

## Weare Academy C of E First School Year Three Curriculum Overview 2023 to 2024

Year 3 Autumn Term 1				
<p><b>Science: Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Identify and group animals with and without skeletons and observe and compare their movement.</li> <li>Explore ideas about what would happen if humans did not have skeletons.</li> <li>Research different food groups and how they keep us healthy, and design meals based on what they find out.</li> </ul>		<p><b>Art:</b> Through this unit pupils will:</p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including sculpture</li> </ul>		<p><b>Music:</b> <b>Resource: Sparkyard</b> Feeling the pulse and copying rhythmic patterns:</p> <ul style="list-style-type: none"> <li>To recognize and define the duration of different note values while maintaining a steady beat</li> <li>To maintain movement accurately in time to music</li> <li>To perform rhythmic actions to a steady pulse</li> <li>To internalize pulse</li> <li>To develop ensemble skills</li> </ul> <p>Exploring call and response:</p>
<p><b>History: Ancient Greeks What did the Ancient Greeks bring to the world?</b></p> <ul style="list-style-type: none"> <li>Pupils should know about the achievements of the earliest civilizations</li> <li>As part of this pupils should be taught about the Ancient Greeks through a study of Greek life and achievements and their influence on the western world</li> <li>Pupils should know where Greece is</li> <li>Pupils should know that the Ancient Greeks were an advanced civilisation</li> <li>Pupils should know that Spartans and Athenians often battled for supremacy</li> <li>Pupils should know that Ancient Greeks believed in many Gods</li> <li>Pupils should know that the Ancient Greeks were responsible for starting the Olympic movement</li> <li>Pupils should know that Ancient Greeks have been associated with the birth of democracy</li> </ul>				
<p><b>R.E. - Understanding Christianity</b> <b>Creation/Fall</b> <b>What do we learn from the creation story?</b></p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> </ul>	<p><b>D.T:Design and Make</b> <b>Design:</b> 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> <ul style="list-style-type: none"> <li>Generate ideas through annotated sketches.</li> </ul>	<p><b>PSHE: Resource: Jigsaw</b> <b>Being Me in my World</b></p> <ul style="list-style-type: none"> <li>recognise my worth and can identify positive things about myself and my achievements.</li> <li>I can set personal goals.</li> <li>I know how to use my jigsaw journal.</li> </ul>	<p><b>Computing: eLIM</b> <b>Active Bytes:</b> <b>'I am kind and responsible' Agreement and Kindness</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>I contribute to shared online safety rules and use them to make good choices</li> <li>I use the safety features of apps, games and websites as well as reporting concerns to an adult</li> </ul>	<ul style="list-style-type: none"> <li><b>French:</b> iLanguages : Montage</li> <li>Greetings/ how you're feeling</li> <li>Classroom instructions</li> <li>Days of the week</li> <li><i>Je m'appelle... / Comment tu t'appelles ?</i></li> </ul>

<ul style="list-style-type: none"> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>• Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>• Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people</li> </ul> <p><b>Christian Value:</b> Thankfulness</p> <p><b>Text:</b> Elijah and the ravens, page 58, OT, 1 Kings 16-17</p>	<ul style="list-style-type: none"> <li>• <b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks accurately. select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</li> <li>• <b>Evaluate:</b> Understand how key events and individuals in design and technology have helped shape the world.</li> <li>• <b>Technical Knowledge:</b> Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>• I can face new challenges positively, make responsible choices and ask for help when I need it.</li> <li>• I understand why the rules are needed and how they relate to rights and responsibilities.</li> <li>• I understand that my actions affect myself and others and I care about other people's feelings.</li> <li>• I can make responsible choices and take action.</li> <li>• I understand my actions affect others and try to see things from their point of view.</li> </ul>	<p><b>Programming: Making my programme in scratch (CORE)</b></p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I can use repeat commands.</li> <li>• I can describe the algorithm I will need for a simple task</li> </ul> <p><b>Handling Data: My Top Trump Database</b></p> <ul style="list-style-type: none"> <li>• I can talk about the different ways data can be organised.</li> <li>• I can search a ready-made database to answer questions</li> <li>• I can collect data help me answer a question.</li> <li>• I can add to a database.</li> <li>• I can (help) make a branching database.</li> </ul>	<p><b>P.E.: Tag Rugby /Football</b></p> <ul style="list-style-type: none"> <li>• Pass and receive with hands and feet in different ways.</li> <li>• Dribble/run with the ball with confidence</li> <li>• Sequence passes</li> <li>• Signal for the ball and move to a position to receive the ball.</li> <li>• Keep possession of the ball and progress towards the goal.</li> <li>• Work co-operatively in competitive games.</li> <li>• Use simple tactics</li> </ul>
<p><b>English: Writing: The King of the Fishes</b> Short Burst Writing</p> <p><b>Resources:</b> Text Type: Wishing tale</p> <p><b>Focus:</b> Setting</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Adjectives, powerful verbs, commas in list of 3, suspense features (empty words, short sentences).</li> </ul> <p><b>Non-Fiction: Dragons</b> Non-chronological report Author of the Term: Eva Ibbotson</p> <p><b>Reading:</b> Guided Reading – differentiated in 5 groups</p> <ul style="list-style-type: none"> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul>		<p><b>Phonics: Jolly Phonics Year 3 Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• New spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/</li> <li>• Suffixes -'less', 'able' and 'ful'</li> <li>• Proper adjectives</li> <li>• Nouns acting as adjectives</li> <li>• Collective nouns</li> <li>• Pronouns – possessive/subjective and object</li> <li>• The present participle and the continuous tenses</li> <li>• Paragraphs</li> <li>• Subject and object in a sentence</li> <li>• Conjunctions</li> <li>• Questions and exclamations in speech</li> </ul>		

