



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		
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 	



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- 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.

Composition

Pupils should be taught to:

Plan their writing by:

- 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

Draft and write by:

- 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]

Evaluate and edit by:

- 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.

Grammar and Vocabulary

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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

Indicate grammatical and other features by:

- 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.

Handwriting

Pupils should be taught to:

- 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].



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	<p>Story with a historical setting Non-chronological report</p>	<p>Newspaper report Diary entry Explanation text</p>
<p>ENGLISH SPOKEN LANGUAGE</p>	<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. 	
<p>MATHS</p>		
<p>SCIENCE</p>	<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 	<p>Forces and magnets</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> compare how things move on different surfaces 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



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COMPUTING	<p>* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>* 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</p>	
	<p>Digital Skills and Media Creation</p> <ul style="list-style-type: none">* understand the spell check tool* use formatting tools for a purpose when presenting information* use spreadsheets to enter information and carry out basic formatting to present simple data* understand simple touch typing techniques e.g. home row keys (middle row) and using two hands* use basic keyboard shortcuts e.g. ctrl+c for copy* import captured video and photos* be able to carry out more advanced image manipulation* carry out simple video editing e.g. cut/split and add transitions <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	
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>Burrough Hill and ? (place in UK, could have history link)</p>	



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	<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 (linked to Leics Burrough Hill and ??)</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of Burrough Hill and ... (where??)</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, 4-figure grid references, symbols and key to build their knowledge of UK. 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>	
ART AND DESIGN	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p style="text-align: center;">Painting: acrylic Review and revisit ideas</p> <p>Textiles/Collage- batique/ collage frames Use a variety of techniques, inc. printing, dying.</p> <p style="text-align: center;">Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Use acrylic paints to create portraits. Review and evaluate work. Make changes by painting over with the acrylic.</p> <p style="text-align: center;">Frames for portraits Tudor portraits (Holbein) Christmas art</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	Research, design, make, evaluate	Research, design, make, evaluate



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	<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 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 <ul style="list-style-type: none"> 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>	<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 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 <ul style="list-style-type: none"> 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>
MUSIC		
PE		
PSHE	<p>MMR9: Beginning & Belonging</p> <ul style="list-style-type: none"> * contribute to discussions about how to make the classroom a place where they can learn safely and happily * contribute to approaches and activities for building collaborative relationships with their class * recognise the emotions involved in being in a new situation * know how to make people feel welcome in the class and in the school * know what might be helpful for them if they are in a new situation * identify people in their support networks, whom they know in different contexts of their lives * 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>MMR11: Family and Friends</p> <ul style="list-style-type: none"> * recognise the qualities of a good friend and to be able to reflect on their own friendship skills * develop strategies for managing friendship problems and to be able to support their friends * understand about and be able to cope with changes in friendship patterns and situations * identify similarities and differences between themselves and their classmates * see things from another point of view and to use this in resolving conflict * identify people who are special to them and recognise how they affect each other * recognise different patterns of family life, including their own and those of others they know * identify people they can talk to if they need support and have strategies for sharing their concerns <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>



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		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	<p>People of God 2a.2 What is it like to follow God?</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. 	<p>Expressing L2.5 Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)). • Identify similarities and differences in the way festivals are celebrated within and between religions. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
LOTC		
MFL (French)	<p>I'm Learning French</p> <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 	

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



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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• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition</p> <p>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>



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	<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</p> <p>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 • 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</p> <p>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]. 	
	<p>Persuasive text – advert or poster</p> <p>Descriptive narrative</p> <p>Nonsense poetry</p>	<p>Persuasive letter</p> <p>Playscript</p>
<p>ENGLISH SPOKEN LANGUAGE</p>	<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 	



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	<ul style="list-style-type: none"> • 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		
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>Rocks 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 • 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
COMPUTING	<p>* use technology safely, respectfully and responsibly * recognise acceptable and unacceptable behaviour * identify a range of ways to report concerns about content and contact (PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb)</p> <hr/> <p>E-Safety</p> <ul style="list-style-type: none"> * know how to use YouTube and online gaming safely * list strategies on how to be a safe and responsible digital citizen * recognise the use of key search terms when searching and how this affects search results <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	



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HISTORY	<p>Earliest Civilizations</p> <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		
ART AND DESIGN	<p style="text-align: center;">Printing – press printing</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p style="text-align: center;">Talk about the processes used to produce a simple print.</p> <p style="text-align: center;">To explore pattern and shape, creating designs for printing.</p> <p style="text-align: center;">Christmas wrapping paper</p>	<p>3D Form – observations, technique, control, experimenting, form adequately and work reasonably independently. Join clay</p> <p style="text-align: center;">Construct a simple clay base for extending and modelling other shapes.</p> <p style="text-align: center;">Cut and join wood safely and effectively.</p> <p style="text-align: center;">Plan, design and make models.</p> <p style="text-align: center;">Stone Henge-clay</p> <p style="text-align: center;">Textiles- stitching</p> <p style="text-align: center;">Stone age tunics</p> <p style="text-align: center;">Paintings- use of light</p>
	<p>Year 3 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p style="text-align: center;">Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p style="text-align: center;">Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p style="text-align: center;">Adapt their work according to their views and describe how they might develop it further.</p> <p style="text-align: center;">Annotate work in sketchbook.</p> <p style="text-align: center;">Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p style="text-align: center;">Use ICT.</p> <p style="text-align: center;">Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p>Research , design, make and 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 	<p>Research, design, make and 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



