u>Rocks and soils (continued):</u></p> <p><u>Light and shadow:</u> Identify light sources.</p> <p>How to make a shadow.</p> <p>How to change a shadow's length and colour.</p>	<p><u>Light and shadow (continued):</u> Identify light sources.</p> <p>How to make a shadow.</p> <p>How to change a shadow's length and colour.</p>	<p><u>Forces:</u> Magnets Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Plants and living things:</u> Parts of a plant and their uses.</p> <p>What does a plant need to grow?</p> <p><u>Coastal habitats:</u> What habitats are found at the coast?</p> <p>What is in the habitat?</p>



Computing					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Kapow- Online safety</u> Can I understand how the internet can be used to share beliefs, opinions and facts?</p> <p>Can I use technology safely, effectively and responsibly?</p> <p>Can I understand the effects that some internet use can have on our feelings and emotional wellbeing?</p> <p>Can I understand the ways personal information can be shared on the internet?</p> <p>Can I understand the rules for social media platforms?</p>	<p><u>Kapow- Digital Literacy</u> Can I play a book trailer?</p> <p>Can I take photos or videos to tell a story?</p> <p>Can I solve problems?</p> <p>Can I edit a video?</p> <p>Can I add text and transitions to a video?</p> <p>Can I evaluate video editing?</p>	<p><u>Kapow- Programming scratch</u> Can I explore a programming application?</p> <p>Can I use repetition in a loop program?</p> <p>Can I program an animation?</p> <p>Can I program a story?</p> <p>Can I program a game?</p>	<p><u>Kapow- Networks and internet</u> Can I understand what a network is and understand our school network?</p> <p>Can I understand how information moves around a network?</p> <p>Can I explain a websites journey?</p> <p>Can I explore the role of routers?</p> <p>Can I understand the role of packets?</p>	<p><u>Kapow- Emailing</u> Can I understand what email is used for and send an email?</p> <p>Can I edit an email and add an attachment?</p> <p>Can I understand the importance of being kind online and what this look like?</p> <p>Can I understand that not all emails are genuine?</p>	<p><u>Kapow-Journey inside a computer</u> Can I recognise basic inputs and outputs?</p> <p>Can I decompose a laptop?</p> <p>Can I understand the purpose of computer parts?</p> <p>Can I decompose a tablet computer?</p>



History					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Belonging	Stone Age		Egyptians		Cool coasts
	BLM- Assembly focus <u>Stone Age living:</u> Chronological order. Empathising with Stone Age living. Being an archaeologist. Invention of the wheel. <u>Stone Henge learning:</u> What is it? How is it used? Who uses it?	Stone Age continued- The invention of fire	<u>Walk like an Egyptian:</u> Where is Egypt? Significance of the river Nile. Pyramids Mummification Hieroglyphics		

Geography					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>The local area:</u> Countries and capital cities in the UK. Sprowston-Norwich- Norfolk- East Anglia Places we recognise in Norwich. Map work Compass skills Directions	Comparison of 2 places.			<u>Cool coasts:</u> What is a coast? How is a coast used? Coastal features. How to use a coast.	





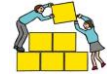
Reading for meaning					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Introduction to ERIC Inference focus Who done it? Belonging	Belonging Pirate Blunderbeard Kevin the wonder pony Poetry/lyrics (Frosty the Snowman) Playscript –‘The Dot’ NF – Your body	Lost and Found Stone age boy	Anthony Browne – The Tunnel Tuesday	That moose belongs to me The way back home	The Green ship The Suitcase The day the ocean went away

Art					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Belonging	Stone Age		Egyptians		Cool coasts
Paint: Colour wheel Colour mixing	Textile: Sewing- a poppy		Sketching: Portraits- mixed media Picasso study Pharaohs	Bird study/art appreciation Sculpture: clay pinch ppt joining	

DT					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Food tech- balanced diet Wks 1-6: Puree apple Roast/chip and baked potato Stuffed peppers Flavoured flour Knife/cutting skills Grating Mashing puree		Egg drop: design a structure to protect a fragile item. Investigate properties of materials Which materials are best for protecting an egg drop. Design, precision, model, making, fine motor skills.			Plastic bag topic- Reusing/recycling. Environmental issues about plastic. Create and design a prototype of a piece of jewellery made from plastic.
Music					



Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Musical Express: ENVIRONMENT</u> Weeks 1-3 Musical focus: Composition Subject link: Geography The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. BUILDING</p> <p>Weeks 4-6 Musical focus: Beat Subject link: DT The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p>	<p><u>Musical Express: SOUNDS</u> Weeks 7-9 Musical focus: Exploring sounds Subject link: Geography How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p> <p>POETRY Weeks 10-12 Musical focus: Performance Subject link: English Three contrasting poems are explored and developed. The children use voices,</p>	<p><u>Musical Express: CHINA</u> Weeks 1-3 Musical focus: Pitch Subject link: Mathematics The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year. TIME</p> <p>Weeks 4-6 Musical focus: Beat Subject link: Mathematics The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p>	<p><u>Musical Express: IN THE PAST</u> Weeks 7-9 Musical focus: Pitch Subject link: PE The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance. COMMUNICATION</p> <p>Weeks 10-12 Musical focus: Composition Subject link: Computing The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps</p>	<p><u>Musical Express: HUMAN BODY</u> Weeks 1-3 Musical focus: Structure Subject link: Science Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance. SINGING FRENCH</p> <p>Weeks 4-6 Musical focus: Pitch Subject link: Languages Un, deux, trois and away we go to e enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p><u>Musical Express: ANCIENT WORLDS</u> Weeks 7-9 Musical focus: Structure Subject link: History Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati. FOOD AND DRINK</p> <p>Weeks 10-12 Musical focus: Performance Subject link: DT A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p>



Languages					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
French					
<p><u>Bonjour</u> Can I confidently greet and say goodbye to people?</p> <p>Can I ask someone's name and say my own?</p> <p>Can I ask how someone is and respond to the same question?</p> <p>French day and International day focus.</p>	<p>Can I recall some basic nouns?</p> <p>Can I count from 1-10.</p> <p>Can I revisit prior learning and build on it</p>	<p><u>En classe</u> Can I identify key classroom objects?</p> <p>Can I identify colours and describe an object's colour?</p> <p>Can I say my age?</p>	<p>Can I recognise, repeat and follow classroom instructions?</p> <p>Can I continue to practise pronunciation of vocabulary learnt?</p>	<p><u>Mon Corps</u> Can I identify parts of the body?</p> <p>Can I describe eyes and hair appearance?</p> <p>Can I recognise days of the week?</p>	<p>Can I give basic character descriptions?</p> <p>Can I identify the different gender specific pronouns in French?</p> <p>Can I continue to practise pronunciation of vocabulary learnt?</p>



PE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Fundamentals</u> To develop balancing and understand the importance of this skill.</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p>To demonstrate a change of speed and direction to outwit others.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping in a rope.</p> <p>To apply fundamental skills to a variety of challenges.</p> <p><u>Tennis:</u> To develop racket and ball control.</p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>To be able to rally using a forehand.</p>	<p><u>Tennis:</u> To develop the two handed backhand.</p> <p>To learn how to score.</p> <p>To develop playing against an opponent.</p> <p>To work collaboratively with a partner and compete against others.</p> <p><u>Gymnastics:</u> To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p>	<p><u>Yoga:</u> To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p> <p><u>Dance:</u> Machines To create actions in response to a stimulus and move in unison with a partner.</p> <p>Machines To create actions to move in contact with a partner or interact with a partner.</p> <p>To understand how dynamics affect the actions performed.</p>	<p><u>Dance:</u> THEME: Forces and Magnets To work with a partner to choose actions that relate to an idea. Seasons</p> <p>To remember and repeat actions, using dynamics to clearly show different phrases.</p> <p>Seasons To choose actions which relate to the idea, using space and timing to make my work look interesting.</p> <p><u>Tag Rugby:</u> To develop throwing, catching and running with the ball.</p> <p>To develop an understanding of tagging rules.</p> <p>To begin to use the 'forward pass' and 'off side' rule.</p> <p>To dodge a defender and move into space when running towards the goal.</p> <p>To develop defending skills and use them in a game situation.</p>	<p><u>Athletics:</u> To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p> <p><u>Rounders:</u> To play different roles in a game and begin to think tactically about each role.</p> <p>To develop the bowling action and learn the rules of bowling. run around the outside of the bases and make decisions about when to stop and when to run.</p>	<p><u>Rounders:</u> To field a ball using a two-handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p> <p><u>OAA:</u> To develop co-operation and teamwork skills.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>



		To be able to select and use actions to represent an idea.	To apply the rules and skills you have learnt and play in a tag rugby tournament.		
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RWE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Hinduism	Christianity			Hinduism	
How do Hindus celebrate Diwali? The story of Rama and Sita?	Has Christmas lost its true meaning?	Could Jesus heal people? Look at the miracles of Jesus.	Christianity: What is 'good' about Good Friday? Look at the Easter story. How do Christians celebrate Easter?	How can Brahman be everywhere and in everything?	Would visiting the Ganges feel special to a non-Hindu?

PSHE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
3D PSHE scheme					
'Here we are' assembly focus- recovery curriculum <u>All about me:</u> Personal fact file. Understanding the Sprowston values and key words. Caring for where we live. E safety Taking the lead Well being focus'	BLM- Assembly focus Friendship Loss /separation	RSE Visible changes How to help - who to call Emergency calls Before puberty Who am I- physical, emotional, mental. Sleep.	Clear messages. Listening. Different communities. School communities	RNLI visitor S A balanced approach Physical exercise Safety at the coast.	Lifestyle choices Working together Shared goals Transition