



Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 3	AUTUMN 1	AUTUMN 2
	Stone Age to Iron Age	Topic Title Here
TRIPS/VISITS	Bradgate Park	
Linked books	Stone Age Boy Stig of the Dump	The Iron Man
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
ENGLISH WRITING	<p>Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary 	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		
	<table border="1"> <tr> <td data-bbox="387 1034 1279 1102">Story with a historical setting Non-chronological report</td><td data-bbox="1279 1034 2177 1102">Newspaper report Diary entry Explanation text</td></tr> </table>	Story with a historical setting Non-chronological report	Newspaper report Diary entry Explanation text
Story with a historical setting Non-chronological report	Newspaper report Diary entry Explanation text		
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English 		



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS	<p>Number sense and exploring calculation strategies</p> <ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • recognise the place value of each digit (tens, ones), compare and order numbers up to 100 • find 10 more or less than a given number • read and write numbers up to 100 in numerals and in words • solve number problems and practical problems involving these ideas • identify, represent and estimate numbers using different representations, including the number line • add and subtract amounts of money to give change, using both £ and p in practical context <p>Place Value</p> <ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas <p>count from 0 in multiples of 50 and 100</p> <p>Graphs</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Length and perimeter</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm) • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • measure the perimeter of simple 2-D shapes • continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed ... and simple equivalents of mixed units (for example, 5m = 500cm)
SCIENCE	<p>Rocks</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	<p>Forces and magnets</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • compare how things move on different surfaces



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p>ENQUIRY</p> <ul style="list-style-type: none"> plan a fair test from a range of given ideas choose how to record my results make a simple conclusion from my results 	<ul style="list-style-type: none"> notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <p>ENQUIRY</p> <ul style="list-style-type: none"> plan a fair test from a range of given ideas choose how to record my results make a simple conclusion from my results
COMPUTING	<p>Computing Systems and Networks – Connecting Computers</p> <ul style="list-style-type: none"> * explain how digital devices function * identify input and output devices * recognise how digital devices can change the way we work * explain how a computer network can be used to share information * explore how digital devices can be connected * recognise the physical components of a network 	<p>Creating Media – Animation</p> <ul style="list-style-type: none"> * explain that animation is a sequence of drawings or photographs * relate animated movement with a sequence of images * plan an animation * identify the need to work consistently and carefully * review and improve an animation * evaluate the impact of adding other media to an animation
HISTORY	<p>Stone Age to Iron Age</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To use a range of historical words to explain the passing of time.</p> <p>To show an increasing awareness of chronology, and order of events.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To devise and answer historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To choose some elements to study from the following suggestions :</p> <ul style="list-style-type: none"> To learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. To understand Bronze Age religion, technology and travel, for example, Stonehenge. To find out about Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>Burrough Hill</p> <p>To understand the significance of Burrough Hill as an Iron Age hill fort.</p> <p>To continue to build up a bank of local history stories, events and people.</p>	
GEOGRAPHY	<p>The UK</p>	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<p>Locational Knowledge Name and locate counties and cities of UK, 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</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of Dorchester (Link to History Maiden Castle ancient hillfort and Borough Hill hillfort) and Stevenage (new town)</p> <p>Geographical skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (UK) Use the 4 points of a compass, 2-figure grid references, symbols and key to build their knowledge of UK.</p>	
ART AND DESIGN	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern Review and revisit ideas</p> <p>3D Form – observations, technique, control, experimenting, form Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Cave art (Chalk and charcoal, shading and line drawing) Iron Age jewellery (clay)</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern Review and revisit ideas Experiment with a range of media e.g. overlapping, layering etc</p> <p>Textiles/Collage- batique/ collage frames Name the tools and materials they have used. Develop skills in stitching. Cutting and joining.</p> <p>Iron Man silhouettes (watercolour and collage)</p> <p>Eric Joyner (Robot and doughnut paintings in the style of Joyner)</p> <p>Design and create a felt robot, including cutting and joining</p>
	<p>Year 3 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT		<p>Research, design, make, evaluate</p> <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design



