

**Year 3 – Autumn Term**

<b>English</b>			
<b>Handwriting</b> Pupils should be taught to:			
<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>			
<b>Key Outcomes:</b> How to become ‘Star of the Week’: Instructions to impress your new teacher (tongue in cheek!)	<b>Texts:</b> x2 instructional text – one with temporal connectives to help order & one with adverbial phrases	<b>Cross-Curricular Links:</b> PSHCE	<b>Timescale:</b> 1 week
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>• To identify and collect –ly adverbs to investigate during discrete spelling session.</li> <li>• To review reading words with Phase 5 phonemes in.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>• Read a range of instructions to identify common features and give reasons for differences.</li> <li>• To identify words which are used for precision.</li> <li>• To explain how the writer has created humour.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>• To orally rehearse adverbial phrases for how, when and where, to go with command statements.</li> <li>• To physically punctuate sentences using a comma to separate the adverbial phrase from the command statement and a full stop at the end.</li> <li>• To assess the effectiveness of their own and others oral sentences, for humorous effect.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>• To spell words which use the suffix –ly, added to an adjective to form an adverb.</li> <li>• To review writing words with Phase 5 graphemes in.</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>• To plan a set of command statements in chronological order.</li> <li>• To write an introduction to explain the purpose of the instructions.</li> <li>• To ensure instructions are the chronological order of a school day.</li> <li>• To include phrases for humorous effect.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>• To understand the difference between a single adverb and an adverbial phrase.</li> <li>• To classify whether an adverbial phrase is telling you how, when or where, relating to the main verb.</li> <li>• To be able to distinguish between the command/imperative statement and the adverbial phrase.</li> <li>• To use commas after fronted adverbials.</li> </ul>		<b>Text Type:</b> Instructions <b>Success Criteria:</b> Introduction to the purpose of the instructions Bullets point to list ingredients Adverbial phrases to open each instruction (how, when or where – fronted adverbials) Imperative/command statements Imperative verbs after the adverbial phrase Use of comma to separate the adverbial phrase from the command statement Use of single adverbs before or after the imperative verb to add to the exaggeration Instructions follow the order of a school day	
<b>Key Outcomes:</b> A short fable	<b>Texts:</b> Aesop’s Fables	<b>Cross-Curricular Links:</b> PSHCE	<b>Timescale:</b> 1 week
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>• To identify and collect further –ly adverbs to investigate during discrete spelling session.</li> <li>• To review reading words with Phase 5 phonemes in.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>• To identify the underlying theme of a range of fables.</li> <li>• To identify the common features of fables.</li> <li>• To recognise the contrasts in the traits of the main characters.</li> <li>• To identify the human traits in specific characters, using evidence from the text (literal &amp; inference).</li> <li>• To draw on own experiences and wider reading to explain why the writer has given certain human traits to specific animals.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>• To compose and rehearse sentences orally</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>• To spell <u>exception</u> words which use the suffix –ly, added to an adjective to form an adverb.</li> </ul>		<b>Text Type:</b> Fables <b>Success Criteria:</b> Animal characters with human traits Past tense 3rd person Teaches the reader a moral Start with an adverbial phrase/opener Inverted commas Brief introduction of one character Problem highlighted Problem resolved by stating the moral/lesson learnt	

<ul style="list-style-type: none"> <li>To review writing words with Phase 5 graphemes in.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To select two contrasting animal characters.</li> <li>To brainstorm the human traits for their chosen animals, drawing on own experiences and wider reading.</li> <li>To plan a fable, including the moral/lesson to be learnt and the problem/situation to be faced.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To identify pronouns.</li> <li>To use the appropriate choice of pronoun to maintain the 3<sup>rd</sup> person stance, e.g. her, his, theirs.</li> <li>To use inverted commas for direct speech.</li> <li>To use ‘a’ and ‘an’ correctly, according to whether it is followed by a consonant or a vowel, e.g. a dog, an animal.</li> </ul>			
<p><b>Key Outcomes:</b> Oral retelling of a legend</p>	<p><b>Texts:</b> ‘Horatius at the Bridge’ – Roman legend www.rome.mrdonn.org/horatius.html</p>	<p><b>Cross-Curricular Links:</b> History – Romans ICT – GarageBand on the iPads to record stories</p>	<p><b>Timescale:</b> 1 week</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To recognise irregular verbs in their past tense form.</li> <li>To review reading words with Phase 5 phonemes in.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To be able to distinguish between historical fact and fiction.</li> <li>To identify historical facts about beliefs and societies, using literal and inferred evidence from the text.</li> <li>To identify intense verbs, which maintain the interest of the reader.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To consistently speak in the past tense.</li> <li>To speak audibly and fluently, with an increasing command of Standard English.</li> <li>To use typical story language to open their legend.</li> <li>To orally rehearse, assess and improve sentences, phrases and words.</li> <li>To vary tone, pitch and volume to maintain the interest of the listener.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To review spelling irregular verbs in their past tense form.</li> </ul> <p><b>Writing – Composition</b></p>		<p><b>Text Type: Legends</b> <b>Success Criteria:</b> Story based on historical facts, but not always factual Passed on through generations through oral story telling Human characters Hero Past tense Once upon a time, a long time ago... Chronological Tells you about the beliefs of the people and societies in the past Dramatic verbs to keep the attention of the listener Speak audibly &amp; fluently</p>	
<p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To consistently speak in the past tense.</li> <li>To build a rich vocabulary by selecting more intense verbs for effect.</li> <li>To use ‘a’ and ‘an’ correctly, according to whether it is followed by a consonant or a vowel, e.g. a dog, an animal.</li> </ul>			
<p><b>Key Outcomes:</b> Character description of hero/heroine Write own myth – extended story</p>	<p><b>Texts:</b> The Orchard Book of Roman Myths – Geraldine McCaughrean</p>	<p><b>Cross-Curricular Links:</b> History - Romans</p>	<p><b>Timescale:</b> 4 weeks</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To recognise irregular verbs in their past tense form.</li> <li>To review reading words with Phase 5 phonemes in.</li> <li>To explain the difference in meaning for sets of homophones.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify the key features of a traditional myth.</li> <li>To identify the similarities and difference between a traditional myth and a quest myth.</li> <li>To extract and analyse information about the hero, from literal and inferred evidence in the text.</li> <li>To identify the purpose of the quest.</li> <li>To be able to identify and visually sequence the hero’s journey throughout the myth.</li> <li>To identify dangers, place of safety and hiding places in each setting.</li> <li>To identify how the nature of the setting is used by the hero to overcome problems.</li> <li>To introduce the term paragraph and to identify the theme for each paragraph.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p>		<p><b>Text Type: Myths</b> <b>Success Criteria:</b> Fictional Stories contain gods, goddesses and spirits Passed on through generations through oral story telling Teaches a lesson or explains the natural world Magical elements Special objects or symbols repeatedly referred to Good overcoming evil Mystical or fantastical creatures Sometimes go on a journey/quest to retrieve an object or person Paragraphs</p>	