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	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • 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 <ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • 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 <ul style="list-style-type: none"> • 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>
MUSIC		
PE		
PSHE	<p>HSL14: Healthy Lifestyles</p> <ul style="list-style-type: none"> * understand that they can make choices which contribute to a healthy lifestyle * understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle * 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 meals * know why good dental hygiene is important and how it contributes to a healthy lifestyle * reflect on their own lifestyles and take responsibility for making healthy choices <p>Online Safety - all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p>	<p>C6: Working Together</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 listening skills, 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</p> <ul style="list-style-type: none"> * Being welcoming, no outsiders



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		The Hueys in the New Jumper – O Jeffers * Helping someone who feels different
British Values	Rule of Law	Individual Liberty
RE	<p>Incarnation/God 2a. 3 What is the Trinity?</p> <ul style="list-style-type: none"> Identify the difference between a 'Gospel' (which tells the story of the life of Jesus) and a teaching. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity and worship (in baptism and prayer for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<p>Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the MAKING SENSE OF THE TEXT Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
LOTC		
MFL (French)	<p>Animals</p> <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. 	

Year 3	SUMMER 1	SUMMER 2
	Topic Title Here	Topic Title Here
TRIPS/VISITS		
Linked books	Secrets of a Sun King The Time Slip Scarab	A River River Story



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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• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition</p> <p>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>



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	<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</p> <p>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 • 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</p> <p>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]. 	
	<p>Adventure Story</p> <p>Instructions – how to mummify a tomato</p> <p>Recount - trip</p>	<p>Free verse poetry</p>
<p>ENGLISH SPOKEN LANGUAGE</p>	<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 	



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	<ul style="list-style-type: none"> • 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	
SCIENCE	<p>Plants</p> <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>* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>* use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>* 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</p> <p>Computing</p> <ul style="list-style-type: none"> * use simple coding blocks e.g. motion, looks and control * use loops/repeat (e.g. for, until, forever) based commands to complete repetitive tasks * understand different inputs can be used to make code run * write an algorithm for an on-screen/physical object/device. <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>
HISTORY	<p>Ancient Egypt</p> <p>To find out about the achievements of the Egyptians, and study their lives.</p>



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	<p>To select and put together information about Egypt.</p> <p>To use different sources of information in different ways to help answer questions about the past.</p> <p>To know that the past can be divided into different periods of time and represent this on a timeline.</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>	
<p style="text-align: center;">GEOGRAPHY</p>	<p>Rivers and the water cycle</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography, including: rivers and the water cycle Human geography, including: types of settlement and land use (Link to Earliest settlements)</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 (Queni Brooke ?)</p>	
<p style="text-align: center;">ART AND DESIGN</p>	<p style="text-align: center;">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 style="text-align: center;">Drawing and sketching plants Garden planters</p>	<p style="text-align: center;">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 style="text-align: center;">Sketching Landmarks Collage</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. 		



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	<ul style="list-style-type: none"> • Annotate work in sketchbook. 	
	<ul style="list-style-type: none"> • 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	<p>Research, design, make and 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 • 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 <ul style="list-style-type: none"> • 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>Research, design, make and 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 • 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 <ul style="list-style-type: none"> • 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>
MUSIC		
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 	<p>HSL13: Relationships & Sex Education</p> <ul style="list-style-type: none"> * know the scientific names for male and female sexual parts and use them confidently * understand the times to talk about private body parts, how they change and identify trustworthy and approachable adults * value their own body and recognise its uniqueness * understand the benefits of carrying out regular personal hygiene routines * consider who is responsible for their personal hygiene now, and how this will change in the future



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	<p>* know about some of the roles of people who support their community and how they help people with different needs</p> <p>* understand the different forms the media takes and some of what it does</p> <p>* understand how to care for the local environment and the benefits for individuals</p> <p>* know about the needs of animals and the responsibilities of humans towards them</p> <p>Everyone's Welcome: This is Our House – M Rosen</p> <p>* Discrimination</p> <p>Mixed: A Colourful Story – A Chung</p> <p>* Racist behaviour</p>	<p>* understand a range of ways illness and disease might spread and how they are able to reduce this</p>
British Values	Democracy	
RE	<p>Expressing L2.4 Why do people pray?</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied). • Make connections between what people believe about prayer and what they do when they pray). • Describe ways in which prayer can comfort and challenge believers). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<p>Gospel 2a.4 What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in some world ideas today, expressing ideas of their own clearly.
LOTC		
MFL (French)	<p>Little Red Riding Hood</p> <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least three parts of the body in French as seen in the story. 	