

Curriculum Coverage- Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age Rocks!	Walk Like an Egyptian	Where did he come from? Nobody knows...	Raging Rivers	Roaming Through the Rainforest	Time's Trendsetters
Whole Class reading texts	Stig of the Dump by Clive King	Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown	The Iron Man by Ted Hughes	Fantastic Mr Fox by Roald Dahl	The Jungle Challenge by Bear Grylls	The Firework Maker's Daughter by Philip Pullman
Key Grammar and Punctuation focus	<ul style="list-style-type: none"> Headings and Subheadings 	<ul style="list-style-type: none"> Connectives Noun Phrases Bullet points 	<ul style="list-style-type: none"> Inverted commas 	<ul style="list-style-type: none"> Fronted Adverbials Powerful adjective /verb/adverb choices Rhetorical questions 	<ul style="list-style-type: none"> Sophisticated conjunctions (consequently) 	<ul style="list-style-type: none"> Relative clauses
Maths Coverage	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Multiplication and Division 	<ul style="list-style-type: none"> Multiplication and Division Money Statistics 	<ul style="list-style-type: none"> Length and Perimeter Fractions 	<ul style="list-style-type: none"> Fractions Time 	<ul style="list-style-type: none"> Properties of Shape Mass and Capacity
Science Topic	Rocks	Animals including humans	Forces and Magnets	Plants		Light
Wider Curriculum Driver	History	History	Design Technology	Geography	Geography	History
Key Concept	Continuity and change	Interpretation	Cams	Fieldwork: maps, atlases and globes to identify locations	Fieldwork: sketch maps to present locations	Similarity, difference and significance
RE Question	Could Jesus heal people?	Has Christmas lost its true meaning?	How can Brahman be everywhere and in everything?	What is 'good' about Good Friday?	Would visiting the River Ganges feel special to a non- Hindu?	Philosophy For Children
Art Theme	Colour	Drawing	Whole School Exhibition	3D Form	Texture	Printing
Computing focus	Coding 3.1	Typing 3.4	Online Safety 3.2	Spreadsheets 3.3	Graphing 3.8	Simulations 3.7
Music focus	Glockenspiel Notation/pitch	Christmas and Nativity	Glockenspiel Notation/pitch/Scales	Glockenspiel Notation/Melody	Glockenspiel Notation/Parts	Glockenspiel Notation/Melody/Parts
Spanish- Language Nut Unit	<ul style="list-style-type: none"> Me 1.1 Greetings 1.2 Numbers 1.3 	<ul style="list-style-type: none"> How old are you? 1.4 Family members 1.5 Language 1.6 	<ul style="list-style-type: none"> Useful Phrases 2.1 I like to play 2.3 In the playground 2.4 	<ul style="list-style-type: none"> Numbers 11-20 2.2 Hobbies 2.5 Pets 2.6 	<ul style="list-style-type: none"> Where I live 1 3.1 My house 3.3 In the kitchen 3.4 	<ul style="list-style-type: none"> Where I live 2 3.2 In the living room 3.5 In the bedroom 3.6
Charter Experience	<ul style="list-style-type: none"> Walk through a cave Make a Stone Age artefact 	<ul style="list-style-type: none"> See a real life Egyptian mummy Take part in a debate 	<ul style="list-style-type: none"> Carry out own scientific investigation 	<ul style="list-style-type: none"> Wade through Deptford Creek 	<ul style="list-style-type: none"> Watch part of David Attenborough documentary 	<ul style="list-style-type: none"> Visit a sports stadium to watch an event Visit a Hindu Temple

					<ul style="list-style-type: none">• Help save the rainforest	
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Year 3 Spelling Overview

Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Suffixes 's', 'es', 'er', 'ed', 'ing' and prefixes 'un' and 'dis'	prefixes 'un' and 'dis' Apostrophe for contraction	Words from personal and statutory word list	Rarer GPCs: words with the /ei/ sound spelt 'ei', 'eigh', 'aigh' or 'ey'	Words from statutory and personal lists & homophones	homophones

Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Statutory words homophones & prefixes and suffixes	Prefixes 'mis' and 're'	Prefixes 'mis' and 're' and words from statutory lists	Words from the statutory word lists & the 'l' sound spelt 'y'	proofreading	Words from statutory and personal lists & words ending with the 'g' sound spelt 'gue' and 'K' sound spely que

Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Suffixes 'ness' and 'ful' following a consonant	Prefixes 'sub' and 'tele'	Apostrophe for contraction and statutory words	Words from statutory and personal lists and words with the 'sh' sound spelt 'ch' as well as 's', 'ss (ion, ure)'	words with the 'sh' sound spelt 'ch' as well as 's', 'ss (ion, ure)'	Words from statutory and personal lists

Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Elements from the previous half term that require practice	Prefixes 'super' and 'auto'	Prefixes 'super' and 'auto' and words from both the statutory and personal lists	homophones	Homophones and proofreading	Words from statutory and personal lists and words with the 'k' sound spelt 'ch'

Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Previously taught suffixes	Suffix 'ly' root words ending in 'le' and 'ic'	Apostrophe for contraction and words from both statutory and personal lists	Rare GPCs ('l' sound)	Rare GPCs ('l' sound) & Words from statutory and personal lists	Words from statutory and personal lists & vowel digraphs from year 1 & 2

Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spellings from last half term	The 'uh' sound spelt 'ou'	The 'uh' sound spelt 'ou' and words from statutory and personal lists	homophones	Homophones, proofreading and words from statutory and personal lists	words from statutory and personal lists and revise this half term



Year 3 Key Assessment Objectives- Mathematics

Year 3 Number				
	3.1	3.2	3.3	3.4 + application
Place Value	<p>I can recognise the place value of each digit in a two-digit number, partition and order</p> <p>I can compare numbers from 0 to 100 and use $<$, $>$ and $=$ signs</p>	<p>I can make the largest or smallest two-digit number with a given set of number cards</p> <p>I can compare numbers from 0 to 500 and use $<$, $>$ and $=$ signs</p>	<p>I can recognise the place value of each digit in a three-digit number</p> <p>I can compare and order numbers up to 1000 and use $<$, $>$ and $=$ signs</p>	<p>I can make the largest or smallest three-digit number with a given set of number cards</p> <p>I can compare and order numbers over 1000 and use $<$, $>$ and $=$ signs</p>
Representing Num			I can find 10 more or less than a given number	I can find 100 more or less than a given number
Mental +/-	I can add and subtract including TU+U, TU+T to 100	I can add and subtract including TU+TU	I can add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H	
Written +/-	I can use column addition and subtraction for TU+/-U, TU+/-TU	I can use column addition and subtraction for TU+/-U, TU+/-TU involving borrowing and carrying	I can use column addition and subtraction for numbers up to 4 digits involving carrying	I can use column addition and subtraction for numbers up to 4 digits involving borrowing
Mental (\times/\div)	I have completed Nickel level times tables	My times are improving in Bronze level times tables	I have completed Bronze level times tables	My times are improving in Silver level times tables
Written (\times/\div)	I can use informal written methods for grouping and sharing i.e. 'grouping circles' and 'share in a square'	I can use informal written methods for grouping and sharing i.e. 'grouping circles' and 'share in a square' with remainders	I can use formal written multiplication for TU x U	I can use formal written multiplication for HTU x U
Comparing Fractions			I can recognise and show, using diagrams, equivalent fractions with small denominators	I can recognise fractions equivalent to $1/2$ without diagrams
Fractional Quantities			I can find fractions of quantities or objects with small denominators i.e. $2/3$ of 12	
Fraction Calculations	I can recognise the equivalence of $2/4$ and $1/2$	I know a $1/2$ and a $1/2$, and $3/4$ and $1/4$ equals a whole	I can add and subtract fractions with the same denominator within one whole [for example $5/7 + 1/7 = 6/7$]	

Year 3 Geometry, Measuring and Statistics

	3.1	3.2	3.3	3.4 + application
Money	I can solve simple problems including giving change		I can add and subtract amounts of money to give change, using both £ and p in practical contexts	I can complete one-step word problems involving change
Time	I can tell the time to five minutes and draw the hands on a clock face		I can tell the time to the nearest minute	I can tell the time to the nearest minute and draw the hands on the clock face
Angles			I can identify right angles	I can state how many right angles are in a given 2-D shape
Interpreting Data	I can interpret and make simple bar charts with intervals of 1 or 2	I can interpret and make simple bar charts with intervals of 2, 5 and 10	I can interpret and make simple bar charts with intervals of 20, 25 and 50	I can interpret and make simple bar charts with when data falls between simple intervals