<ul style="list-style-type: none"> <li>To use freeze frames and thought tracking to explore the hero's thoughts and feelings in different settings.</li> <li>To orally rehearse, assess and improve sentences, phrases and words.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To review spelling irregular verbs in their past tense form.</li> <li>To review writing words with Phase 5 graphemes in.</li> <li>To generate and spell lists of homophones.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To use their knowledge of the Romans to create a hero and write notes about their personality, job, place in society, background, family, relationships with others, etc.</li> <li>To use paragraphs to write a detailed character description.</li> <li>To plan a quest myth using an annotated visual map of the journey.</li> <li>To select and use photos of setting to brainstorm descriptions, possible dangers, hiding places, etc.</li> <li>To organise paragraphs around a theme, e.g. settings.</li> <li>To write an extended quest myth.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To use fronted adverbials (how, when and where).</li> <li>To use expanded noun phrases, through the use of adjectives.</li> <li>To use time connectives to sequence events.</li> <li>To use inverted commas for direct speech.</li> <li>To consistently write in the past tense.</li> <li>To use the appropriate choice of pronoun to maintain the 3<sup>rd</sup> person stance, e.g. her, his, theirs.</li> </ul>			
<p><b>Key Outcomes:</b> 2 descriptions of the same setting, creating a different atmosphere in each, e.g. the high street during the day and at night.</p>	<p><b>Texts:</b> Extracts of settings from a range of novels which create different atmospheres.</p>	<p><b>Cross-Curricular Links:</b></p>	<p><b>Timescale:</b> 2 weeks</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To correctly read polysyllabic words with the suffix –ous.</li> <li>To identify and explain how a noun changes to an adjective, when the suffix –ous is added.</li> <li>To review reading words with Phase 5 phonemes in.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify different types of figurative language and explain why the writer has chosen to use certain types, e.g. similes, metaphors, personification.</li> <li>To interpret figurative language, by giving the literal meaning for specific examples.</li> <li>To understand the impact on the reader when the adverbial phrase is 'fronted' during a narrative piece of writing.</li> <li>To differentiate between the descriptions which give you an overview of the setting and the atmosphere, and the descriptions of individual nouns.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Rehearse sentences orally before writing them down, making grammatical improvements.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words with the suffix –ous</li> <li>To review writing words with Phase 5 graphemes in.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To organise the descriptions starting with an overview of the setting and atmosphere it creates, moving to specific details about nouns within the setting.</li> <li>To consistently write in the third person and present tense.</li> <li>To include descriptions using sight, sound, touch and smell.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To understand what expanded noun phrases are and why they are effective when writing descriptions.</li> <li>To sort fronted adverbials into ones which tell you 'where' and ones which tell you 'when'.</li> <li>To use a comma after a fronted adverbial.</li> <li>To identify expanded noun phrases, by identifying the noun and the adjectives and prepositions which refer to it.</li> </ul>		<p><b>Text Type:</b> Narrative <b>Success Criteria:</b> Figurative language – similes, metaphors, personification Fronted adverbials – where and when Commas after fronted adverbials Expanded noun phrases Precise nouns Third person stance Present tense Descriptions using the senses Overview of setting moving to specific details to reinforce the atmosphere depicted</p>	
<p><b>Key Outcomes:</b> Explanation text about the different types of pollution and their effect on health, wildlife, the planet, etc.</p>	<p><b>Texts:</b> Explanation texts</p>	<p><b>Cross-Curricular Links:</b> PSHCE – Issues affecting others</p>	<p><b>Timescale:</b> 3 weeks</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To understand that when the suffix –ation is added to a verb, it becomes a noun.</li> </ul>		<p><b>Text Type:</b> Explanation <b>Success Criteria:</b> Present tense</p>	

<ul style="list-style-type: none"> <li>To use a dictionary to find the meaning of unknown words.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify the typical structural and language features of an information text which explains.</li> <li>To understand how the writer uses temporal connectives and fronted adverbials to logically organise the explanation, and to avoid repetition.</li> <li>To identify why a new paragraph has been started and to summarise each paragraph.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To orally rehearse an explanation using temporal connectives and fronted adverbials as openers.</li> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>To give well-structured explanations.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words with the suffix –ation.</li> <li>To review writing words with Phase 5 graphemes in.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To plan an explanation using a flow chart.</li> <li>To write a general statement/definition to introduce the topic.</li> <li>To organise sub-headings and paragraphs around a theme (different types of pollution).</li> <li>To use temporal connectives and fronted adverbials as openers to logically sequence the explanation within a paragraph.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To identify where the text changes from impersonal to personal, through the use of pronouns and to explain why a writer would do this.</li> <li>To identify the ‘cause’ and ‘effect’ parts (clauses) within a sentence.</li> <li>To identify the causal connectives which link to the cause and the effect.</li> <li>To construct cause and effect sentences, using causal connectives.</li> <li>To understand that different causal connectives determine the order of the ‘cause’ and ‘effect’ within a sentence.</li> <li>To use a comma after a fronted adverbial.</li> </ul>			<p>Temporal connectives as openers, at first, after a number of years, years later...</p> <p>Fronted adverbials</p> <p>Causal connectives</p> <p>General statement/definition to introduce the topic</p> <p>A question as a title</p> <p>Sub-headings</p> <p>Images and/or diagrams with captions</p> <p>Paragraphs</p> <p>Making direct reference to the reader, e.g. So the next time you throw rubbish on the ground, remember...</p>
<p><b>Key Outcomes:</b> Persuasive letter to local council about reducing pollution/environmental impact</p>	<p><b>Texts:</b> Persuasive formal letters</p>	<p><b>Cross-Curricular Links:</b> PSHCE issues affecting others</p>	<p><b>Timescale:</b> 2 weeks</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To explain how prefixes can change the meaning of the root word – ‘dis’, ‘un’, ‘ir’, ‘re’.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To answer literal questions to identify facts and opinions.</li> <li>To identify the overall purpose/point of view of letters.</li> <li>To identify persuasive language features and explain why they are effective.</li> <li>To identify how the points that are being argued are organised in the letter.</li> <li>To identify persuasive points and the evidence/examples for each one.</li> <li>To compare different persuasive letters, expressing an opinion about which is the most persuasive and why.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To orally rehearse, moving from a general point to more specific points</li> <li>To articulate and justify an opinion.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words with the prefix – ‘dis’, ‘un’, ‘ir’, ‘re’.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To research information/data and take notes.</li> <li>To organise notes from general to specific points onto a planner, using the PEE structure within each paragraph.</li> <li>To compose their persuasive letter using a number of key points which move from general to specific, using sub-headings.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To know what a clause is.</li> <li>To identify clauses in complex sentences.</li> <li>To identify and use commas to separate clauses.</li> <li>To use exclamation marks and questions marks for persuasive effect.</li> <li>To identify and use assertions as openers e.g. Surely... You must agree...</li> </ul>			<p><b>Text Type:</b> Persuasion</p> <p><b>Success Criteria:</b></p> <p>Present tense</p> <p>Opening statement that sums up viewpoint</p> <p>Closing statement</p> <p>Key points move from general to specific</p> <p>Rhetorical questions</p> <p>Alliteration</p> <p>Emotive photos &amp; captions</p> <p>Exaggeration</p> <p>Elaboration with evidence and examples</p> <p>Assertions as openers</p> <p>Expanded noun phrases</p> <p>Personal pronouns</p> <p>Facts &amp; opinions</p> <p>Formal language</p>