Queniborough C.E Primary School Year Group Plan (Greater Detail)

		<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Unit: Design and make felt robots</p>
MUSIC	<ul style="list-style-type: none"> Sing and play confidently and fluently, maintaining a steady pulse. Follow and lead simple performance directions, demonstrating my understanding of pulse. Accept feedback and suggestions from others. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Maintain a part in a piece / rhythm game consisting of two or more parts. 	<ul style="list-style-type: none"> Sing and play confidently and fluently, maintaining a steady pulse. Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) Hear a melody and create a graphic score represent it.
PE		
PSHE	<p style="text-align: center;">MMR 34: Beginning & Belonging 2020</p> <ul style="list-style-type: none"> * contribute to helping the school feel like a place where everyone can learn safely and happily * contribute to approaches and activities for building collaborative relationships within their class * recognise the emotions involved in being in a new situation and learn coping strategies * know how to help new people feel welcome in the class and in the school * learn strategies to help if they are in a new situation or learning something new * identify different people in their support networks and how to ask for help * know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations 	<p style="text-align: center;">MMR34: Family and Friends 2020</p> <ul style="list-style-type: none"> * recognise the qualities of a good friend on or offline * understand more about healthy friendships and how trust plays an essential part * reflect on the effectiveness of their skills for choosing, making and developing friendships * develop more strategies for managing friendship challenges, repairing friendships and supporting others * understand about and be able to cope with changes in friendship patterns and situations * empathise with another person in a disagreement, and to use this in resolving conflict * develop concepts of consent and personal boundaries * understand that healthy families protect and care for each other in difficult times * identify people, other than family members, who are special to them and to recognise how they affect and support each other <p>Anti-bullying - all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov</p> <p>Everyone's Welcome:</p>



Queniborough C.E Primary School Year Group Plan (Greater Detail)

		We're All Wonders – R J Palaccio * Using pupil voice, being unique, being kind, bullying
British Values	Mutual Respect	Tolerance of those with different faiths and beliefs
RE	L2.1: What do Christians learn from the creation story?	L2.2: What is it like for someone to follow God?
LOT		
MFL (French)	I'm Learning French <ul style="list-style-type: none"> Pinpoint France on a map of the world Highlight other famous French cities Talk about other countries where French is spoken Say their name and how they are feeling in French Count to ten in French 	Instruments Les Instruments Name ten instruments in French Match all the new French words to the appropriate picture. Remember the words for at least five instruments and their correct gender in French, unaided. To say that they play an instrument of their choice correctly in French.

Year 3	SPRING 1	SPRING 2
	Topic Title Here	Topic Title Here
TRIPS/VISITS		
Linked books	Leon and the Place Between The Quangle Wangle's Hat Rumblestar	Charlie and the Chocolate Factory
ENGLISH READING	WORD READING <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. COMPREHENSION Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none">• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than 1 paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
ENGLISH WRITING	<p>Transcription Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• spell further homophones• spell words that are often misspelt (English Appendix 1)• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)• organising paragraphs around a theme in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proof-read for spelling and punctuation errors• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• using the present perfect form of verbs in contrast to the past tense• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• using conjunctions, adverbs and prepositions to express time and cause



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	
	Persuasive text – advert or poster Descriptive narrative Nonsense poetry	Persuasive letter Playscript
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS	<p>Multiplication and division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3 and 4 multiplication tables • count from zero in multiples of 4 • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Deriving multiplication and division facts</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3 and 4 multiplication tables • 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 	<p>Time</p> <ul style="list-style-type: none"> • tell and write the time using 12-hour analogue and digital clocks, including using Roman numerals from I to XII • 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 • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks] <p>Fractions</p>



