

Whartons Primary
Long Term Plan – Curriculum Overview for Year 3

Term	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 8 weeks
Theme	SPECTACULAR SPAIN	STONEAGE TO IRON AGE	STONEAGE TO IRON AGE	NORTH AMERICA	BRADFORD LOCAL STUDY TITUS SALT	BRADFORD LOCAL STUDY TITUS SALT
English writing and SPAG	List poems 2 weeks (vocabulary building) Stories from familiar settings (3 weeks)	Diary entry/recount 2 weeks Traditional tales (alternative endings) 3 weeks Limericks 1 week	Vocabulary building poetry limericks 1 week Report 2 weeks Adventure stories 3 weeks	Different stories by the same author 2 weeks Haiku, tanka and kennings poems 2 weeks Explanations	Poetry appreciation take one poet- (2 weeks) Persuasive letter writing	Traditional tales 4 weeks dialogue (characterisation) Take one poet – poetry appreciation 2 weeks
Cross curricular Reading speaking and listening	Instructions recipe for tapas Descriptive writing describing tapas	Diary entry	Report	Setting description	Explanation	Persuasive letter writing
Maths	<u>Number and place value</u> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <i>I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.</i> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <i>I can recognise the place value of each</i>	<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. <i>I can count up and down in tenths, and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</i> Recognise, find and write fractions of a discrete set	<u>Number and place value</u> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <i>I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.</i> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <i>I can recognise the place value of each digit</i>	<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. <i>I can count up and down in tenths, and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</i> Recognise, find and write fractions of a	<u>Number and place value</u> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <i>I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.</i> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <i>I can recognise the place value of each digit</i>	<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. <i>I can count up and down in tenths, and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</i> Recognise, find and write fractions of a