<b>Maths</b>		
<b>Number: Place Value</b> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> </ul>		Hundreds Represent numbers to 1,000 100s, 10s and 1s Numberline to 1000 Find 1, 10 or 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s
<b>Number: Addition and subtraction</b> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>		Add and subtract multiples of 100 Add and subtract 3-digit and 1-digit numbers – not crossing 10 Add 3-digit and 1-digit numbers – crossing 10 Subtract a 1-digit number from a 3-digit number – crossing 10 Add and subtract 3-digit and 2-digit numbers – not crossing 100 Add 3-digit and 2-digit numbers – crossing 100 Add and subtract 100s Spot the pattern Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100 Add a 2-digit and 3-digit numbers – crossing 10 or 100 Subtract a 2-digit number from a 3-digit number – crossing 10 or 100 Add two 3-digit numbers – not crossing 10 or 100 Add two 3-digit numbers – crossing 10 or 100 Subtract a 3-digit number from a 3-digit number – no exchanging
<b>Number: Multiplication and division</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>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</li> <li>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.</li> </ul>		Multiplication – equal groups Multiply by 3 Divide by 3 The 3 times table Multiply by 4 Divide by 4 The 4 times table Multiply by 8 Divide by 8 The 8 times table
<b>Science - Light, Forces and Magnets</b>		
<b>Light</b> This topic lends itself to: <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p>Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>		
<b>National Curriculum Statement</b>	<b>Aims</b>	<b>Activities and Suggestions</b>
Light <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and</li> </ul>	Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.  They should think about why it is important to protect their eyes from bright lights. They should look for, and	Children to explore different sources of light – manmade and natural.  Light travels in a straight line – holes in card shine a torch through . Add another card – can it be done with three cards? <a href="https://www.bbc.com/bitesize/clips/zyntsbk">https://www.bbc.com/bitesize/clips/zyntsbk</a>  Shadow walk by Michael Rosen - Children could measure their shadows in the playground at different points in

<p>that there are ways to protect their eyes</p> <ul style="list-style-type: none"> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p>measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p>Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</p>	<p>the day noting the position of the sun in the sky. What effect does that have on the shadows.</p> <p>Children to experiment with different ways of blocking the light to show that darkness is the absence of light. Puppet show – children create a puppet show with card and lolly sticks. Could be linked to literacy to retell the story they are studying. Children to move the light source to make the shadows bigger and smaller.</p>
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### Forces and Magnets

This topic lends itself to:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes

Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

National Curriculum Statement	Aims	Activities and Suggestions
<ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing).</p> <p>They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p>	<p>Hook – Toys! (from a creative approach to teaching Science by Nicky Waller)</p> <ol style="list-style-type: none"> <li>children to get a letter from a toy company asking for their help to improve a whizzy car. – children to look at the material used at the end of the track Children could have a selection of cars and surfaces – rough (sandpaper) smooth, shiny (silver foil) bubble wrap tracing paper newspaper. children to have timers and “roll” the objects. Comparing how easy or difficult it is for the car to move/ pushing car on a flat surface and noting how far it moves on each surface. Make a simple ramp covered with each material – compare times.</li> </ol> <p>Children could write a letter back to the toy company. Introduce the children to the idea of friction – slowing the toys down on the ramp.</p> <ol style="list-style-type: none"> <li>Magnets – letter from the toy company younger children – using magnets. Children to fix a number of objects to the car and test them to see if they are magnetic. Children to experiment with different items.</li> <li>Magnets 2 Children to investigate whether the cars can move with out contact. Children to investigate magnets repelling each other .</li> </ol> <p>PE lesson about pushing and pulling – can they do it with out</p>

### Computing

#### Image and Sound

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Outcome: Recording of their legend (English link) including adding sound effects

Software – Garageband

Awareness: That loops can be combined to create a mood

Skills:

- To use the loop browser to find different types of sounds
- To drag loops into a track and position as required
- To loop and crop tracks in the timeline
- To consider the mood of the piece of video

#### Internet

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Outcome: Email letters on pollution/environmental issues to local council (English link)

Software - Safari, Mail

Awareness: That email can be used to send messages across the world

Skills:

- To log on to LondonMail using a web browser
- To open and read email messages
- To reply to and compose an email
- To enter email addresses accurately
- To send an attachment with an email

<ul style="list-style-type: none"> <li>To choose and combine appropriate loops to fit the video</li> </ul> <p>Evaluating: Does my piece of music fit the atmosphere of the video? Can I make it match the timings of the video any better?</p> <p>E-Safety: Do I have permission (copyright) to use this video?</p>	<p>Evaluating: Is my email clear and polite? Am I staying safe when online?</p> <p>E-Safety: Understanding the importance of keeping personal information private. To know what to do if you receive a spam email</p>
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**PSHCE – Myself and the World Around Me**

<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</li> <li>about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</li> <li>to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (English units link)</li> <li>to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>Emotional Intelligence – observe and reflect on own emotions- using mindfulness</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>Democracy – Understanding of Greenwich council – meet the councillors and ask questions (English link to writing to council)</li> <li>Rule of law – the rules of law in the country (Judicial Service, role of police)</li> </ul>
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**History – Roman Britain – Roman Impact on Britain**

<p>The Roman Empire and its impact on Britain</p> <p>Choose from:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>note connections, contrasts and trends over time and develop the appropriate use of historical terms ('empire', 'civilisation', 'parliament' and 'peasantry').</li> <li>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>have their curiosity inspired to know more about the past</li> </ul>
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**Music – Musical Notation**

<p>Children to learn about musical notation and create and perform their own musical compositions from their own scores.</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>
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**PE – Cricket, Football, Netball, Dance**

<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>To use taught skills to throw towards a target (wicket).</li> <li>To learn and develop an understanding of hitting the ball away from the wicket.</li> <li>To learn how to score points in the game (Kwik cricket)</li> <li>To demonstrate competency of catching.</li> <li>To react appropriately to the ball.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>To develop dribbling skills without looking at the ball.</li> <li>To learn to control the ball with new parts of their body (chest, head, thigh).</li> <li>To develop a range of passes and to understand which pass to use depending on the distance the ball needs to travel and master the basic ball receiving technique.</li> <li>To learn to use balance and agility to change direction with increasing accuracy that will beat a defender.</li> <li>To begin to learn to hold a position on the pitch that is away from the ball.</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>To develop a range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To master the basic catching technique.</li> <li>To catch with increasing control and accuracy, mastering the basic throwing technique.</li> <li>To learn to shoot at a netball hoop.</li> <li>To consolidate and develop a range of skills in attacking and defending.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To explore dance movements and create patterns of movement.</li> <li>To work with a partner to create dance patterns.</li> <li>To perform a dance with rhythm and expression.</li> <li>To use knowledge of dance to create a story in small groups.</li> <li>To develop precision of movement.</li> <li>To work co-operatively with a group to create a dance piece.</li> </ul>
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<ul style="list-style-type: none"> <li>To begin to learn bowling technique from a stationery position.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to keep possession away from defenders by passing backwards.</li> <li>To play adapted competitive games of equal teams that involve passing with accuracy to a scoring zone.</li> </ul>	<ul style="list-style-type: none"> <li>To play adapted competitive games of equal teams that involve passing with accuracy to a scoring zone.</li> </ul>	<ul style="list-style-type: none"> <li>To perform in front of others with confidence.</li> </ul>
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**French – Presenting Myself, Romans**