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 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 recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [<i>for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$</i>] compare and order unit fractions, and fractions with the same denominators <p>solve problems that involve all of the above</p>
SCIENCE	<p>Light KNOWLEDGE</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. <p>ENQUIRY</p> <ul style="list-style-type: none"> plan a fair test from a range of given ideas choose how to record my results make a simple conclusion from my results 	<p>Animals including humans</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>ENQUIRY</p> <ul style="list-style-type: none"> plan a fair test from a range of given ideas choose how to record my results make a simple conclusion from my results
COMPUTING	<p>Programming A – Sequence in Music</p> <ul style="list-style-type: none"> * explore a new programming environment * identify that commands have an outcome * explain that a program has a start * recognise that a sequence of commands can have an order * change the appearance of my project * create a project from a task description 	<p>Data and Information – Branching Databases</p> <ul style="list-style-type: none"> * create questions with yes/no answers * identify the object attributes needed to collect relevant data * create a branching database * explain why it is helpful for a database to be well structured * identify objects using a branching database * compare the information shown in a pictogram with a branching database
HISTORY	<p>Earliest Civilizations</p>	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<p>To have an overview of the achievements of the earliest civilizations, Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China.</p> <p>To understand where and when the earliest civilizations appeared.</p> <p>To use a range of historical words to explain the passing of time.</p> <p>To devise and answer historically valid questions about change, cause, similarity and difference, and significance.</p>	
GEOGRAPHY	<p>Fairtrade Human and Physical Geography Describe and understand key aspects of: Human geography, including: economic activity including trade links</p>	
ART AND DESIGN	<p>3D form – observations, experimenting</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern Review and revisit ideas Experiment with a range of media e.g. overlapping, layering etc Use a variety of techniques, Collage</p> <p>Vincent Bal Shadow Art Henri Matisse paper collage (painting with scissors)</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern Review and revisit ideas Use acrylic paints to create portraits. Review and evaluate work. Make changes by painting over with the acrylic.</p> <p>Drawing – pencil Plan, refine and alter their drawings as necessary. Use a sketchbook to collect and record visual information from different sources.</p> <p>Arcimboldo (Fruit and veg portraits in acrylic)</p>
	<p style="text-align: center;">Year 3 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT		<p>Food and nutrition Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>UNIT: Design and create chocolate bar</p> <p>Food and nutrition closely links to Science – healthy eating (Food Glorious Food!)</p>



Queniborough C.E Primary School Year Group Plan (Greater Detail)

MUSIC	<ul style="list-style-type: none"> • Accept feedback and suggestions from others. • Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. • Listen and copy rhythmic patterns • Play rhythms confidently while maintaining an appropriate pulse • Demonstrate I understand the differences between pulse and rhythm through playing an instrument • Create graphic notation to represent rhythm. 		<ul style="list-style-type: none"> • Accept feedback and suggestions from others. • Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. • Begin to create simple rhythmic patterns, melodies and accompaniments • Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range
PE			
PSHE	<p>HSL: Healthy Lifestyles 34 2020</p> <ul style="list-style-type: none"> * understand that they can make choices which contribute to a healthy lifestyle * understand how physical activity and nutrition affects their physical and mental health * recognise ways in which stamina, strength and flexibility can be improved through daily physical activity * understand that a healthy lifestyle involves making balanced choices about our free time * be aware of the factors which influence our food choices * understand the importance of consuming a variety and balance of foods and drinks * understand how food helps them to be active and healthy and gives them energy * plan and help prepare simple healthy meals * know why good dental hygiene is important and how it contributes to a healthy lifestyle * know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep * reflect on their own lifestyles and take responsibility for making healthy choices 	<p>Online Safety</p> <ul style="list-style-type: none"> * know that some people may look and act differently online and offline * understand the importance of giving and gaining permission before sharing things online * know that information shared online can last for a long time and can be seen by others * know who to report to and where to seek help if things on the internet cause worry or concern <p>There are elements of online safety taught through the computing curriculum and PSHCE curriculum.</p> <p>There is a whole school focus on anti-bullying (including cyber bullying) during Anti-Bullying Week in November and on online safety for Safer Internet Day in February.</p> <p>Online safety should also be reactive – for example: if children ask questions, there are stories in the media, issues within specific classes that may require specific teaching / focus</p> <p>Project Evolve https://swgfl.org.uk/services/project-evolve/ CEOP thinkuknow Band Runner Google Internet Legends</p>	<p>CIT: Working Together 2020</p> <ul style="list-style-type: none"> * recognise their own worth and identify positive things about themselves and others * identify skills they need to and would like to develop * experience learning a new skill as a class and to reflect on that process * understand and practise some skills of a good communicator, including effective confident expression of opinions and questioning skills * understand and develop effective group work skills, including problem solving and decision making * know how different people can contribute in different ways to a group task * apply communication and group work skills in a real situation * persevere at a task even when faced with difficulties * evaluate a group task, including their own and others' contribution, the overall process and final results * give feedback sensitively and receive it from others <p>Everyone's Welcome: Beegu – A Deacon * Being welcoming, no outsiders</p> <p>The Hueys in the New Jumper – O Jeffers * Helping someone who feels different</p>
British Values	Rule of Law		Individual Liberty



