

| Year 3 Curriculum Overview 2019/20 | | | | | | |
|------------------------------------|---|--|---|---------------|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History | Who first lived in Britain? (Stone Age – Iron Age) KLP: -To describe events and periods of time (BC AD). - To find out about early humans and the Palaeolithic, Mesolithic and Neolithic periods. -To find out how people lived in the Bronze Age. -To find out how people lived in the Iron Age. | | Has Greece always been in the news? (Modern / Ancient Greece) KLP: -To place the Ancient Greek civilisation in time. -To learn about the term democracy (differences between Athens and Sparta). -To learn about Ancient Greek warfare. -To understand the beliefs of Ancient Greeks (Gods). -To find out about daily life in Ancient Greece. To understand the impact of the Ancient Greek civilisation on the modern world. | | Tudors KLP: -To understand who the Tudors were and to place them in time. -To understand what Tudors wore. -To understand what food Tudors ate. -To explore Tudor crime and punishment. -To understand disease in Tudor Britain. -To investigate what life was like for Tudor children. | |
| Geography | | Physical Geography What makes the Earth angry? KLP: - To use an atlas to locate active volcanoes in the world. -To explore the features of a volcano. -To understand what tectonic plates are and what the Ring of Fire is. -To find out about earthquakes and what causes them. To find out about tsunamis and what causes them. | Has Greece always been in the news? (Modern / Ancient Greece) KLP: -To locate Greece on a map. -To understand the physical geography of Greece (climate). | | | Human Geography Our European Neighbours KLP: -To locate Europe on a world map. -To identify and locate countries in Europe. -To identify major capital cities of Europe and to compare two. -To understand the human and physical features of a European country. |
| Science | Magnets - Are they attractive enough? KLP: -To understand what forces are. -To notice that some forces need contact between two objects. -To compare how things move on different surfaces. -Explore how magnetic forces work. Identify magnetic materials. -Investigate uses for magnets. | Rocks - What do rocks tell us about the way the Earth was formed? KLP: -To identify naturally occurring rocks and explore their uses. -To group rocks according to their characteristics. -Identify rocks that are used for particular purposes. - To explore what fossils are and how they are formed. | Animals, including humans KLP: -Identify that humans get their nutrition they need from what they eat. -Identify that a balanced diet is needed in order to stay healthy. -Investigate which foods animals eat. -Explore human and animal skeletons. -Understand how the skeleton supports and protects the body. -To understand what muscles are and how they help us to move. | | Light - How far can you throw your shadow? KLP: -To recognise that we need light in order to see. -Understand the terms transparent, translucent and opaque. -Explain how we can see the Moon. -Show how our shadow changes according to the position of the Sun. -Investigate how different materials respond in the dark. | Plants - How did that blossom become an apple? KLP: -Name the main parts of a plant and their function. -Understand how water is transported within the plants. -Understand the effects of water temperature and light on plant growth. -Dissect a flower and identify its parts. -Understand the life cycle of a flowering plant (pollination, seed formation and seed dispersal) |
| R.E. | What are the rules? | Christmas | What is so special about places? | Easter | Christianity - What do people believe about God? KLP: | Parables |

| | | | | | | |
|------------------|---|---|--|--|--|---|
| | <p>KLP:</p> <ul style="list-style-type: none"> - To explore why rules are important - To understand the story of Moses and the 10 commandments. -To reflect upon the 10 commandments. -To understand the rules that Muslims follow - To understand how diverse communities can live together for the well-being of all | <p>KLP:</p> <ul style="list-style-type: none"> -The meaning of Christmas and the associated festivities | <p>KLP:</p> <ul style="list-style-type: none"> - To know What places are special to us and why? - To know What are the main features of a masjid? - To know What places near our school have religious significance. -To know What are the main features of a church? - To understand What places of worship have in common? What are the differences? | <p>KLP:</p> <ul style="list-style-type: none"> -To retell the story of Palm Sunday - To Understand the events of the Last Supper and Jesus' arrest. -To understand the crucifixion -To understand the resurrection | <ul style="list-style-type: none"> -To understand the Roman Catholic Church. -To know who Martin Luther was. -To understand the separation of the Church of England. -To understand the protestant faith. -To understand Christianity today. | <p>KLP:</p> <ul style="list-style-type: none"> -To understand what it means to be a "good Samaritan". - To understand the meaning of the parable 'The Prodigal Son'. |