**Presenting Myself** (link to PSHCE about Myself)

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

**Romans**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

**RE – Christianity**

Christianity 5 – The Bible

Christianity 6 – Local Places of Worship

**Year 3 – Spring Term**

<b>English</b>			
<b>Handwriting</b> Pupils should be taught to:			
<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>			
<b>Key Outcomes:</b> An adventure story in chapters	<b>Texts:</b> Adventure Island Series ‘The Mystery of the Whistling Caves’, Helen Moss	<b>Cross-Curricular Links:</b>	<b>Timescale:</b> 6 weeks
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>• To explain how the prefixes sub-, inter-, super-, anti- and auto- affect the meaning of the root word.</li> <li>• To recognise near homophones, and explain the difference in meaning between them, e.g. accept/except.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>• To use literal and inferred information from the text to describe the relationship between different characters.</li> <li>• To explain the thoughts, feelings, reactions and motives of the main characters.</li> <li>• To explain why the author has used specific words/phrases and what effect they have on the reader.</li> <li>• To identify where short sentences have been used and the effect this has on the reader.</li> <li>• To identify and classify different adverbial openers (how, when and where) and explain why they have been used.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>• To respond in role to explain why you behaved/reacted in a certain way to an event/problem.</li> <li>• To infer characters feelings and thoughts through thought tracking and body sculpting.</li> <li>• To improvise in role reacting to different problems/events (more than one character with different personality traits, reacting in different ways).</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>• To spell words with the prefixes sub-, inter-, super-, anti- and auto-.</li> <li>• To spell near homophones, e.g. accept/except.</li> <li>• To spell polysyllabic words with suffixes beginning with a vowel, e.g. forgetting, beginner.</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>• To plan an extended adventure story with an opening – build up - series of exciting events/problems to overcome (with a mini build up for some) – resolution – ending.</li> <li>• To plan the potential dangers in their setting/s and how they will overcome them.</li> <li>• To plan characters with different personality traits and how they would react to the different potential dangers/events.</li> <li>• To introduce different characters through either action, description or dialogue (include at least one example of each).</li> <li>• To use dialogue to move the action on.</li> <li>• To use adverbial openers (when and where) to ensure chronology of events.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>• To create complex sentences with adverbial openers (how, when and where).</li> <li>• To use comas after fronted adverbials.</li> <li>• To vary sentence length for effect, e.g. to build up tension/excitement, describe settings, etc.</li> <li>• To use rhetorical questions to follow the main characters thoughts and build tension/excitement.</li> <li>• To use exclamation marks and ellipses to build tension/excitement.</li> <li>• To use the present perfect form of verbs instead of the simple past in dialogue, e.g. He has gone out to play rather than He went out to play.</li> </ul>		<b>Text Type:</b> <b>Success Criteria:</b> A series of exciting events Chronological Setting describes and includes potential dangers A number of problems to overcome Dialogue used to move the action on Characters introduced through action, description and dialogue Group of friends (heroes) with different personality traits One or more villains Expanded noun phrases using adjectives and prepositions Adverbs to add detail to the verb Short sentence lengths to build up tension Longer sentences to build up descriptions Adverbial openers (how, when and where) Commas after fronted adverbials Exclamation marks and ellipsis to build tension Rhetorical questions to follow character’s thoughts and build tension	
<b>Key Outcomes:</b> Performing a classic poem using ICT to record the sound file and adding background imagery to put it in to a power point file	<b>Texts:</b> www.oldpoetry.com e.g. A Poison Tree, by William Blake	<b>Cross-Curricular Links:</b> Computing link to PowerPoint	<b>Timescale:</b> 2 weeks
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>• To identify and explain archaic language.</li> <li>• To use a dictionary to find the meaning of unknown words.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>• To identify the features of classical poetry.</li> <li>• To identify the theme of a poem.</li> <li>• To identify different types of figurative language and explain why the writer has chosen to use certain types, e.g. similes, metaphors, personification.</li> <li>• To interpret figurative language, by giving the literal meaning for specific examples.</li> <li>• To identify the emotive language and the emotions that the poet wants to portray.</li> </ul>		<b>Text Type: Classic Poetry</b> <b>Success Criteria:</b> Figurative language – similes, metaphors, personification Emotive language Poem based around a theme, e.g. an emotion, an argument, a point of view. Archaic language Using the appropriate register to portray the theme of the poem Maintaining the interest of the listener	

<b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>Select and use the appropriate register for effective communication.</li> <li>Gain and maintain the interest of the listener.</li> <li>Listen and respond appropriately to their peers.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words with the 'long a' sound spelt 'ei', 'eigh' and 'ey', e.g. vein, weigh, obey.</li> </ul> <b>Writing – Composition</b> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To investigate the use of commas in classical poetry.</li> <li>To identify archaic contractions and the whole words which they represent.</li> </ul>			
<b>Key Outcomes:</b> Historical Non-Chronological Report about The Iron Age in the style of Horrible Histories	<b>Texts:</b> Horrible Histories Series (Savage Stone Age as example) Information books about The Iron Age	<b>Cross-Curricular Links:</b> History	<b>Timescale:</b> 4 weeks
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>To explain how prefixes can change the meaning of the root word – 'in', 'mis', 'im', 'il'.</li> <li>To correctly differentiate between and pronounce words with the endings –sure and –ture, e.g. treasure, creature.</li> <li>To use a dictionary to find out the meaning of new vocabulary.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>To identify the structural features of a historical non-chronological report.</li> <li>To identify language features of a historical non-chronological report.</li> <li>To comment on the writers choice of language and punctuation to engage the reader.</li> <li>To use skimming and scanning techniques to locate literal information in the text.</li> <li>To explain why a new paragraph has been started.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>To use time connectives, prepositional openers and additional connectives when orally rehearsing writing.</li> <li>To orally present your report, speaking audibly and fluently, using an appropriate register.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words with the prefix – 'in', 'mis', 'im', 'il'.</li> <li>To spell words ending in –sure and –ture, e.g. treasure, creature.</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>To research information and make notes.</li> <li>To use a planning frame to organise notes into sub-sections.</li> <li>To write an introduction about dinosaurs.</li> <li>To use sub-headings and paragraphs to organise information from general to specific.</li> <li>To use time connectives and prepositional openers to ensure cohesion between sections and paragraphs.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To identify and include connectives which are used to add additional information.</li> <li>To identify and use temporal and prepositional openers (adverbial openers which say 'where').</li> <li>To identify and use additional connectives.</li> <li>To use brackets and question marks to address the reader, e.g. ...(that's a nice job for someone)...</li> <li>To write consistently in the past tense.</li> <li>To know what a clause is.</li> <li>To identify clauses in sentences.</li> <li>To identify and use commas to separate clauses.</li> </ul>		<b>Text Type: Non-chronological report</b> <b>Success Criteria:</b> Past tense Main heading & sub-headings Introduction to topic Paragraphs Information moves from general to specific Expanded noun phrases Ambitious adjectives and verbs Additional connectives – furthermore, in addition, besides, another Temporal connectives – During, meanwhile, in the meantime, subsequently, thereafter, etc. Prepositional openers (adverbial openers which say 'where') Diagrams/images Brackets and question marks to address the reader	
<b>Maths</b>			
<b>Number: Multiplication and Division</b> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>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</li> <li>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.</li> </ul>		Comparing statements Related calculations Multiply 2 digit by 1 digit Divide 2 digits by 1 digit Scaling How many ways?	
<b>Measurement: Money</b> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>		Pounds and pence Converting pounds and pence	