Queniborough C.E Primary School Year Group Plan (Greater Detail)

RE	L2.9: How do festivals and worship show what matters to a Muslim?	L2.10: How do festivals and family life show what matters to Jewish people?
LOT		
MFL (French)	Animals <ul style="list-style-type: none"> Be introduced to ten animals in French. Match all the new French words to the appropriate picture. Remember the words for at least five animals in French unaided. Attempt to spell at least three animals correctly in French. 	I can... Je peux <ul style="list-style-type: none"> Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux...

Year 3	SUMMER 1	SUMMER 2
	Topic Title Here	Topic Title Here
TRIPS/VISITS	Botanic Gardens	
Linked books	Secrets of a Sun King The Time Slip Scarab	A River River Story
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none">participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
ENGLISH WRITING	<p>Transcription Pupils should be taught to:</p> <ul style="list-style-type: none">apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meetread further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.spell further homophonesspell words that are often misspelt (English Appendix 1)place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]use the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammardiscussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none">composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)organising paragraphs around a theme in narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">assessing the effectiveness of their own and others' writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproof-read for spelling and punctuation errorsread aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughusing the present perfect form of verbs in contrast to the past tensechoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing conjunctions, adverbs and prepositions to express time and causeusing fronted adverbialslearning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">using commas after fronted adverbialsindicating possession by using the possessive apostrophe with plural nounsusing and punctuating direct speechuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	Adventure Story Instructions – how to mummify a tomato Recount - trip	Free verse poetry
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS	Angles and Shape <ul style="list-style-type: none"> • recognise angles as a property of shape or a description of a turn • 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 • identify horizontal and vertical lines and pairs of perpendicular and parallel lines • draw 2-D shapes and make 3-D shapes using modelling materials • recognise 3-D shapes in different orientations and describe them • measure the perimeter of simple 2-D shapes Measures <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm) 	Securing multiplication and division <ul style="list-style-type: none"> • 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 • recall and use multiplication and division facts for the 8 multiplication tables • count from zero in multiples of 8 Exploring calculation strategies and place value <ul style="list-style-type: none"> • add and subtract numbers mentally • find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (Y4) • order and compare numbers beyond 1000 (Y4) • round any number to the nearest 10, 100 or 1000 (Y4)
SCIENCE	Plants	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>ENQUIRY</p> <ul style="list-style-type: none"> • plan a fair test from a range of given ideas • choose how to record my results • make a simple conclusion from my results 	
COMPUTING	<p>Creating Media – Desktop Publishing</p> <ul style="list-style-type: none"> * recognise how text and images convey information * recognise that text and layout can be edited * choose appropriate page settings * add content to a desktop publishing publication * consider how different layouts can suit different purposes * consider the benefits of desktop publishing 	<p>Programming B – Events and Actions</p> <ul style="list-style-type: none"> * explain how a sprite moves in an existing project * create a program to move a sprite in four directions * adapt a program to a new context * develop my program by adding features * identify and fix bugs in a program * design and create a maze-based challenge
HISTORY	<p>Ancient Egypt</p> <p>To find out about the achievements of the Egyptians, and study their lives. To select and put together information about Egypt. To use different sources of information in different ways to help answer questions about the past. To know that the past can be divided into different periods of time and represent this on a timeline. To use a range of historical words to explain the passing of time. To devise and answer historically valid questions about change, cause, similarity and difference, and significance.</p>	
GEOGRAPHY	<p>Rivers</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography, including: rivers and the water cycle</p> <p>Geographical Skills and Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

