



The Creative Learning Journey

To boldly go---Are we nearly there yet? Year 3

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School: Cambo First School



MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m82** compare and order numbers up to 1000
- **m85** solve number problems and practical problems involving these ideas.

Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m87** a three-digit number and ones
- **m88** a three-digit number and tens
- **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m91** estimate the answer to a calculation and use inverse operations to check answers
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number - multiplication and division LKS2

- **m94** 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
- **m95** 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.

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- **m99** recognise and show, using diagrams, equivalent fractions with small denominators
- **m100** add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- **m101** compare and order unit fractions, and fractions with the same denominators
- **m102** solve problems that involve all of the above.

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables
- **m115** 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.

PHYSICAL EDUCATION

LKS2

- **pe5** I can play competitive net, striking, fielding and invasion games

pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them

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PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2

- **pa21** Begin to develop negotiating strategies.
- **pa22** Know when to compromise.
- **pa23** Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that effect themselves and their class.
- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.
- **pc27** Be able to face new challenges positively and know when to seek help.

PSED Developing a healthy, safer lifestyle LKS2

- **ph14** Follow simple, safe routines to reduce the spread of bacteria/viruses.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

Arts award
We will continue to work towards our award with music dance and art

OUTDOOR LEARNING

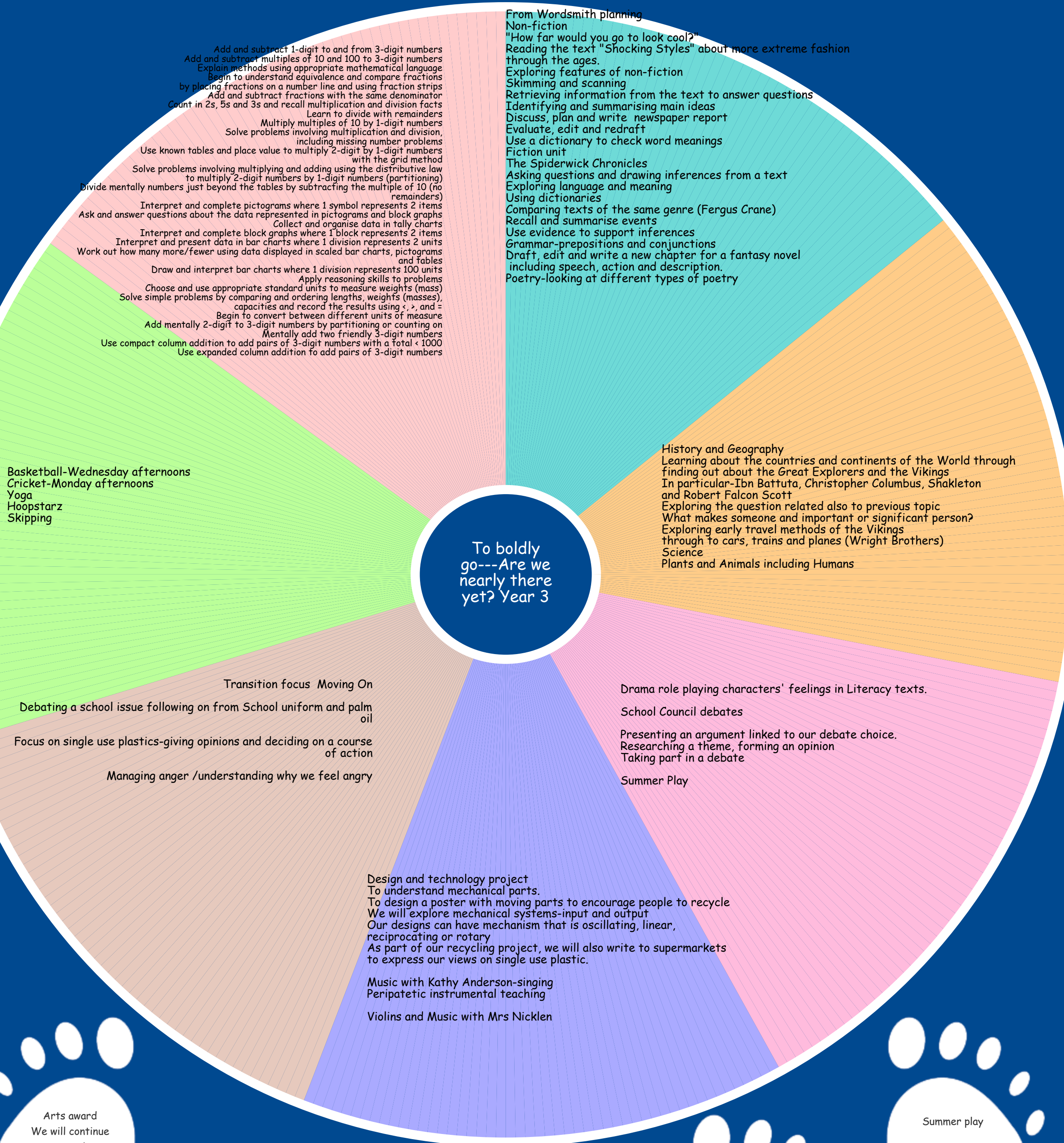
Science
Plants topic
Exploring the growth of different seeds and bulbs
Investigating the best conditions
What do plants need to grow?