| Music | <p>Charanga – Musical skills/concepts</p> <p>KLP:</p> <ul style="list-style-type: none"> - Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss why you like/do not like particular styles of music. - Playing - Continue to play a classroom instrument in a group. - Improvisation - continue to explore and create own responses, melodies and rhythms. -Composition- continue to create your own responses, melodies and rhythms and record them in some way. | <p>Charanga – Glockenspiel Stage 1</p> <p>KLP:</p> <ul style="list-style-type: none"> -Games – Bronze level – focus on clapping rhythms and finding the pulse. -Singing – Christmas songs. Understand harmony and performing. -Learning basic instrumental skills by playing tunes in various styles. -Start to introduce noted music and encourage children to use the correct vocabulary e.g. minim, crotchet, quaver. -Introduce the notes C,D,E,F | <p>Charanga – three little birds</p> <p>KLP:</p> <ul style="list-style-type: none"> - The terms dynamics, pitch and tempo. They will identify the musical instruments in each song each week. - Games – move onto silver challenge. Recap on finding the pulse. - Singing – Warm up activities. Investigate how various songs are structured - Playing – use the glockenspiels recap on last terms notes and introduce the new notes G, A, B. Improvisation - opportunities will be given for the children to improvise to "Three little birds" using the notes they have learnt. They will then perform to each other. | <p>Charanga – The dragon song</p> <p>KLP:</p> <ul style="list-style-type: none"> -When appraising "The dragon song" link with PSHE as this song is about kindness, respect, friendship, acceptance and happiness -Games- Silver challenge. Children to take over the role of the teacher and design a clapping rhythm which the other children will copy. -Singing – Learn to sing "The dragon song" -Improvisation - continue to explore and create own responses, melodies and rhythms to "the dragon song" | <p>Charanga – Bringing us together</p> <p>KLP:</p> <ul style="list-style-type: none"> -Introduce the idea that "Bringing us together" is a disco song. Link it with PSHE as it is about friendship, peace hope and unity. - Singing – learn to sing bringing us together. Look at how the song is structured. Look at singing in parts and encourage children to take a solo or small group challenge. -Perform/Share- Playing the glockenspiel and recorder if children are learning it. Recap on musical vocabulary and reading musical notes. | <p>Charanga – Reflect, rewind and replay</p> <p>KLP:</p> <ul style="list-style-type: none"> -Singing – the children will think about the songs they have sung during the year. They will choose the most popular and sing a variety. Include singing solos, in small groups and whole classes. Perform the song to an audience. -Playing Perform/Share- Use the glockenspiels to play with the song they have chosen Use notes learnt throughout the year. -Improvisation - continue to explore and create own responses. |
| Art | <p>Cave Paintings – Charcoal and pastels Clay Jewellery</p> <p>KLP:</p> <ul style="list-style-type: none"> -To explore the history and style of cave paintings -To explore the mysteries of prehistoric art -To use charcoal to create a cave painting | <p>Volcano pictures using mixed media, pastel and paint</p> <p>KLP:</p> <ul style="list-style-type: none"> -To sketch a volcano using hot patch colours -To use pastels / oil pastels to create a picture of a volcano using hot patch colours -To use paint to create a picture of a volcano using hot patch colours | <p>Collage – Theatre Masks – Modroc</p> <p>KLP:</p> <ul style="list-style-type: none"> - To understand the significance of the comedy and tragedy masks both in the past and today. -To design a mask based on the features of Ancient Greek masks. -To create their mask out of Modroc -To decorate their mask using the medium paint | <p>Beatrix Potter – Watercolours</p> <p>KLP:</p> <ul style="list-style-type: none"> -To find out about Beatrix Potter and her life. -To sketch in the style of Beatrix Potter. -To watercolour their sketch in the style of Beatrix Potter | <p>Tudor Art</p> <p>KLP:</p> <ul style="list-style-type: none"> -To explore and recreate Tudor Portraits in the style of Hans Holbein. -To use art to create a coat of arms. -To create the Tudor Rose using Tissue paper | <p>Painting - in the style of Georgia O'Keeffe</p> <p>KLP:</p> <ul style="list-style-type: none"> -To appreciate the work of different artists. -To develop observational skills. -To know how to create tints, shades and tones of colour. |