	<p>digit of a number with hundreds, tens and units. Compare and order numbers up to 1000. <i>I can compare and order numbers up to 1000.</i> Identify, represent and estimate numbers using different representations. <i>I can find, show and estimate numbers using objects and pictures.</i> Read and write numbers up to 1000 in numerals and in words. <i>I can read and write numbers up to 1000 in numbers and words.</i> Solve number problems and practical problems involving these ideas. <i>I can solve number and word problems.</i></p> <p><u>Addition and subtraction</u></p> <p>Add and subtract numbers mentally, including a three-digit number and ones. <i>I can add and subtract numbers in my head, including a three digit number and ones.</i> Add and subtract numbers mentally, including a three-digit number and tens. <i>I can add and subtract numbers in my head, including a three digit number and tens.</i> Add and subtract numbers mentally, including a three-digit number and hundreds.</p>	<p>of objects: unit fractions and non-unit fractions with small denominators. <i>I can write and find fractions for a set of data and can recognise fractions with small denominators.</i> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <i>I can find and use fractions of numbers e.g. $1/4$ of 8 = 2 and $3/4$ of 8 = 6.</i> Recognise and show, using diagrams, equivalent fractions with small denominators. <i>I can identify and show equivalent fractions.</i> Add and subtract fractions with the same denominator within one whole e.g. $5/7 + 1/7 = 6/7$. <i>I can add and subtract fractions with the same denominator within one whole.</i> Compare and order unit fractions, and fractions with the same denominators. <i>I can compare and order fractions with the same denominator.</i> Solve fraction problems. I can solve fraction problems.</p> <p><u>Properties of shape</u></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <i>I can draw 2-D shapes and make 3-D shapes using</i></p>	<p>of a number with hundreds, tens and units. Compare and order numbers up to 1000. <i>I can compare and order numbers up to 1000.</i> Identify, represent and estimate numbers using different representations. <i>I can find, show and estimate numbers using objects and pictures.</i> Read and write numbers up to 1000 in numerals and in words. <i>I can read and write numbers up to 1000 in numbers and words.</i> Solve number problems and practical problems involving these ideas. <i>I can solve number and word problems.</i></p> <p><u>Addition and subtraction</u></p> <p>Add and subtract numbers mentally, including a three-digit number and ones. <i>I can add and subtract numbers in my head, including a three digit number and ones.</i> Add and subtract numbers mentally, including a three-digit number and tens. <i>I can add and subtract numbers in my head, including a three digit number and tens.</i> Add and subtract numbers mentally, including a three-digit number and hundreds.</p>	<p>discrete set of objects: unit fractions and non-unit fractions with small denominators. <i>I can write and find fractions for a set of data and can recognise fractions with small denominators.</i> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <i>I can find and use fractions of numbers e.g. $1/4$ of 8 = 2 and $3/4$ of 8 = 6.</i> Recognise and show, using diagrams, equivalent fractions with small denominators. <i>I can identify and show equivalent fractions.</i> Add and subtract fractions with the same denominator within one whole e.g. $5/7 + 1/7 = 6/7$. <i>I can add and subtract fractions with the same denominator within one whole.</i> Compare and order unit fractions, and fractions with the same denominators. <i>I can compare and order fractions with the same denominator.</i> Solve fraction problems. 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I can solve fraction problems.</p> <p><u>Properties of shape</u></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different</p>
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	<p><i>I can add and subtract numbers in my head, including a three digit number and hundreds.</i> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <i>I can add and subtract numbers with up to three digits using formal column methods.</i> Estimate the answer to a calculation and use inverse operations to check answers. <i>I can estimate the answer to a calculation and use this and inverse operations to check answers.</i> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <i>I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i></p> <p><u>Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <i>I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.</i></p>	<p>modelling materials. <i>I can recognise 3-D shapes in different orientations.</i> Recognise angles as a property of shape or a description of a turn. <i>I can recognise angles a property of shape. I know that angles are a description of a turn.</i> 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. <i>I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.</i> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <i>I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.</i></p> <p><u>Measurement</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <i>I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).</i> Measure the perimeter of</p>	<p><i>I can add and subtract numbers in my head, including a three digit number and hundreds.</i> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <i>I can add and subtract numbers with up to three digits using formal column methods.</i> Estimate the answer to a calculation and use inverse operations to check answers. <i>I can estimate the answer to a calculation and use this and inverse operations to check answers.</i> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <i>I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i></p> <p><u>Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <i>I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.</i> Write and calculate</p>	<p>orientations and describe them. <i>I can draw 2-D shapes and make 3-D shapes using modelling materials. 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	<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.</p> <p><i>I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</i></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 objects.</p> <p><i>I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.</i></p>	<p>simple 2-D shapes.</p> <p><i>I can measure the perimeter of simple 2-D shapes.</i></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><i>I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.</i></p> <p>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><i>I can tell the time on a clock face. I can do this if it uses</i></p> <p>Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.</p> <p>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.</p> <p><i>I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.</i></p> <p>Know the number of seconds in a minute and the number of days in each month, year</p>	<p>mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.</p> <p><i>I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</i></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 objects.</p> <p><i>I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.</i></p>	<p>volume/capacity (l/ml).</p> <p><i>I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).</i></p> <p>Measure the perimeter of simple 2-D shapes.</p> <p><i>I can measure the perimeter of simple 2-D shapes.</i></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><i>I can add and subtract money giving, change and using pounds and pence. 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I can</i></p>	<p>mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.</p> <p><i>I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</i></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 objects.</p> <p><i>I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.</i></p>	<p>volume/capacity (l/ml).</p> <p><i>I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).</i></p> <p>Measure the perimeter of simple 2-D shapes.</p> <p><i>I can measure the perimeter of simple 2-D shapes.</i></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><i>I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.</i></p> <p>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><i>I can tell the time on a clock face. I can do this if it uses</i></p> <p>Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.</p> <p>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.</p> <p><i>I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can</i></p>
