

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>**Catch Up Programme** Counting on Katherine by Helaine Becker</p> <p>Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo</p>	<p>Winter's Child by Angela McAllister Ice Palace by Robert Swindells</p>	<p>Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo</p>	<p>Big Blue Whale by Nicola Davies</p>	<p>Stone Age Boy by Satoshi Kitamura Snowdragon by Vivien French Firefall the school for dragons by Sophie Quay-Clark</p>	<p>Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty</p>
	<p>Recount: letter in role</p> <p>Outcome Recount: letter in role</p> <p>Greater Depth Write a letter from Grandad in response to one of his grandson's letters</p> <p>Sentence Use prepositions to express time, place and cause.</p> <p>Text Group related ideas into paragraphs</p> <p>Punctuation Use inverted commas to punctuate direct speech (introduction)</p>	<p>Fiction: fantasy story based on a fable</p> <p>Outcome Fiction: fantasy story based on a fable</p> <p>Sentence Use conjunctions to express, time, place and cause Use adverbs to express time</p> <p>Text Create characters, settings and plot in narrative Propose changes to grammar and vocabulary to improve consistency</p> <p>Punctuation Use inverted commas to punctuate direct speech (introduction)</p>	<p>Persuasion: leaflet persuading for the protection of the blue whale</p> <p>Outcome Persuasion: leaflet persuading for the protection of the blue whale</p> <p>Greater Depth Include a fact file about endangered sea creatures</p> <p>Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause</p> <p>Text Assess the effectiveness of own and others' writing (non-fiction)</p> <p>Punctuation Proof-read for spelling and punctuation errors prior to publishing for a key audience</p>	<p>Non-Fiction- Information</p> <p>Outcome Fiction: historical narrative from character's point of view</p> <p>Greater Depth Write from the POV of the captain</p> <p>Sentence Use the present perfect form of verbs in contrast to the past tense</p> <p>Text Asses the effectiveness of own and others' writing (fiction) Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)</p> <p>Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters)</p>	<p>Non-chronological report: write about a particular species of dragon</p> <p>Outcome Non-chronological report: write about a particular species of dragon</p> <p>Greater Depth Non-chronological report about an invented dragon</p> <p>Sentence Form nouns with a range of prefixes</p> <p>Text Use paragraphs to organise information Use headings and subheadings</p> <p>Punctuation Full range of punctuation taught at Y2</p>	<p>Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty</p> <p>Greater Depth Include a new setting route to lead from one place into another</p> <p>Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</p> <p>Text Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)</p> <p>Punctuation Use inverted commas to punctuate direct speech</p>
Reading	<p>The Sea Book by Charlotte Milner Genre: Information</p>	<p>Ice Palace by Robert Swindells Genre – Fiction: adventure</p>	<p>The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy</p>	<p>The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information</p>	<p>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information</p>	<p>Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/traditional tale</p>
	<p>Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning</p>	<p>Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction</p>	<p>Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction</p>
Ongoing reading skills	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Check that the text makes sense to them and discuss their understanding 					

• Participate in discussion about books						
Maths	Number: Place Value	Additive reasoning: addition and subtraction Multiplication and division	Multiplication and division Measurement: Money Statistics Measurement: Length and Perimeter Number: fractions		Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
	Count from 0 in multiples of 100; find 100 or 100 more 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 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas.	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 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 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.	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 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. Add and subtract amounts of money to give change, using both £ and p in practical contexts Interpret and present data using bar charts, pictograms and tables 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. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes 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, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $7\ 5 + 7\ 1 = 7\ 6$] Compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.			Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $7\ 5 + 7\ 1 = 7\ 6$] Compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 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, am/pm, 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
Religion	Topic 1 Homes	Topic 2 Promises Topic 3 Visitors	Topic 4 Journeys Topic 5 Listening and Sharing	Topic 6 Giving All Topic 7 Energy	Topic 8 Choices	Topic 9 Special Places
	Animals Including Humans	Rocks and Fossils	Forces and Magnets	Plants	Light and Shadows	

<p>Science</p>	<p>I explain the importance of a nutritious, balanced diet I explain how nutrients, water and oxygen are transported within animals and humans I describe and explain the skeletal system of a human I describe and explain the muscular system of a human I describe the purpose of skeleton in humans and animals.</p>	<p>I compare and group rocks based on their appearance and physical properties, giving a reason I describe how fossils are formed I describe how soil is made I describe and explain the difference between sedimentary and igneous rock. *Link to Geography locate and name some of the world's most famous volcanoes I describe and understand the key aspects of Earthquakes I describe and understand the key aspects of volcanoes</p>	<p>I explore and describe how objects move on different surfaces I explain how some forces require contact and some do not, giving examples I explore and explain how objects attract and repel in relation to objects and other magnets I predict whether objects will be magnetic and carry out an enquiry to test this out I predict whether magnets will attract or repel .</p>	<p>I describe the function of different parts of flowering plants and trees I explore and describe the needs of different plants for survival I explore and describe how water is transported within plants I describe the plant life cycle, especially the importance of flowers.</p>	<p>I describe what dark is (the absence of light) I explain that light is needed in order to see I explain that light is reflected from a surface I explain and demonstrate how a shadow is formed I can explore shadow size and explain I explain the danger of direct sunlight and describe how to keep protected.</p>	
<p>Topic (History & Geog)</p>	<p style="text-align: center;">Ancient Egypt</p> <p>To understand the achievements of the Early civilisations.</p> <ul style="list-style-type: none"> I know some of the achievements of one of the earliest civilisations. I know where the first civilisations appeared and can conduct a depth study of one of them e.g. Ancient Egypt. <p>* Link to Geography</p> <ul style="list-style-type: none"> I can describe and understand key aspects of physical geography including: climate zones, mountains, volcanoes, earthquakes and the water cycle 		<p style="text-align: center;">Stone Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> I explain how the stone age people hunted for their food and what they ate I understand some of the differences between the stone, bronze and iron ages I know what people learnt from stone aged paintings I describe what a typical day would have been like for a stone age man, woman or child <ul style="list-style-type: none"> Link to Geography I name a number of countries in the northern hemisphere I name the capital city of at least six European countries I locate the Tropic of Cancer and Tropic of Capricorn I know whether a country is located in the Southern or Northern hemisphere 		<p style="text-align: center;">Ancient Greece</p> <p>To study Greek life the achievements and their influence on the Western World</p> <ul style="list-style-type: none"> I know about the struggle between the Athenians and Spartans I explain about some of the things that the Greeks gave the world I know that the Greeks were responsible for the birth of the Olympics I know that the Greek Gods were an important part of Greek culture I locate Greece on a map <ul style="list-style-type: none"> Link to Geography I explain why people may be attracted to live in cities 	
<p>Computing</p>	<p>Presentations</p> <p>To create a power point about Ancient Egypt</p> <p>Information technology I can use a range of software for similar purposes I can collect information I can design and create content I can present information I can search for information on the web in different ways I can manipulate and improve digital images</p>	<p>Databases</p> <p>To create a database About Rocks</p> <p>Information technology I use a range of software for similar purposes I collect information I design and create content I present information I search for information on the web in different ways</p>	<p>Logo</p> <p>To create shapes and angles according to commands</p> <p>Algorithms and programming I design a sequence of instructions, including directional instructions I write programs that accomplish specific goals I work with various forms of input I work with various forms of output</p> <p>Digital literacy I use technology respectfully and responsibly</p>	<p>Graphics/Internet</p> <p>To create a computer animation</p> <p>Algorithms and programming I write programs that accomplish specific goals I work with various forms of input I work with various forms of output</p> <p>Digital literacy I use technology respectfully and responsibly I know different ways I can get help if I am concerned</p>	<p>Espresso Coding Dazzle</p> <p>To create pictures based on a theme</p> <p>Information technology I use a range of software for similar purposes I use a range of software for similar purposes I design and create content</p> <p>Digital literacy I use technology respectfully and responsibly</p>	<p>Building Computer Games</p> <p>To create and play games</p> <p>Algorithms and programming I design a sequence of instructions, including directional instructions I write programs that accomplish specific goals I manipulate and improve digital images I work with various forms of input I work with various forms of output</p> <p>Digital literacy</p>