| D & T | | Design and make a clay volcano. | | Design and Make a Greek pot: | Design and make their periscopes | Design and make a European food dish. |

| | | | | | | |
|------------------------------|--|--|--|--|---|---|
| | | <p>KLP: -To use the medium of clay to make a model of a volcano. -To use the medium of paint to add colour to their volcano. -To understand why and how they seal the volcano ready for erupting</p> | | <p>KLP: -To identify the style and features of ancient Greek Pottery. - To design and decorate a pot in the ancient Greek style. -To evaluate their finished artwork and others fairly.</p> | <p>KLP: - To understand what a periscope is. -To design our own periscope. - To make our own periscopes from our designs. -To use and evaluate our periscopes</p> | <p>KLP: -To examine, describe and categorise a variety of bread-based products. -To design a balanced healthy pizza. - To make a food product based on a design. -To evaluate a food product based on a design.</p> |
| <p>P.E. IPEP</p> | <p>Hockey / Football</p> <p>KLP: Develop their dribbling skills with a stick and/or a ball. To use space within the pitch area. To develop knowledge of attacking whilst invading. To consolidate dribbling with a football. To attempt to keep possession whilst dribbling</p> | <p>Gymnastics – The Symmetrical Stone Age</p> <p>KLP: To perform the shapes 'Skydiver' & 'Bridge'. To make movements accurate, clear and consistent. To begin to use counter balance. To introduce symmetry into routines and shapes. To combine action, balance and shape.</p> <p>Hockey Coach</p> | <p>Gym – Symmetrical Shapes</p> <p>KLP: To build strength through pushing & pulling motions. To perform with developing symmetry. To use a change of direction in between jumps. To copy and add to a shape. To find different ways to exit and enter apparatus</p> <p>Over the Net</p> <p>KLP: To identify & describe some rules of tennis & badminton. To consolidate the underarm serve technique. To explore forehand hitting. To move towards a ball or object before striking it. To explore the 'serve' technique (volleyball/badminton).</p> | <p>Orienteering</p> <p>KLP: To place trust in teammates. To develop problem solving skills. To create and recognise some map symbols. To develop basic map reading skills. Work cooperatively to solve group/paired challenges</p> | <p>Striking and Fielding</p> <p>KLP: To be able to strike a ball with some accuracy. To vary the speed and direction of a ball. Perform the basic skills needed for the games with control and consistency. Describe what is successful in their own and other's play. To develop understanding of distance and power when striking.</p> <p>Net Games (Tennis coach)</p> | <p>Rounders</p> <p>KLP: To understand the rules of rounders -To be able to catch a ball -To be able to throw a ball with accuracy using underarm and over arm.</p> <p>Athletics</p> <p>KLP: To attempt to throw a shot putt using the rotation technique. To consolidate different throwing techniques. To attempt a javelin throw with correct technique. To be able to pass & receive a relay baton. Continually develop awareness of distance.</p> |
| <p>ICT – in class</p> | <p>History presentations</p> | <p>RE Research & presentations (Or weather presentation)</p> <p>3.2 We are bug fixers</p> | | | <p>History documentary/ silent movie or Music pop videos</p> <p>3.5 We are communicators</p> | <p>Geography presentations</p> <p>3.6 We are opinion pollsters</p> |
| <p>ICT sessions</p> | <p>3.1 We are Programmers – create animated Boy</p> | | <p>3.3 We are presenters</p> | <p>3.4 We are network engineers</p> | | |