		Adding money Subtracting money Giving change
<b>Statistics</b> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables</li> <li>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.</li> </ul>		Pictograms Bar charts/graphs Tables
<b>Measurement: Length and Perimeter</b> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>Measure the perimeter of simple 2-D shapes</li> </ul>		Measure length Equivalent lengths – m & cm Equivalent lengths – mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter
<b>Number: Fractions</b> <ul style="list-style-type: none"> <li>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</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{3}{7} + \frac{2}{7}</math>]</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li>Solve problems that involve all of the above</li> </ul>		Unit and non-unit fractions Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fraction of a set of objects
<b>Science – Rocks and Soils</b> <p>This topic lends itself to:</p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p>Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>		
<b>National Curriculum Statement</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p>Start with rocks as book is Stone age boy. Then link soils to plants in the spring.</p>	<b>Aims</b> <p>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<b>Activities and Suggestions</b> <p>Trips - <a href="https://visitlesnes.co.uk/science/">https://visitlesnes.co.uk/science/</a></p> <p>Children need to know Children could sort a number of unlabelled rocks (marble, granite, sandstone, basalt slate, chalk etc observe physical appearance with microscopes and magnifying glasses (key vocab – smooth rough, speckled, grainy, crystals etc...) Children to sort and challenge other groups to identify how they sorted the samples.</p> <p>Create a fossil mould using dough Make a fossil cast (creative approach pp99 - 103</p> <p>Further ideas - <a href="http://www.hamilton-trust.org.uk/science/year-3-science/rocks-rocks-and-fossils/">www.hamilton-trust.org.uk/science/year-3-science/rocks-rocks-and-fossils/</a></p> <p>Trip/Hook</p>

**Computing**

**Productivity**

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Outcome: Create PowerPoint with images, transitions and sounds to play their legend recording (English link)

Software – Keynote, PowerPoint

Awareness: That a slideshow enables us to present information to an audience

Skills:

- To select a theme and add/delete/reorder slides
- To add animation to my text, thinking about appropriate timings
- To add media effects to my presentation
- To change slide transitions
- To consider my audience and purpose

Evaluating: Have I chosen an appropriate theme/animations/fonts etc to suit the purpose of the presentation?

E-Safety: To know what to do if I find information on the internet that I am uncomfortable with (when researching/finding photo etc.)

**Control**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Outcome: To create a robot vs robot hockey game working in response to sensors (PE Link)

LEGO – WeDo

Awareness: That we can build simple programmable robots

Skills:

- To create simple code to control an object.
- Follow visual instructions to build a model
- To use 'if'/'when' commands to determine how often/when an action occurs
- To add a random variable to my code.
- To use 'loop'/'repeat' commands to create efficient code.

Evaluating: Does my code have the desired effect? If not, how can I 'debug' it. If yes, is my code as efficient as it could be?

E-Safety: Don't lose any LEGO

**PSHCE – My Emotions and My Lifestyle**

**Physical and Mental Wellbeing**

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the risks associated with an inactive lifestyle (including obesity).
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- how to make a clear and efficient call to emergency services if necessary.

**Values**

- Innovation – design a toy that is not made from plastic (including packaging)
- Determination – explore patience and perseverance

**British Values**

- Individual liberty – personalities, talents and abilities

**History – The Iron Age – Iron Age Settlements**

What was pre-historic Britain like and how do we know – How do we use historical sources

Changes in Britain from the Stone Age to the Iron Age

- Iron Age hill forts: tribal kingdoms, farming, art (link to Art) and culture

Pupils should:

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms ('empire', 'civilisation', 'parliament' and 'peasantry').
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand how our knowledge of the past is constructed from a range of sources.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- have their curiosity inspired to know more about the past
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

**Art – Shades and Shading (Pencil and Charcoal Outcome)**

Create sketches of fossils (Science link), still life (PE gymnastic positions), cave painting style drawings (link to History), Iron Age scene (link to History)

- to create sketch books to record their observations and use them to review and revisit ideas

<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>			
<b>Music – Music through the Ages</b>			
<p>Study of how music has changed in this country through the 19<sup>th</sup> and 20<sup>th</sup> century. Present in a chosen way (written report, PowerPoint, oral presentation with clips, video presentation) (Computing link)</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>			
<b>PE – Gymnastics, Hockey, Gymnastics, Outdoor Education</b>			
<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</li> <li>Explore balancing on combinations of 1/2/3/4 “points” as an individual, e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</li> <li>Begin to explore balance on floor and apparatus (such as wall bars) exploring which body parts are the safest to use</li> <li>Explore balancing with a partner: facing, beside, behind and on different levels</li> <li>Move in and out of balance fluently</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>To develop dribbling skills without looking at the ball.</li> <li>To develop a range of passes and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To master receiving the ball.</li> <li>To pass with increasing control and accuracy.</li> <li>To learn to shoot, adopting the correct body position in relation to the ball.</li> <li>To control the height of the hockey when passing and shooting.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</li> <li>Use a variety of rolling actions to travel on the floor and along apparatus</li> <li>Travel with a partner; move away from and together on the floor and on apparatus</li> <li>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</li> <li>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing</li> <li>Add a quarter or half turn into a jump before landing</li> <li>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</li> <li>Landing with control.</li> </ul>	<b>Outdoor and Adventurous Activities</b> <ul style="list-style-type: none"> <li>See CAAPS scheme of work for Year 3</li> </ul>
<b>D&amp;T – Creating an Instrument (Creative Design – Multiple Ways to Play)</b>			
<p>Pupils will design and create a new design of musical instrument (creative thinking – multiple ways to play the instrument)</p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>			
<b>French – L’ancienne histoire de la Grande Bretagne (Ancient Britain)</b>			
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>			
<b>RE - Buddhism</b>			
<p>Buddhism 1 – The Buddha</p> <p>Buddhism 2 – Living as a Buddhist</p>			

