| Year 3 Core Subjects - Autumn | | |
|---|---|--|
| Mathematics | Literacy | Science |
| Place Value | Texts used: | PLANTS: |
| | The Day the Crayons Quit, | •Identify and describe the functions of different |
| Identify, represent and estimate numbers using | The Day the Crayons Came Home, | parts of flowering plants: roots, stem/trunk, |
| different representations. | Escape from Pompeii, | leaves and flowers. |
| Find 10 or 100 more than / less than a given | Lost and Found, | Explore the requirements of plants for life and |
| number. | Tuesday. | growth (air, light, water, nutrients from soil, and |
| Recognise the place value of each digit in a three- | | room to grow) and how they vary from plant to |
| digit number. | Reading | plant. |
| Compare and order numbers up to 1,000. | | Investigate the way in which water is transported |
| Read and write numbers up to 1,000 in numerals | Draw inferences from reading. | within plants. |
| and in words. | | Explore the part that flowers play in the life cycle |
| Solve number problems and practical problems | Recall and summarise main ideas. | of flowering plants, including pollination, seed |
| involving these ideas. | | formation and seed dispersal. |
| Count from 0 in multiples of 4, 8, 50, 25 and 100. | Discuss words and phrases that capture the | Roots grow downwards and anchor the plant. |
| | imagination. | Water, taken in by the roots, goes up the stem to |
| Addition and Subtraction | | the leaves, flowers and fruit. |
| | Retrieve and record information from nonfiction, | Nutrients (not food) are taken in through the |
| Add and subtract numbers mentally, including a | using titles, headings, sub-headings and | roots. |
| three-digit number and ones, a three-digit number | indexes. | Stems provide support and enable the plant to |
| and tens and a three-digit number and hundreds. | | grow towards the light. |
| | Prepare poems and plays to read aloud with | Plants make their own food in the leaves using |
| Add and subtract numbers with up to three digits, | expression, volume, tone and intonation. | energy from the sun. |
| using formal written methods of columnar addition | | •Flowers attract insects to aid pollination. |
| and subtraction. | Identify recurring themes and elements of | Pollination is when pollen is transferred between |
| | different stories. | plants by insects, birds, other animals and the |
| Estimate the answer to calculations using inverse | | wind. |
| operations to check the answers. | Recognise some different forms of poetry. | •Fertilisation occurs in the ovary of the flower. |
| | | Seeds are formed as a result of fertilisation. |
| Solve number problems, including missing | Explain and discuss understanding of reading, | Many flowers produce fruits which protect the |
| number problems, using number facts, place value, | maintaining focus on the topic. | seed and/or aid seed dispersal. |
| and more complex addition and subtraction. | | Seed dispersal, by a variety of methods, helps |
| | Draw inferences such as inferring characters' | ensure that new plants survive. |
| | feelings, thoughts and motives from their | Plants need nutrients to grow healthily (either |
| Multiplication and Division | actions, and justifying inferences with evidence. | naturally from the soil or from fertiliser added to |
| | | soil). |

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve number 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.

Apply a growing knowledge of root words, prefixes and suffixes

Read further exception words, noting the spellings.

Writing

Organise paragraphs around a theme In narratives, create settings, characters and plot.

Proof-read for spelling and punctuation errors Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg: a rock, an open box.

Express time, place and cause using *conjunctions*.

Introduce inverted commas to punctuate direct speech.

Use headings and sub-headings to aid presentation.

Use the present perfect form of verbs instead of the simple past eg: 'He has gone out to play' in contrast to 'He went out to play'.

Working Scientifically:

- •Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;
- Discovering how seeds are formed by
- Observing the different stages of plant cycles over a period of time;
- Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.
- •Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water.

Observing how water travels up the stem to the flowers.