| <p>SPaG</p> | <p>KLP: -Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') -Prefix un- and dis- -Apostrophes for contractions. -Learn statutory spellings. -Learn rarer GPC's -Homophones -Subordinating conjunctions -Direct speech -Sentence types</p> | <p>KLP: -Inverted commas -Prefixes mis, re, un,dis -Prepositions -Adverbs - Proof Reading - Subordinating and coordinating conjunctions. - Spelling of statutory words. - I sound spelt y.</p> | <p>KLP to understand. -Year 2 suffixes -Prefixes sub and tele -Apostrophe for contractions. - Words with the // sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' -Suffixes ness, ful, ly, less -Inverted commas. -Commas in a list -Prepositions</p> | <p>KLP: -Prefixes super and auto. - Homophones -Proofreading - Words with the /k/ sound spelt 'ch' - A and an -Direct speech -Preposition -Apostrophe for possession.</p> | <p>KLP: -Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') -Suffix '-ly' with root words ending in 'le' and 'ic' -From Year 2: Apostrophes for contractions -Rare GPCs (/I/ sound) From Years 1 and 2: vowel digraphs</p> | <p>KLP: -Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') -Suffix '-ly' with root words ending in 'le' and 'ic' -From Year 2: Apostrophes for contractions -Prefixes -un, -dis and -mis. -Plurals -Rare GPCs(/I/ sound</p> |

| | | | | | | |
|-----------------|---|--|--|---|--|--|
| | <ul style="list-style-type: none"> -Determiners -A or an -Adjectives | <ul style="list-style-type: none"> - Words ending in 'g' sound spelt gue. -Words ending in 'k' sound spelt que | <ul style="list-style-type: none"> -Determiners -Contractions | | | <ul style="list-style-type: none"> - Commands, statements, questions and exclamations. -Present tense and past tense. -Using –ing for verbs written in the present tense. -Using –ing for verbs written in the past tense. -Possessive apostrophes -Sentence practice. Capital letters, full stops, exclamation and question marks and apostrophes. |
| Literacy | <p>George's Marvellous Medicine by Roald Dahl (Extended writing- informal letter) (3 Weeks)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To make inferences and predictions. - To understand a characters feelings, actions and motives. - To use imperative verbs. -To know the features of an informal letter. -To use adjectives. -To begin to use paragraphs. <p>Stone Age Boy by Satoshi Kitamura (Extended writing Diary Entry) (4 Weeks)</p> <p>KLP:</p> <ul style="list-style-type: none"> - To make predictions. -To retell a story in order. -To use expanded noun phrases. -To use a thesaurus. -To use exciting vocabulary. -To make inferences from a text. -To understand the format of a diary entry. To write in first person. -To use commas between adjectives. -To begin to use paragraphs. -To write in the past tense. | <p>The Iron Man – Ted Hughes (PofR) (Extended writing- Newspaper Report) (4 Weeks)</p> <p>KLP:</p> <ul style="list-style-type: none"> - To use descriptive vocabulary. -To act in role. -To use expanded noun phrases. -To use exciting vocabulary. -To use paragraphs. - Understand a newspaper format. -To write headlines and sub-headings. -To use who? What? Where? When? And why? In opening paragraph. -To write in columned paragraphs. -To use pronouns. -To use conjunctions. -To use time openers. -To use adverbs. <p>Kitchen Disco – Performance Poetry (2 Weeks)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To discuss the features of a poem. -To perform a poem. -To write own performance poem. -To use rhyme and alliteration. -To use rhythm. -To use humour. <p>(Explanation text Extended writing) rocks/volcanoes.</p> <ul style="list-style-type: none"> -To use the present tense. | <p>Ice Palace – Robert Swindells (PofR) (Extend writing- Novel as theme) (5 Weeks)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To use exciting vocabulary to describe a setting. -To use figurative language. -To create freeze frames from a text. -To identify the main features of a story. -To write in third person. -To use a variety of punctuation. -To use expressive language. -To use time conjunctions. -To use adverbs. <p>(Extended writing Discussion For/Against) – Sparta / Athens.</p> <ul style="list-style-type: none"> -To explain what the argument is about. -Statements for and against. -Final paragraph sums up. - To use debate language. -Present tense verbs. -To use modal verbs would, could, might. | <p>Theasus and the Minotaur Greek Myths into Play scripts Extended writing. (5 Weeks)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To know the key features of a comic strip and myths. - To use exciting vocabulary. -To use figurative language. -To take part in a debate. -To know the features of a play script. -To include a cast list. -To use a narrator to add dialogue. -Leave out some parts of the narrative. -To ensure speakers names are on the left. -Do not use inverted commas use direct speech. -Start a new