**Year 3 – Summer Term**

<b>English</b>			
<b>Handwriting</b> Pupils should be taught to:			
<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>			
<b>Key Outcomes:</b> Non-chronological report about an author	<b>Texts:</b> Sets of books by the same authors (avoid Roald Dahl, consider the interests of the children in the year group)	<b>Cross-Curricular Links:</b>	<b>Timescale:</b> 2 weeks
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>• To read words that have the /i/ sound spelt y, e.g. myth, gym, mystery.</li> <li>• To read words that have the /u/ sound spelt ou, e.g. young, touch, double.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>• To identify the common themes that an author writes about.</li> <li>• To identify the author’s style by identifying specific language features.</li> <li>• To explain why the author uses/includes specific language features.</li> <li>• To research and identify facts and opinions about a specific author.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>• To orally present a review of an author, including your own personal opinion based on evidence/experience of reading their books.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>• To spell words where the /i/ sound is spelt y, e.g. myth, gym, mystery.</li> <li>• To spell words where the /u/ sound is spelt ou, e.g. young, touch, double.</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>• To organise notes about an author onto a planning frame, under different sub-headings.</li> <li>• To organise writing into paragraphs around different themes.</li> <li>• To include facts and opinions.</li> <li>• To maintain a consistent point of view.</li> <li>• To write a non-chronological report about a chosen author.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>• To know what a clause is.</li> <li>• To know what a subordinate clause is.</li> <li>• To use commas to separate clauses in a sentence.</li> <li>• To use the connectives if, when and because to create subordinate clauses.</li> </ul>		<b>Text Type:</b> <b>Success Criteria:</b> Present tense (unless they are deceased) Third person Paragraphs organised around a theme Facts Opinions backed up with evidence from the text Consistent point of view Opening paragraph Concluding paragraph (recommendation) Personal pronouns Complex sentences Use of subordinate clauses using the connectives ‘if’, ‘when’ or ‘because’	
<b>Key Outcomes:</b> Formal letter of enquiry to an author – published and posted	<b>Texts:</b> examples of formal and informal letters	<b>Cross-Curricular Links:</b>	<b>Timescale:</b> 2 weeks
<b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>• To identify structural features of formal and informal letters.</li> <li>• To identify language features of formal and informal letters.</li> <li>• To identify the purpose and audience of letters.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>• To orally rehearse asking questions to the author about their job, books and style of writing.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>• To investigate the rules and spell polysyllabic words where the suffix begins with a vowel letter, e.g. forgetting, forgotten (double the last letter of the root word), gardening, gardener (the consonant letter is not doubled)</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>• To plan a letter.</li> <li>• To use a formal letter lay out.</li> <li>• To organise paragraphs around a theme.</li> <li>• To include personal opinions and questions.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>• To use additional and illustrating connectives to put across your point of view.</li> </ul>		<b>Text Type:</b> <b>Success Criteria:</b> Formal language Paragraphs organised around a theme Personal opinions Questions Additional and illustrating connectives Prepositional openers Commas after fronted adverbials Complex sentences Address Date Dear ... Formal signing off	

<ul style="list-style-type: none"> <li>To use prepositional openers in complex sentences.</li> <li>To know what a clause is.</li> <li>To know what a subordinate clause is.</li> <li>To use a commas after a fronted adverbial.</li> </ul>			
<b>Key Outcomes:</b> Short poems with a play on language	<b>Texts:</b> Poems with alliteration, onomatopoeia, riddles, puns, nonsense, etc. (Spike Milligan, Dr Seuss, Simon Pitt, Janet Albery)	<b>Cross-Curricular Links:</b>	<b>Timescale:</b> 1 week
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>To correctly read words with the /g/ sound spelt –gue, e.g. league, tongue.</li> <li>To correctly read words with the /k/ sound spelt –que, e.g. antique, unique. (French in origin)</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>To identify the structures of different poems.</li> <li>To identify language features of different poems.</li> <li>To explain the meaning of different idioms.</li> </ul> Our teacher has got eyes in the back of her head. She needs reversible glasses.  My sister has her head in the clouds. No wonder she cannot see where she is going, etc. <ul style="list-style-type: none"> <li>To deduce riddles.</li> </ul> I cover my face With my hands. Keep a steady beat. Eat up time. (Clock) <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>To perform read poems or their own poems.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words where the /g/ sound is spelt –gue, e.g. league, tongue.</li> <li>To spell words where the /k/ sound is spelt –que, e.g. antique, unique. (French in origin)</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>To write short poems with a play on language, using different poem structures, based on different themes.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To use their knowledge of grammar to identify nouns, verbs and adjectives in nonsense poems, e.g. The jarcus grotted the squingy punge. The vibur craged at the stumy shont.</li> </ul>		<b>Text Type:</b> <b>Success Criteria:</b> <b>Poem structures:</b> Repetition Rhyme structure (ABAB, AABB, etc) Rhythm Use of a chorus, etc. <b>Language features:</b> alliteration (repeating similar sounds) onomatopoeia (words which sound like their meaning) similes personification metaphors idioms <b>Performing poems:</b> Volume Pace Pauses Expression Use of different voices Deciding how to stand or move	
<b>Key Outcomes:</b> Diary entry Ruskin’s thoughts & feelings before auditioning for a school play	<b>Texts:</b> Kindlekrax – Phillip Ridley - Read to pg14 Diary entry	<b>Cross-Curricular Links:</b> PSHCE	<b>Timescale:</b> 1 week
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>To read words with the ending ‘-sion’, ‘ssion’, ‘tion’, ‘cian’, e.g. division, hesitation, expression, musician.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>To make inferences on characters’ thoughts and feelings based on their actions and what they say.</li> <li>To identify the language features of a diary entry, including word choice to show viewpoint.</li> <li>To answer reading comprehension questions on a diary extract, using inference to explore how the author is feeling.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>To use drama techniques to explore how characters are feeling.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words with the ending ‘-sion’, ‘ssion’, ‘tion’, ‘cian’, e.g. division, hesitation, expression, musician.</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>To write a diary entry, focusing on varied sentence openers.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To use fronted adverbials (how, when, where) e.g. Later that day, I confronted the bully. (when) Outside the school, I found the bullies waiting for me. (where) With great skill, he dribbled the football down the pitch. (how)</li> </ul>		<b>Text Type: Recount</b> <b>Success Criteria:</b> 1st person Events in chronological order Paragraphs that provide detail about each event opening paragraph to set the scene e.g. school setting informal language temporal connectives/openers adverbial openers closing paragraph with comment expressing opinion/hopes for the future exclamation marks for dramatic statement	