	QPS Fieldwork Study of river features of Queniborough Brooke, a tributary of River Wreake, a tributary of River Soar, a tributary of River Trent. How has Queniborough Brooke and River Wreake changed the landscape? Wreake Valley etc. Walk from school to East Goscoat and along Queni Brooke to Beedles Lake, plot route on map.	
ART AND DESIGN	<p>3D Form – observations, technique, control, experimenting, form Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Printing – press printing Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.</p> <p>Drawing – pencil, charcoal Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use a sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.</p> <p>Canopic jars (clay) Overlapping leaf prints (printing) Drawing and sketching plants (pencil and charcoal)</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern Review and revisit ideas Experiment with a range of media e.g. overlapping, layering etc Use a variety of techniques, Collage</p> <p>Cut and join wood safely and effectively. Plan, design and make models.</p> <p>Collaborative river art (paint and collage) Research, design and build a bridge</p>
	<p style="text-align: center;">• <u>Year 3 Ongoing skills</u></p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. <ul style="list-style-type: none"> • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	
DT		Research, design, make and evaluate <ul style="list-style-type: none"> • 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design



Queniborough C.E Primary School Year Group Plan (Greater Detail)

		<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Design and build a bridge to span Queni brook</p>
MUSIC	<ul style="list-style-type: none"> Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure (unit 5) Accept feedback and suggestions from others. Use technology to create, change and combine sounds. Recognise and use basic musical structure. 	<ul style="list-style-type: none"> Listen to and use features of recorded music from different traditions, genres, styles and times.
PE		
PSHE	<p>CIT34: Diversity & Communities 2020</p> <ul style="list-style-type: none"> * explore how perceived similarities and differences contribute to building a sense of identity * explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices * know that families are made up in a variety of ways * understand about the breadth of cultures, traditions and beliefs of people in their locality * understand the importance of valuing difference and respect diversity * understand what stereotypes are , their negative effects and ways to challenge them * describe some groups and communities around them and the benefits of being part of these * know about some of the roles of people who support their community and how they help people with different needs * understand the different forms the media takes and some of what it does * understand how to care for the local environment and the benefits for individuals * know about the needs of animals and the responsibilities of humans towards them <p>Everyone's Welcome: This is Our House – M Rosen</p> <p>* Discrimination</p> <p>Mixed: A Colourful Story – A Chung</p>	<p>HSL: Relationships & Sex Education 3</p> <ul style="list-style-type: none"> * know scientific names for male and female sexual parts and use them confidently. (BS) * understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS) * value their own body and recognise its uniqueness. * understand the benefits of carrying out regular personal hygiene routines. (HP) * consider who is responsible for their personal hygiene now, and how this will change the future. (HP) * understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. (HP)



Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

	* Racist behaviour	
British Values	Democracy	
RE	L2.4: What kind of world did Jesus want?	L2.12: How and why do people try to make the world a better place?
LOTG		
MFL (French)	Colours and numbers Les Couleurs et les nombres <ul style="list-style-type: none"> · Name and recognise up to ten colours in French. · Count from 1-10 in French. 	Fruits Les Fruits <ul style="list-style-type: none"> · Name and recognise up to 10 fruits in French. · Attempt to spell some of these nouns · Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike