



	YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core subjects	Maths	<p>Number: Place Value *Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. *Identify, represent, and estimate numbers using different representations. *Read and write numbers up to 1000 in numerals and in words. *Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). *Compare and order numbers up to 1000. *Use place value and number facts to solve problems.</p> <p>Number: Addition and subtraction *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.</p>	<p>Number: Addition and subtraction *Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Number: Multiplication and Division A *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.</p>	<p>Number: Multiplication and Division B * 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.</p> <p>Measurement: Length and perimeter * Measure, compare, add and subtract lengths (m/cm/mm). * Measure the perimeter of simple 2-D shapes.</p>	<p>Number: Fractions A *Count up & down in tenths; recognise that tenths arise from dividing an object into 10 equal parts & in dividing one-digit numbers or quantities by 10. *Recognise, find & 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 & non-unit fractions with small denominators.</p> <p>Measurement: Mass and capacity * Measure, compare, add and subtract mass (kg/g); volume/capacity (l/ml).</p>	<p>Number: Fractions B *Recognise and show, using diagrams, equivalent fractions with small denominators. *Compare and order unit fractions, and fractions with the same denominators. *Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].</p> <p>Measurement: Money * Add and subtract amounts of money to give change, using both £ and p in practical.</p> <p>Measurement: 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 and hours; use vocabulary such as o'clock, 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.</p>	<p>Measurement: Time * Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Geometry: Shape *Draw 2-D shapes. *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.</p> <p>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.</p>
	Writing	<p>Entertain: Narrative Entertain: Poetry – free verse</p>	<p>Entertain: Fables Inform: Non-chronological report</p>	<p>Entertain: Fables Persuade: Persuasive speeches</p>	<p>Entertain: Personal narrative Entertain: Poetry - Calligrams</p>	<p>Persuade: Persuasive letters Inform: Instructions</p>	<p>Inform: Non-chronological report Entertain: Narrative Entertain: Poetry</p>
	Science	<p>Movement and nutrition *Study the human skeleton and identify key bones and compare them to other animals explaining the role within the body. *Explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. *Study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p>	<p>Forces and magnets *Investigate the movement of vehicles on different surfaces and learn about the impact of friction and compare uses and drawbacks. *Broaden experience in writing scientific methods and recording data as they investigate contact and non-contact forces. *Explore the properties of different magnets and use this to understand their uses.</p>	<p>Rocks and soil *Study rocks and their properties to learn how to classify rocks and identify how they were formed. *Look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. *Investigate the physical properties of rocks and link these to their uses. *Explore soil formation, separate soil using a sedimentation jar and test soil drainage.</p>	<p>Light and shadows *Identify examples of light sources *Learn that light is needed to see and how its absence causes darkness. *Investigate reflection and shadow formation, including how different factors affect shadows. *Explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>	<p>Plant reproduction *Describe the functions of named parts and use evidence to explain their significance in plant development. *Investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. *Explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.</p>	<p>Does hand span effect grip strength? *Experiment and analyse data and draw conclusions to explore the relationship between hand span and grip strength. *Test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.</p>
Foundation subjects	Geography	<p>Why do people live near volcanoes? (Aut 1) * Learn how the Earth is constructed and about tectonic plates and their boundaries. * Learn how mountains are formed, explain the formation and types of volcanoes. * Explore the cause of earthquakes, map the global distribution of mountains, volcanoes, and earthquakes. * Consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes</p>		<p>Who lives in Antarctica? (Spr 1) * Learn about latitude and longitude and how this links to climate. * Consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. * Explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. * study Shackleton's expedition before planning their own, using mapping skills learnt so far</p>		<p>Are all settlements the same? (Sum 1) * Explore different types of settlements, land use, and the difference between urban and rural. * Describe the different human and physical features in their local area and how it has changed over time. * Make land use comparisons with India to find key similarities and differences between these contrasting areas.</p>	
	History		<p>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Aut 2)</p>		<p>British History 2: Why did the Romans settle in Britain? (Spr 2) * Develop chronological awareness of AD and BC</p>		<p>How different were the beliefs in Ancient Egypt (Sum2)</p>

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		<ul style="list-style-type: none"> * Look at the chronology of mankind from the Stone Age to today (Britain's story) * Use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. * Identify the limitations of this type of evidence and reconstruct the life of the Amesbury Archer. 		<ul style="list-style-type: none"> * Investigate why the Romans invaded Britain and how the Celts reacted to the invasion. * Learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans * Compare Roman life to today and learn how the Romans still influence lives today 		<ul style="list-style-type: none"> * Develop awareness of how historians learn about the past using mummies, tombs, and pyramids * Learn the place of the Ancient Egyptians in time * Learn about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs, and mummies * Investigate the tomb of Tutankhamun and learn about the importance of Egyptian Pharaohs.
Computing	<p>Computing systems and networks 1: Networks</p> <ul style="list-style-type: none"> * Recognise what a network is. * Demonstrate how a website works. * Identify the role of packet data. <p>Online Safety</p> <ul style="list-style-type: none"> * Understand how the internet can be used to share beliefs, opinions, and facts. <p>Computing systems and networks 3: Journey inside a computer</p> <ul style="list-style-type: none"> * Recognise basic inputs and outputs. * Identify the components inside a laptop. * Decompose a tablet computer. 		<p>Creating Media: Video trailers</p> <ul style="list-style-type: none"> * Plan a book trailer. * Take photos or videos that tell a story. * Edit a video. * Add text and transitions to a video. <p>Online Safety</p> <ul style="list-style-type: none"> * Explain what should be done before sharing information online. * Identify the effects that the internet can have on people's feelings. 		<p>Programming: Programming: Scratch</p> <ul style="list-style-type: none"> * Explore a programming application. * Use repetition (a loop) in a program. * Program an animation. * Program a game. <p>Online Safety</p> <ul style="list-style-type: none"> * Understand the ways personal information can be shared on the internet. 	
Art & Design		<p>Drawing: Growing artists (Aut 2)</p> <ul style="list-style-type: none"> * Use botanical drawings and scientific plant studies as inspiration. * Explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms. * Become aware of differences in choices of drawing medium, scale and the way tonal shading can help create form. 		<p>Craft and design: Ancient Egyptians scrolls (Spr 2)</p> <ul style="list-style-type: none"> * Learn about the way colour, scale and pattern influenced ancient Egyptian art. * Explore the technique of papermaking to create a papyrus-style scroll. * Create a modern response by designing a 'zine'. 		<p>Sculpture and 3D: Abstract space and shape (Sum 2)</p> <ul style="list-style-type: none"> * Explore how shapes and negative spaces can be represented by three dimensional forms. * Manipulate a range of materials, learn ways to join. * Create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.
Design & Technology	<p>Cooking and nutrition: Eating seasonally (Aut 1)</p> <ul style="list-style-type: none"> * Find out about seasonality, naming and sorting foods that are grown in different countries. * Describe the benefits of eating <i>seasonal</i> fruit and vegetables and understand how this can have a positive impact on the environment. * Create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, and appearance of the dish. * Refer to their design criteria as they design and make. * Use their design criteria to evaluate the seasonal tart and determine if it meets the needs of the client. 		<p>Digital world: Electronic charm (Spr 1)</p> <ul style="list-style-type: none"> * Design, code and make a micro:bit electronic charm to use in low-light conditions. * Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed. * Develop their understanding of programming to monitor and control their product. * Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. * Create annotated diagrams to help illustrate how their product is worn. 		<p>Textiles: Bunting (Sum 1)</p> <ul style="list-style-type: none"> * Design and create own template for class bunting for sport's day event. * Choose appropriate decoration to suit the event. * Sew with running stitch, using evenly spaced, neat, stitches to decorate fabric. * Explore different finishing techniques to decorate the textile product. * Develop class success criteria and evaluate products against this, identifying strengths and areas for improvement. 	
PSHE	<p>Introduction Lesson</p> <p>Family and Relationships</p> <ul style="list-style-type: none"> * Know how to get help from trusted adults or Childline. * Understand that bullying can be physical or verbal and is repeated-not a one-off event. 	<p>Family and Relationships</p> <ul style="list-style-type: none"> * Know that trust is an important part of relationships. * Know signs of good listening. * Understand how to listen carefully and why this is important. * Understand that there are similarities and differences between people. * Understand some stereotypes related to age. 	<p>Health and Mental Wellbeing</p> <ul style="list-style-type: none"> * Understand the importance of belonging. * Understand what being lonely means and that it is not the same as being alone. * Understand what a problem or barrier is and that these can be overcome. <p>Safety and the changing body</p>	<p>Safety and the changing body</p> <ul style="list-style-type: none"> * Know that bites or stings can sometimes cause an allergic reaction. * Know that it is important to maintain the safety of myself and others, before giving first aid. <p>Citizenship</p> <ul style="list-style-type: none"> * Understand the UN Convention on the Rights of the Child. 	<p>Citizenship</p> <ul style="list-style-type: none"> * Understand how recycling can have a positive impact on the environment. * Know that the local council is responsible for looking after the local area. * Know that elections are held where adults can vote for local councillors. 	<p>Economic wellbeing</p> <ul style="list-style-type: none"> * Know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets. * Know that spending should be based on necessity, importance, and available budget. * Know that budgeting is planning how to spend and save the money that you have available.

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			<p>Health and Wellbeing</p> <p>* Understand ways to prevent tooth decay. * Understand the positive impact relaxation can have on the body. * Know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>* Understand that cyberbullying is bullying which takes place online.</p> <p>* Know the signs that an email might be fake.</p> <p>* Know the rules for being safe near roads.</p> <p>* Understand that other people can influence our choices.</p>		<p>* Understand some of the consequences of breaking rules.</p> <p>* Understand the role of charities in the community.</p>	<p>* Know that money can cause us to have positive and negative feelings. Know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>* Know that different jobs contribute to our society in different ways.</p> <p>* Know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>* Know that it is important to consider what they are good at and enjoy doing when choosing future careers. * Know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p> <p>Transition</p> <p>* Understand that change often brings about more opportunities and responsibilities.</p>
PE	Teacher - Gymnastics YDP - Quicksticks	Teacher - Yoga YDP - Fitness	Teacher - Swimming YDP - Football	Teacher - Swimming YDP - Tennis	Teacher - Dance - Egyptians YDP - Athletics	Teacher - OAA YDP - Kwik Cricket	
Music	Music Hub - WCIT	Music Hub - WCIT	Creating composition in response to an animation	Jazz	Ballads	Traditional instruments and improvisation	