line for each new speech. -Have stage directions in brackets. -Stage directions in present tense. <p>(Extended writing Non-chronological) – Animals</p> <ul style="list-style-type: none"> -To use subheadings. -To use technical vocabulary. -To label diagrams. -To use captions. -To write in paragraphs. -To write in the present tense. -To use questions for the reader. | <p>Romeo and Juliet (Extended writing-Newspaper Reports)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To use evidence from the text to consider a characters point of view. - To use figurative language. - To create a headline. -To use a thesaurus to generate vocabulary. -To recap a newspapers features. -To write headlines and sub-headings. -To use who? What? Where? When? And why? In opening paragraph. -To write in columned paragraphs. -To use pronouns. -To use conjunctions. -To use time openers. -To use adverbs. -To use modal verbs in quotes. <p>Minpins - Roald Dahl (Extended writing Fantasy Story)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To predict based on the front cover. -To depict a character from a description. -To use figurative and expressive language. -To re-enact part of the story. -To infer a characters thoughts and feelings. <p>Extended writing Biography – Tudor person</p> <ul style="list-style-type: none"> -To use rhetorical questions to hook the reader. | <p>Minpins -Roald Dahl (Extended writing Fantasy Story) – Continued</p> <p>KLP:</p> <ul style="list-style-type: none"> -To use conjunctions. -To use time openers. - To use figurative language. - To use expressive language. - To use paragraphs. -To use adverbs. -To use a variety of punctuation. <p>The Mousehole Cat – Antonia Barber (PofR) – (Extended writing Classic Poetry)</p> <p>KLP:</p> <ul style="list-style-type: none"> -To recognise the features of a story setting. -To use figurative language. -To debate. -To recap the features of a balanced argument. |

| | | | | | | |
|-----------------|--|---|---|--|---|---|
| | | <ul style="list-style-type: none"> -To create a large heading. -To order the text in the order that things happen. -Illustrations and diagrams labelled with captions. -To use arrows to show the order in which things happen. -To use subheadings. | | | <ul style="list-style-type: none"> -First paragraph summarises life. -To use third person pronouns. To write in the past tense. -To use reported speech. -To use passive voice. -To include dates and key events. | |
| Numeracy | <p>Place Value: Read and write numbers to at least 1000 Recognise place value of each digit in 3 digit number Compare and order numbers to 1000 Round numbers to at least 1000 to the nearest 10 and 100</p> <p>Mental calculation: -Find 1, 10 or 100 more or less from a given number -Add U and T mentally from HTU -Subtract u and T mentally from HTU</p> <p>2d shape: -Draw 2D shape and describe them</p> <p>Length including perimeter -Measure, compare, add and subtract lengths (mm, cm & m) -Understand perimeter is a measure of distance around a boundary of a shape -Measure the perimeter of a 2D shape</p> <p>Statistics -Interpret and present data using bar charts and tables -Solve one and two step problems</p> <p>Written addition -To add numbers with up to three digits using column addition -To estimate the answer to the calculation and use the inverse.</p> <p>Written subtraction -To subtract numbers with up to three digits using column subtraction - To estimate the answer to the calculation and use the inverse.</p> | <p>Counting Multiplication Tables (3x 4x)</p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4. • Recall and use multiplication and division facts for the 3 and 4 times tables. • Describe and extend number sequences involving counting on or back in different steps. <p>Written & mental X -Write and calculate mathematical statements</p> <p>-Solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Written & mental ÷ -Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods. - Solve problems involving money and measures.</p> <p>Solve problems, including missing number problems, involving division (and interpreting remainders) and correspondence problems in which n objects are connected to m objects.</p> <p>Time -Tell and write the time from an analogue clock, including using</p> | <p>Place Value Mental + & -</p> <ul style="list-style-type: none"> -Find 1, 10 or 100 more or less than a given number. Count from 0 in multiples of 50 and 100. -Describe and extend number sequences involving counting on or back in different steps. -Add and subtract mentally: - a three-digit number and ones a three-digit number and tens a three-digit number and hundreds. <p>Fractions -Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <i>Understand that finding a fraction of an amount relates to division.