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