Writing Progression Model Trinity Primary Phase

R	1	2	3	4	5	6	6 GDS
	All of R objectives and:	All of R -1 objectives and:	All of R – 3 objectives and:	All of R – 4 objectives and:	All of R – 5 objectives and:	All of R – 6 objectives and:	All of 6 objectives and:
<p>1. Writes three simple sentences which make sense and may have a capital letter or full stop</p> <p>2. Most letters correctly formed with some the wrong way round or off the line</p> <p>3. Key high frequency words spelt correctly</p>	<p>1. Five sentences which have a capital letter and full stop, forming one short paragraph.</p> <p>2. Letters correctly formed</p> <p>3. Common exception words from Y1 list spelt correctly</p> <p>4. ed and ing suffixes correctly spelt</p> <p>5. At least one adjective</p> <p>6. Two or more conjunctions (and, but, so, because)</p>	<p>1. At least two paragraphs in length with capital letters and full stops</p> <p>2. Question marks and exclamation marks</p> <p>3. Two or more adjectives</p> <p>4. Extend a simple sentence using these conjunctions: or,</p> <p>5. and, but, when, if, that, because</p> <p>6. Commas for a list or to separate adjectives</p> <p>7. Time adverbials or varied sentence openers</p> <p>8. Common exception words from Y1 and 2 list spelt correctly.</p> <p>9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly</p> <p>10. Handwriting beginning to join.</p> <p>11. Apostrophes for contractions and exclamation marks.</p> <p>12. Segment spoken words into sound and represent these with accurate spelling patterns.</p>	<p>1. Nearly a full page of A4</p> <p>2. More apt / sophisticated choice of adjectives / verbs / nouns</p> <p>3. Clear Introduction</p> <p>4. Varied sentence openers</p> <p>5. Prepositional adverbials used as sentence openers</p> <p>6. Paragraphs and or subheadings with theme maintained</p> <p>7. Spelling is correct and in line with the vocabulary/sentence structure used.</p> <p>8. Most joins correctly formed in handwriting</p> <p>9. Capital letters for proper nouns</p> <p>10. Correct tense and person is maintained for all simple sentences</p> <p>11. Apostrophe used for contraction and possession.</p>	<p>1. At least a full page of A4</p> <p>2. Settings or introductions or character descriptions or round off (conclusions) are clear.</p> <p>3. Fronted adverbials (including a comma) for time, manner and place.</p> <p>4. Inverted commas for speech with punctuation inside inverted commas.</p> <p>5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since.</p> <p>6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list).</p> <p>7. Fully joined handwriting</p> <p>8. Nouns/pronouns not repeated unless for effect</p> <p>9. Formal and informal language is mostly used appropriately</p>	<p>1. A full page of A4 or maintaining same level of control throughout.</p> <p>2. Tone of writing is consistently appropriate to the task/purpose</p> <p>3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis.</p> <p>4. Subordinate clauses correctly marked with a comma</p> <p>5. Uses a range of conjunctions for cohesion within a paragraph.</p> <p>6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses)</p> <p>7. New line new speaker for dialogue</p> <p>8. Spelling is generally accurate and with words from 5 and 6 word list.</p> <p>9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports</p> <p>10. Fully joined handwriting even when writing at speed</p>	<p>1. A full page of A4 or more with the whole piece maintaining same level of control.</p> <p>2. Formal/informal tone/language used correctly for different purposes or effects.</p> <p>3. Dialogue conveys character and advances action (not a page of well punctuated waffle)</p> <p>4. Semi colon used to link two independent clauses that relate to each other and expanded lists</p> <p>5. Colon used to introduce lists.</p> <p>6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate.</p> <p>7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list)</p> <p>8. Can build cohesion within and across paragraphs using adverbials of time, place</p> <p>9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes</p>	<p>1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure.</p> <p>2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing</p> <p>3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices</p> <p>4. Passive voice used appropriately.</p> <p>5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.</p>