</i> -Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <i>-Show practically or pictorially that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$).</i></p> <p>Fractions and Division <i>-Understand that finding a fraction of an amount relates to division.</i> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> | <p>2d & 3d shape – sorting -Recognise 3-D shapes in different orientations and describe them. -Recognise that angles are a property of a shape or a description of a 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 -Add numbers with up to three digits, using formal written method of columnar addition. Subtract numbers with up to three digits, using formal written method of columnar subtraction. -Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 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.</p> <p>Fractions -Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole (using diagram) (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). -Compare and order unit fractions and fractions with the same denominators (including on a number line).</p> | <p>Multiplication facts – statistics • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>X & ÷ measures Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.</p> <p>2d shape – sorting Draw 2-D shapes and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measure the perimeter of simple shapes. Recognise that angles are a property of a 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.</p> <p>Decimals 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. Identify the value of each digit to one decimal place. Read and write numbers with one decimal place.</p> | <p>Revision of: <i>Place value in the context of measures</i></p> <p>Mental calculation in a variety of contexts, including money, measures and statistics</p> <p>Fractions in practical contexts</p> <p>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. <i>Solve problems involving measures.</i></p> <p>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.</p> |

| | | | | | | |
|-----------------------|---|---|--|--|--|--|
| | | <p>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. Solve simple problems involving passage of time.</p> <p>3d shape -Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> | <p><i>-Understand how division statements can be represented using arrays. Understand division as sharing and grouping and use each appropriately.</i></p> <p>Volume & capacity -Measure, compare, add and subtract volumes and capacities. -Solving measurement Problems <i>Solve problems involving and measures.</i></p> <p>Mass -Measure, compare, add and subtract masses. -Solving measurement Problems <i>Solve problems involving and measures.</i> 8X table -Count from 0 in multiples of 8. -Recall and use multiplication and division facts for the 8 multiplication tables. <i>-Use sorting diagrams to compare and sort numbers. -Describe and extend number sequences involving counting on or back in different steps.</i></p> <p>Multiplication - statistics, measures & money -Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.(Grid Method) - Solve problems involving money and measures. Solve problems, including missing number problems involving multiplication,</p> | <p>Position & direction -Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. (Year 2 objective) -Describe positions on a square grid labelled with letters and numbers.</p> <p>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>Compare and order numbers with one decimal place. Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence. Recognise that ten 10p coins are equivalent to £1 and that each coin is $\frac{1}{10}$ of £1.</p> <p>+ & - money <i>Solve problems involving money</i> Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>3d shape – sorting Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.</p> | |
| Forest Schools | Forest Schools (3T) linked to the Stone Age | Forest Schools (3ST) linked to the Stone Age | | | | |

| | | | | |
|----------------------------------|---------------|---------------------|---|--|
| Curriculum Enrichment Activities | Grand Day Out | HONISTER Slate Mine | Greek workshop (1 day) Residential – Bassenfell Manor (Outdoor & Adventurous Activities) | Tudor Artefacts Boxes from Tullie House Grand Day Out |
|----------------------------------|---------------|---------------------|---|--|