Exploring effects of exercise as related to Animals including Humans topic

Gardening Day

Cambo Fete
Taking part in this community event
Working on art, craft and handwriting

Summer play



LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e152** identifying how language, structure, and presentation contribute to meaning
- **e153** retrieve and record information from non-fiction
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **e171** evaluate and edit by:
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **e174** proof-read for spelling and punctuation errors

Writing - vocabulary, grammar and punctuation LKS2

- **e176** develop their understanding of the concepts set out in English Appendix 2 by:
- **e180** using conjunctions, adverbs and prepositions to express time and cause
- **e185** indicating possession by using the possessive apostrophe with plural nouns
- **e186** using and punctuating direct speech

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes

- **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Location knowledge LKS2

- **ge27** I can identify the countries of Europe (including Russia) on a map or globe
- **ge28** I can identify North and South America on a map or globe
- **ge29** I know the major cities in the countries I can identify
- **ge31** I can name and locate the counties and major cities in the UK
- **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK
- **ge33** I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)
- **ge36** I understand latitude and can locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles
- **ge37** I understand longitude and can locate the Prime/Greenwich Meridian and explain its governance of time zones (including day and night)

Core Skills across the Key Stage LKS2

To boldly go---Are we nearly there yet? Year 3 - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically LKS2</p> <ul style="list-style-type: none">• sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:• sc32 asking relevant questions and using different types of scientific enquiries to answer them• sc33 setting up simple practical enquiries, comparative and fair tests• sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• sc39 identifying differences, similarities or changes related to simple scientific ideas and processes• sc40 using straightforward scientific evidence to answer questions or to support their findings. <p>Plants LKS2</p> <ul style="list-style-type: none">• sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• sc42 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• sc43 investigate the way in which water is transported within plants• sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals, including humans LKS2</p> <ul style="list-style-type: none">• sc45 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• sc46 identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Location knowledge LKS2</p> <ul style="list-style-type: none">• ge27 locate the world's countries, using maps to focus on Europe (including the location of Russia)• ge28 locate the world's countries, using maps to focus North and South America,• ge29 locate the world's countries, using maps to focus on major cities• ge31 name and locate counties and cities of the United Kingdom• ge32 name and locate geographical regions and their identifying human and physical characteristics• ge33 name and locate key topographical features (including hills, mountains, coasts and rivers)• ge36 identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle• ge37 identify the position and significance of latitude, the Prime/Greenwich Meridian and time zones (including day and night) <p>LKS2</p> <ul style="list-style-type: none">• hi18 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history• hi19 Pupils should continue to establish clear narratives within and across the periods they study.• hi20 They should note connections, contrasts and trends over time• hi21 They should develop the appropriate use of historical terms.• hi22 They should regularly address and sometimes devise historically valid questions about change and cause,• hi23 They should regularly address and sometimes	<p>Number - number and place value LKS2</p> <ul style="list-style-type: none">• m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)• m82 compare and order numbers up to 1000• m85 solve number problems and practical problems involving these ideas. <p>Number - addition and subtraction LKS2</p> <ul style="list-style-type: none">• m86 add and subtract numbers mentally, including:• m87 a three-digit number and ones• m88 a three-digit number and tens• m89 a three-digit number and hundreds• m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction• m91 estimate the answer to a calculation and use inverse operations to check answers• m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Number - multiplication and division LKS2</p> <ul style="list-style-type: none">• m94 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• m95 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>Number - fractions LKS2</p> <ul style="list-style-type: none">• m97 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators• m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators• m99 recognise and show, using diagrams, equivalent fractions with small denominators• m100 add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]• m101 compare and order unit fractions, and fractions with the same denominators• m102 solve problems that involve all of the above. <p>Measurement LKS2</p> <ul style="list-style-type: none">• m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <p>Statistics LKS2</p> <ul style="list-style-type: none">• m114 interpret and present data using bar charts, pictograms and tables• m115 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>LKS2</p> <ul style="list-style-type: none">• pe5 play competitive games, modified where appropriate• pe5.1 play competitive games and apply basic principles suitable for attacking and defending	<p>LKS2</p> <ul style="list-style-type: none">• ad10 to create sketch books to record their observations and use them to review and revisit ideas• ad15 about great artists, architects and designers in history. <p>Design LKS2</p> <ul style="list-style-type: none">• dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose• dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups• dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches• dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams• dt29 generate, develop, model and communicate their ideas through prototypes• dt30 generate, develop, model and communicate their ideas through pattern pieces <p>Make LKS2</p> <ul style="list-style-type: none">• dt32 select from and use a wider range of tools and equipment to perform practical tasks• dt33 use a wider range of tools and equipment to perform practical tasks accurately• dt34 use a wider range of tools and equipment to perform practical tasks, such as joining accurately• dt35 select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately• dt36 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties• dt37 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities <p>Evaluate LKS2</p> <ul style="list-style-type: none">• dt38 investigate a range of existing products• dt39 analyse a range of existing products• dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• dt41 understand how key events in design and technology have helped shape the world• dt42 understand how key individuals in design and technology have helped shape the world <p>Technical knowledge LKS2</p> <ul style="list-style-type: none">• dt43 apply their understanding of how to strengthen, stiffen and reinforce more complex structures• dt44 understand and use mechanical systems in their products, such as gears and pulleys• dt46 understand and use mechanical systems in their products, such as levers and linkages• dt48 apply their understanding of computing to programme, monitor and control their products. <p>LKS2</p> <ul style="list-style-type: none">• mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression• mu12 play musical instruments with increasing accuracy• mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression• mu16 listen with attention to detail and recall sounds with increasing aural memory• mu17 understand staff and other musical notations• mu18 se staff and other musical notations• mu19 appreciate a wide range of high-quality live and recorded music• mu20 understand music drawn from different traditions• mu21 appreciate some great composers and musicians	<p>Reading - word reading LKS2</p> <ul style="list-style-type: none">• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading - comprehension LKS2</p> <ul style="list-style-type: none">• e137 develop positive attitudes to reading and understanding of what they read by:• e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• e139 reading books that are structured in different ways and reading for a range of purposes• e140 using dictionaries to check the meaning of words that they have read• e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• e144 discussing words and phrases that capture the reader's interest and imagination• e145 recognising some different forms of poetry [for example, free verse, narrative poetry]• e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• e148 asking questions to improve their understanding of a text• e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• e151 identifying main ideas drawn from more than one paragraph and summarising these• e152 identifying how language, structure, and presentation contribute to meaning• e153 retrieve and record information from non-fiction• e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Writing - 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