	<p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	<p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	I know different ways I can get help if I am concerned		I know different ways I can get help if I am concerned	I use technology respectfully and responsibly	I know different ways I can get help if I am concerned
Art and D.T.	Design a sarcophagus (Make a mummy with mod rock to fir in the tomb)	Design a Christmas card/African Art design?	TBA	TBA	The Life and works of Kandinsky		
	<p>I prove that my design materials meets some set criteria</p> <p>I follow a step-by-step plan, choosing the right equipment and materials</p> <p>I design a product and make sure that it looks attractive</p> <p>I choose a material for both its suitability and its appearance</p> <p>I select the most appropriate tools and techniques for a given task</p>	<p>I create a background using a wash</p> <p>I use a range of brushes to create different effects in painting</p>				<p>I describe how food ingredients come together</p> <p>I identify the techniques used by different artists</p> <p>I compare the work of different artists</p> <p>I recognise when art is from different cultures</p> <p>I recognise when art is from different historical periods</p> <p>I identify the techniques used by different artists</p> <p>Music. Kandinsky. Alternative approaches to drawing. Drawing as expression. Mixed media /painting and collage</p>	
P.E. indoor	Gymnastics	Gymnastics- receiving bodyweight	Dance-The Egyptians	Dance- dance around the world	Swimming	Swimming	
P.E. outdoor	Ball skills	Athletics	Target Games 3	Football	Netball	Rounders	
Music	Ukulele Lessons throughout the year once per week (FD)						
	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p> <p>I create repeated patterns with different instruments</p> <p>I compose melodies and songs</p> <p>I create accompaniments for tunes</p> <p>I combine different sounds to create a specific mood or feeling</p> <p>I use musical words to describe a piece of music and compositions</p> <p>I use musical words to describe what I like and do not like about a piece of music</p> <p>I recognise the work of at least one famous composer</p>	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p> <p>I create repeated patterns with different instruments</p> <p>I recognise the work of at least one famous composer</p>	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p> <p>I create repeated patterns with different instruments</p>	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p>	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p>	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p> <p>Performance in church at the end of the year</p>	<p>Charanga lesson once a week</p> <p>I sing a tune with expression</p> <p>I play clear notes on instruments</p> <p>I use different elements in my composition</p>

P.S.H.E.	Relationships Rights Respecting	Living in the Wider World	Health and Wellbeing
	<p>What makes a family; features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>to know that the United Nations govern a set of children's rights that aim to ensure every government ensures all children around the world have access to all children's rights</p> <p>to know a range of the UN Convention of the Rights of the Child articles</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>How the internet is used; assessing information online</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>
Spanish			
	<ul style="list-style-type: none"> To introduce Spanish and learn basic greetings To introduce letters of the alphabet, nos 7-12 and classroom instructions To learn Spanish colours To revise numbers and colours To learn more letters and read a Spanish book To learn more letters and learn a Spanish song To enjoy a Spanish song and story To look at the issue of colour and enjoy story in Spanish To start putting phrases together in Spanish To learn some Spanish Christmas vocabulary 	<ul style="list-style-type: none"> To learn about New Year/6th January traditions in Spain To learn the Spanish days of the week To practise dictionary skills To reinforce numbers up to 20 and written form To introduce months of the year To practise months and enjoy a typical Spanish song and game To reinforce colours and look at written Spanish in a story To practise saying the date in Spanish To learn to say please and thank you in Spanish To learn about Easter in Spain 	<ul style="list-style-type: none"> To enjoy a Spanish story and identify written words To learn tradition Spanish children's games and revise alphabet To learn traditional Spanish children's game and some dance instructions To write a paragraph in Spanish about themselves To give spoken information in Spanish about themselves To revise numbers 1-30 in Spanish