

## Year 3 Curriculum – Autumn 1



The first half of the autumn term is seven weeks long with the children returning on Monday 7<sup>th</sup> September. Our focus will be on providing an opportunity for each year group to embed the core objectives from the previous year in order to make up for lost learning and consolidate understanding of key areas of learning as outlined below.

Week 1 will include 'getting to know you' as usual and allow you time to establish class expectations. We will also ask the children to sit some end of year assessments from the previous year group to identify gaps in understanding in order to effectively guide pitch and expectations.

### Maths

Week 2	<ul style="list-style-type: none"> <li>– Recognise the place value of each digit in a two-digit number</li> <li>– Compare and order numbers from 0 up to 100</li> <li>– Read and write numbers to at least 100 in numerals and in words</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>– Identify, represent and estimate numbers using different representations, including the number line</li> <li>– Use place value and number facts to solve problems.</li> <li>– Count in steps of 2, 3, and 5 from 0, and in tens from any number</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>– Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>– Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>– Show that addition of two numbers can be done in any order (commutative)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>– Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>– Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>– Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>– Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>– Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>– Show that multiplication of two numbers can be done in any order and division of one number by another cannot</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>– Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs</li> <li>– Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>

### English – Reading

Week 2	<ul style="list-style-type: none"> <li>– Draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>– Be introduced to non-fiction books that are structured in different ways</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>– Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>– Discuss their favourite words and phrases</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>– Make inferences on the basis of what is being said and done</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>– Discuss the sequence of events in books and how items of information are related</li> <li>– Predict what might happen on the basis of what has been read so far</li> </ul>

## English – SPAG/Writing

Week 2	<ul style="list-style-type: none"><li>– Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li><li>– Year 2 handwriting and spelling expectations</li><li>– Writing context: Writing narratives about personal experiences and those of others (real and fictional)</li></ul>
Week 3	<ul style="list-style-type: none"><li>– Learn how to use the present and past tenses correctly and consistently including the progressive form</li><li>– Year 2 handwriting and spelling expectations</li><li>– Writing context: Writing narratives about personal experiences and those of others (real and fictional)</li></ul>
Week 4	<ul style="list-style-type: none"><li>– Learn how to use expanded noun phrases to describe and specify</li><li>– Year 2 handwriting and spelling expectations</li><li>– Writing context: writing poetry</li></ul>
Week 5	<ul style="list-style-type: none"><li>– Learn how to use some features of written Standard English</li><li>– Year 2 handwriting and spelling expectations</li><li>– Writing context: writing poetry</li></ul>
Week 6	<ul style="list-style-type: none"><li>– Learn how to use sentences with different forms: statement, question, exclamation, command</li><li>– Year 2 handwriting and spelling expectations</li><li>– Writing context: Writing about real events</li></ul>
Week 7	<ul style="list-style-type: none"><li>– Learn how to use subordination and co-ordination</li><li>– Year 2 handwriting and spelling expectations</li><li>– Writing context: Writing about real events</li></ul>