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		<p>and leap year. <i>I can tell you the number of seconds in a minute and how many days there are in a month, a year, and a leap year.</i> Compare durations of events e.g. calculate the time taken by particular events or tasks. <i>I can compare how much time is taken by different events or tasks.</i></p> <p><u>Statistics</u></p> <p>Interpret and present data using bar charts, pictograms and tables. <i>I can interpret and present data using bar charts, pictograms and tables.</i> Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables. <i>I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.</i></p>		<p><i>use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.</i> Know the number of seconds in a minute and the number of days in each month, year and leap year. <i>I can tell you the number of seconds in a minute and how many days there are in a month, a year, and a leap year.</i> Compare durations of events e.g. calculate the time taken by particular events or tasks. <i>I can compare how much time is taken by different events or tasks.</i></p> <p><u>Statistics</u></p> <p>Interpret and present data using bar charts, pictograms and tables. <i>I can interpret and present data using bar charts, pictograms and tables.</i> Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables. <i>I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.</i></p>		<p><i>use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.</i> Know the number of seconds in a minute and the number of days in each month, year and leap year. <i>I can tell you the number of seconds in a minute and how many days there are in a month, a year, and a leap year.</i> Compare durations of events e.g. calculate the time taken by particular events or tasks. <i>I can compare how much time is taken by different events or tasks.</i></p> <p><u>Statistics</u></p> <p>Interpret and present data using bar charts, pictograms and tables. <i>I can interpret and present data using bar charts, pictograms and tables.</i> Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables. <i>I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.</i></p>
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<p>Science</p>	<p>Light</p> <p>Notice that light is reflected from surfaces. <i>I can show that light is reflected from surfaces.</i> Recognise that he/she needs light in order to see things and that dark is the absence of light. <i>I can explain that I need light in order to see things and that dark is the absence of light.</i> Recognise that light from the sun can be dangerous and that there are ways to protect eyes. <i>I can explain that light from the sun can be dangerous and that there are ways to protect eyes.</i> Recognise that shadows are formed when the light from a light source is blocked by a solid object. <i>I can show how shadows are formed when the light from a light source is blocked by a solid object.</i> Find patterns in the way that the size of shadows change. <i>I can show that there are patterns in the way that the size of shadows change.</i></p>	<p>Rocks</p> <p>Recognise that soils are made from rocks and organic matter. <i>I can explain that soils are made from rocks and organic matter.</i> Describe in simple terms how fossils are formed when things that have lived are trapped within rock. <i>I can describe simply how fossils are formed when things that have lived are trapped within rock.</i> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. <i>I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.</i></p>	<p>Animals including humans</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <i>I can explain why humans and some other animals have skeletons and muscles.</i> 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. <i>I can 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.</i></p>	<p>Forces and magnets</p> <p>Compare how things move on different surfaces. <i>I can compare how things move on different surfaces.</i> Notice that some forces need contact between two objects but magnetic forces can act at a distance. <i>I can see that some forces need contact between two objects but magnetic forces can act at a distance.</i> Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. <i>I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.</i> Observe how magnets attract or repel each other and attract some materials and not others. <i>I can observe how magnets attract or repel each other and attract some materials and not others.</i> Describe magnets as having two poles. <i>I can describe magnets as having two poles.</i> Predict whether two magnets will attract or repel each other, depending on which poles are facing. <i>I can predict whether two</i></p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. <i>I can explain what different parts of flowering plants do.</i> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they vary from plant to plant. <i>I can explore the requirements of plants for life and growth and how they vary from plant to plant.</i></p>	<p>Plants</p> <p>Investigate the way in which water is transported within plants. <i>I can investigate the way in which water is transported within plants.</i> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <i>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i></p>
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				magnets will attract or repel each other, depending on which poles are facing.		
	<p>Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus). <i>I can ask questions and use different types of scientific enquiries to answer them.</i></p> <p>Set up simple practical enquiries, comparative and fair tests (Year 3 focus.) <i>I can set up simple practical enquiries, comparative and fair tests.</i></p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus). <i>I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.</i></p> <p>Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus). <i>I can gather, record, classify and present data in a variety of ways to help with answering questions.</i></p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus). <i>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i></p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus). <i>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</i></p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus). <i>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i></p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). <i>I can explain differences, similarities or changes related to simple scientific ideas and processes.</i></p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus). <i>I can use straightforward scientific evidence to answer questions or to support my findings.</i></p>					
History		Hunter gatherers and early farmers, Bronze age religion, technology and and travel, Iron age hill forts.	Hunter gatherers and early farmers, Bronze age religion, technology and and travel, Iron age hill forts.		Local study Trade linka	
Geography	Locate European countries			Locate worlds countries		A local history study of Titus Salt and Bradford in that era. Industrial revolution

	in Europe, look at key human and physical features of Spain, Introduce compass points, discuss climates and compare and contrast using bar charts, Fieldwork recording temperatures.			focusing on the Americas. Key human and physical features of north and south America Use full 8 point compass points. Field work with directions Symbols and keys and map use.		Working standards Trade links
Art	<u>Taking inspiration</u> • Replicate some of the techniques used by notable artists, artisans and designers. <u>Mastering techniques</u> Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. Experiment with creating mood with colour.	<u>Developing ideas</u> • Develop ideas from starting points <u>Mastering techniques</u> Painting Use watercolour paint to produce washes for backgrounds then add detail.	<u>Mastering techniques</u> Collage • Select and arrange materials for a striking effect. • Ensure work is precise.	<u>Mastering techniques</u> Drawing • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	<u>Developing ideas</u> Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	<u>Taking inspiration</u> Create original pieces that are influenced by studies of others <u>Mastering techniques</u> Digital Media • Create images, video and sound recordings and explain why they were created
DT			<u>Taking inspiration</u> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs • Improve upon existing designs, giving reasons for choices • Disassemble products to understand how they work Materials • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.		Designing, making, evaluating, improving • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. Taking inspiration • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate	

Swimming

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.