<ul style="list-style-type: none"> <li>To use a comma after a fronted adverbial.</li> <li>To use exclamation marks for effect, showing characterisation e.g. I couldn't believe it! This could only happen to me!</li> </ul>			
<b>Key Outcomes:</b> Non-Chronological report about the Kindlekrax	<b>Texts:</b> Kindlekrax – Phillip Ridley Read to pg100	<b>Cross-Curricular Links:</b> PSHCE lesson on Corky's death Science – animals and adaptation	<b>Timescale:</b> 2 weeks
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>To read words with the 'k' sound spelt 'ch' e.g. scheme, echo</li> <li>To read words with the 'sh' sound spelt 'ch' e.g. chef, chalet</li> <li>To use a dictionary to find out the meaning of new vocabulary.</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>To identify the structural and language features of a non-chronological report.</li> <li>To restructure a non-chronological report into paragraphs using sub-headings.</li> <li>To use skimming and scanning techniques to locate literal information in the text.</li> <li>To identify factual expanded noun phrases in a text and comment on writers' choice of language.</li> <li>To read and research key language and facts about crocodiles and dragons.</li> <li>To use inference to explain the meaning of ambitious vocabulary.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>To orally rehearse descriptive language by recording a documentary on crocodiles.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words with the 'k' sound spelt 'ch' e.g. scheme, echo</li> <li>To spell words with the 'sh' sound spelt 'ch' e.g. chef, chalet</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>To use a planning frame to organise notes into sub-sections.</li> <li>To write an introduction about a Kindlekrax.</li> <li>To use sub-headings and paragraphs to organise information from general to specific.</li> <li>To use time connectives and prepositional openers to ensure cohesion between sections and paragraphs.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To generate questions for sub-headings.</li> <li>To use technical nouns and factual adjectives to create expanded noun phrases.</li> <li>To use factual similes e.g. A polar bears nose is as black as a piece of coal.</li> <li>To identify and include connectives which are used to add additional information.</li> <li>To identify and use prepositional openers (adverbial openers which say 'where').</li> <li>To write consistently in the past tense.</li> </ul>		<b>Text Type: Non-chronological report</b> <b>Success Criteria:</b> Past tense Main heading & sub-headings Introduction to topic Paragraphs Information moves from general to specific Expanded noun phrases Factual similes Ambitious adjectives and verbs Additional connectives – furthermore, in addition, besides, another Time connectives – During, meanwhile, in the meantime, subsequently, thereafter, etc. Prepositional openers (adverbial openers which say 'where')	
<b>Key Outcomes:</b> Descriptive extract on Corky discovering the bomb – 3rd person	<b>Texts:</b> Kindlekrax – Phillip Ridley Read to pg110	<b>Cross-Curricular Links:</b>	<b>Timescale:</b> 1 week
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>To read words with the 's' sound spelt 'sc' e.g. science, scene</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>To use inference and deduction to explore how Ruskin feels after Corky's death.</li> <li>To identify the author's use of language, font and sentence structure and intended effects on the reader.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>To use drama techniques to explore Corky's reaction to his discovery of the bomb and to generate sensory language.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words with the 's' sound spelt 'sc' e.g. science, scene.</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>To write a narrative of Corky's discovery of the bomb, focusing on short sentences to build up tension.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To identify the use of short sentences for effect.</li> <li>To use short sentences in writing to build up tension.</li> <li>To vary sentence length by including longer, detailed sentences.</li> <li>To use expanded noun phrases, through the use of adjectives and prepositional phrases.</li> </ul>		<b>Text Type: Narrative</b> <b>Success Criteria:</b> 3rd person Past tense Short sentences to build up tension Longer, detailed sentences for varied sentence length Sensory language Expanded noun phrases using adjectives and prepositions Fronted adverbials for when and where Comma after the fronted adverbial	

<ul style="list-style-type: none"> <li>To use fronted adverbials to express time (Before very long, he found himself...) and place (Under the rubbish, he found a...).</li> <li>To use a comma after a fronted adverbial.</li> </ul>			
<b>Key Outcomes:</b> Writing from an alternative point of view	<b>Texts:</b> Kindlekrax – Phillip Ridley Read to end	<b>Cross-Curricular Links:</b>	<b>Timescale:</b> 2 weeks
<b>Reading – Word Reading</b> <ul style="list-style-type: none"> <li>To read words with an apostrophe to mark singular possession. (revision from Y2)</li> <li>To read words with the possessive apostrophe for plural words and identify the rule for when an ‘s’ is and is not added. e.g. girls’ children’s</li> </ul> <b>Reading – Comprehension</b> <ul style="list-style-type: none"> <li>To identify the author’s use of descriptive language and identify the effect on the reader.</li> <li>To use textual evidence to draw visual images of a setting and annotate with expanded noun phrases and adverbs.</li> <li>To identify the effect of using use of short sentence length and punctuation to build up tension.</li> </ul> <b>Spoken Language &amp; Listening</b> <ul style="list-style-type: none"> <li>To use drama techniques to sequence the main events when Ruskin discovers the Kindlekrax and explore the Kindlekrax’s point of view.</li> </ul> <b>Writing – Transcription</b> <ul style="list-style-type: none"> <li>To spell words with an apostrophe to mark singular possession. (revision from Y2)</li> <li>To spell words with the possessive apostrophe for plural words and identify the rule for when an ‘s’ is and is not added. e.g. girls’ children’s</li> </ul> <b>Writing – Composition</b> <ul style="list-style-type: none"> <li>To write a passage using short sentences to build tension.</li> <li>To plan a chapter from an alternative character’s (Kindlekrax) point of view.</li> <li>To write the opening to an alternative chapter, focusing on detailed description and sentence length for tension.</li> <li>To write the ending to an alternative chapter, focusing on punctuation for tension and pauses and rhetorical questions.</li> <li>To edit and improve work focusing on variety of sentence length.</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>To identify adverbs that add detail to the verb.</li> <li>To use expanded noun phrases for description.</li> <li>To use short sentences to build tension.</li> <li>To use ellipsis, exclamation marks and rhetorical questions to build tension.</li> <li>To know what a clause is.</li> <li>To know what a subordinate clause is. (grammar lesson to teach this explicitly)</li> <li>To use commas to separate clauses in a sentence.</li> <li>To use the connectives if, when and because to create subordinate clauses.</li> </ul>		<b>Text Type: Narrative</b> <b>Success Criteria:</b> Expanded noun phrases using adjectives and prepositions Adverbs to add detail to the verb Short sentence lengths to build up tension Longer sentences to build up descriptions Complex sentences Use of subordinate clauses using the connectives ‘if’, ‘when’ or ‘because’ Exclamation marks and ellipsis to build tension Rhetorical questions to follow character’s thoughts and build tension	
<b>Maths</b>			
<b>Number: Fractions</b> <ul style="list-style-type: none"> <li>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</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{3}{7} + \frac{2}{7}</math>]</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li>Solve problems that involve all of the above.</li> </ul>		Equivalent fractions Comparing fractions Ordering fractions Adding fractions Subtracting fractions	
<b>Measurement: Time</b> <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>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</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>		Months and years Hours in a day Telling the time to 5 minutes Telling the time to 1 minute Using a.m. and p.m. 24-hour clock Finding the duration Comparing durations	

	Finding the start and end times Measuring time in seconds
<b>Geometry: Properties of Shape</b> <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>Recognise angles as a property of shape or a description of a turn</li> <li>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</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	Turns and angles Right angles in shapes Comparing angles Draw accurately Horizontal and vertical lines Parallel and perpendicular lines Recognise and describe 2D shapes Recognise and describe 3D shapes Make 3-D shapes
<b>Measurement: Mass and Capacity</b> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>	Measuring mass Comparing mass Add and subtract mass Measure capacity Comparing capacity Add and subtract capacity

**Science – Animals Including Humans, Plants**

**Animals Including Humans**

This topic lends itself to:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

National Curriculum Statement	Aims	Activities and Suggestions
Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <i>Progression – build on vertebrate structure in Year 1 and invertebrate structure in year2 in work in habitats. Builds on studies of food in year 2 and digestion in year</i>	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.	Don't just repeat healthy eating – needs to be progression in knowledge and understanding – linking food choice to nutrition. <p>Children could investigate the nutritional contents of different foods. Look at foods for energy, food for growth, food for health – create a healthy lunch menu for school/home /restaurant. Vegetarian meals/vegan meals – extra challenge of how to ensure all food group.</p> <p>Create a food pyramid  Bones for protection  Children could create a skull around a balloon using paper Mache plaster of paris to set around.</p> <p>Bones for support  Children to have a rubber glove - without bones – very floppy! Give children straws to act as the bones – what do they notice?</p> <p>Muscles for movement</p> <p>Draw their hand – 5 pieces of string for each hand thread through the straws and taped to the underside of each fingertip. The string represents how muscles are attached to our bodies. The “hand” can be stuck onto card and they can pull the strings to see how the muscles and bones work together to enable us to move.</p>

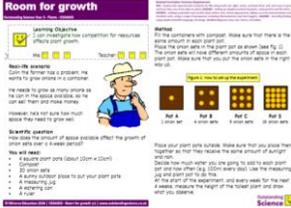
**Plants**

This topic lends itself to:

- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Pupils might work scientifically by: 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 life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

National Curriculum Statement	Aims	Activities and Suggestions
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p>Year 3 teachers suggested that this topic would work well in the spring term as best time for growing plants.</p> <p><i>Progression from KS1 - build upon the factors affecting growth and focuses on the functions of the parts of the plant. Introduce the idea of plant reproduction (KS1 dealt with this in a more general sense when studying habitats</i></p>	<p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p>	<p>Children should be identifying that the parts of a plant/flower tree have a specific role. To learn about the function of specific parts of the plant - children could remove either the leaves or the roots of a number of healthy plants growing in soil and observe what happens to them when all the other variables are the same (FE - sunlight and regular watering.) Compare with plants that haven't had their leaves etc removed. – take photographs on a daily basis (recording over time) could be put back together in the form of a slide show time lapse. (ICT link?) Observation drawings Dissect and label a flower identifying the different parts and their functions. Compare with a different variety of flower – similarities/differences.</p> <p><b>Room to grow.</b></p>  <p>Or children to plant seeds close together and further apart – observe over time which grow better. Pupils might work scientifically by: 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 life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed Colour survey of plants in school/garden looking which colours are more prevalent and why? (brighter more colourful flowers attract more insects crucial for pollination.) How plants get their water – Tie a clear plastic bag to branch of a tree enclosing the leaves and flowers – observe after a week should be misty with some water. Remind children that plants absorb nutrients and water from the soil. Tree uses water and carbon dioxide to make their food and stay healthy They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. Pollination ideas – wotsits to demonstrate how the pollen sticks to the bees. Creative approach to science -</p>

Computing	
<p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p>Outcome: Program a set of repeated commands to draw an image of an animal(s) (Science link) Software – LOGO (PM) Awareness: That LOGO commands can be combined and repeated</p>	<p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p>Outcome: Create a multi-sprite activity that involves moving around a map with facts popping up (Geography link) Software – Hopscotch Awareness: To know that multiple instructions and multiple sprites can be programmed at the same time</p>

<p>Skills:</p> <ul style="list-style-type: none"> <li>To devise LOGO commands to draw given shapes</li> <li>To code more efficiently using the 'repeat' command.</li> <li>To create a procedure using 'build'</li> <li>To edit a procedure using 'edit'</li> <li>To combine procedures to make efficient code</li> </ul> <p>Evaluating: Is the image what I was expecting? Could I simplify my commands using a procedure?</p> <p>E-Safety: Adjusting the screen and keyboard so its comfortable</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>To explore more complex code used to create a game</li> <li>To set position using x and y co-ordinates</li> <li>To add multiple sprites with different purposes</li> <li>To assign the random tool to a variable, e.g. speed</li> <li>To program more than one sprite to interact using the 'collide' tool</li> </ul> <p>Evaluating: Do my sprites interact in the correct way?</p> <p>E-Safety: Take care when using device</p>
<p><b>PSHCE - Legal and Illegal Drugs, Who to Trust</b></p>	
<p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>No Smoking</li> <li>Effects of Alcohol</li> <li>Alcohol and Risks</li> </ul> <p><b>Relationship Education</b></p> <ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>Collaboration – To give clear instructions to a group</li> <li>Integrity – working conscientiously</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>Mutual respect – faith and belief in the UK, can we live together? (Prevent)</li> </ul>	
<p><b>Geography – City Settlement – Why places are where they are - Human and Physical Features</b></p>	
<p>Create an explanation of why a city is located where it is including human and physical features and how the city has changed over time</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>have knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</li> <li>understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>understand and explain how the Earth's features at different scales are shaped, interconnected and change over time.</li> <li>knowledge of places defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	
<p><b>PE – Basketball, Tennis, Multi-Sports, Athletics</b></p>	

<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>To develop dribbling skills without looking at the ball.</li> <li>To develop a range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To master the basic catching technique.</li> <li>To catch with increasing control and accuracy.</li> <li>To master the basic throwing technique.</li> <li>To play an adapted competitive game that involves attack vs defence.</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>To learn to return the ball with suitable power over a net.</li> <li>To develop an understanding of returning the ball back over the net.</li> <li>To strike the ball with accuracy and control.</li> <li>To become competent in continuing a rally with a partner.</li> </ul>	<p><b>Multi sports</b></p> <ul style="list-style-type: none"> <li>To learn the elementary putting and chip shots of golf.</li> <li>To learn to shoot with a hockey stick with greater accuracy.</li> <li>To complete obstacle courses with greater agility.</li> <li>To learn to transition from different skills within a task (e.g. going from running to needing to throw with accuracy).</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</li> <li>Throw with greater control</li> <li>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</li> <li>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</li> <li>Run smoothly at different speeds and start to Pace and sustain their effort over longer distances</li> <li>Carry out stretching and warm-up safely</li> </ul>
<p><b>D&amp;T – Cooking and Nutrition – Fit for a Sportsperson</b></p>			
<p>Create a healthy meal for an athlete training and taking part in different Olympic events (e.g. distance runner compared to sprinter compared to throwing sport) and how these will vary</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>			
<p><b>French – At the Café and Animals</b></p>			
<p><b>At the Café</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>			
<p><b>RE – Christianity</b></p>			
<p>Christianity 8 – Christian Festivals Christianity 9 – Leading a Christian Life</p>			