<p><b>Maths NCETM: Unit 1</b></p> <ul style="list-style-type: none"> <li>• Addition of three addends can be described by an aggregation story with three parts. Teaching point</li> <li>• Addition of three addends can be described by an augmentation story with a 'first..., then..., then..., now...' structure.</li> <li>• The order in which addends (parts) are added or grouped does not change the sum (associative and commutative laws).</li> <li>• When we are adding three numbers, we choose the most efficient order in which to add them, including identifying two addends that make ten (combining).</li> <li>• We can add two numbers which bridge the tens boundary by using a 'make ten' strategy.</li> <li>• We can subtract across the tens boundary by subtracting through ten or subtracting from ten.</li> </ul>	<p><b>Unit 2</b></p> <p><b>Teaching point 1:</b> There are ten tens in 100; there are 100 ones in 100. 100 can also be composed multiplicatively from 50, 25 or 20, units that are commonly used in graphing and measures.</p> <p><b>Teaching point 2:</b> Known addition facts can be used to calculate complements to 100.</p> <p><b>Teaching point 3:</b> Known strategies for addition and subtraction across the tens boundary can be combined with unitising to count and calculate across the hundreds boundary in multiples of ten.</p> <p><b>Teaching point 4:</b> Knowledge of two-digit numbers can be extended to count and calculate across the hundreds boundary from/to any two-digit number in ones or tens.</p> <p><b>Daily Mental Maths:</b> Numbots Year 2 Number of the Day Proforma, PiXL Therapies</p>
<p><b>Additional Curriculum Days:</b> Harvest festival – St Gregory's Church</p>	

**Year 3 Autumn Term 2**

**Science: Forces and Magnets (Link friction to Geography topic)**

- 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

**Working Scientifically**

- Raise questions and carry out tests to find out how far things move on different surfaces.
- Gather and record data to find answers to their questions.
- Explore the strengths of different magnets and find a fair way to compare them.
- Sort materials into those that are magnetic and those that are not.
- Look for patterns in the way that magnets behave in relation to each other and what might affect this.

**Geography: How are rivers formed? (Why do so many British people go to the Mediterranean for their holidays?)**

**Locational knowledge**

- Name and locate key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

**Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

**Geographical vocabulary**

- Map, atlas, modern Europe, climate, weather

**Key human features, including:**

- Know about climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Know about types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork:**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Art: UK landscape paintings, Norway landscape paintings (and Northern lights paintings for xmas calendars). (Paint)**

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including painting
- Learn about great artists, architects and designers in history

**Artist Focus:** John Constable – landscape artist

**Art (link to literacy): sculpting dragons eye using clay.**

dragon eyes and experiment with how we can draw and scribe these into clay.

**Music:** Celebrations and Christmas songs

Resource: Sparkyard

**Performing a simple rhythmic ostinato:**

- To identify beats in a bar
- To compose and perform a rhythmic ostinato
- To listen to and compare versions of a song
- To perform rhythmic patterns together accurately and in time
- To play polyrhythms on instruments as a group accurately and in time
- To recognize some features of 1950s' rock 'n' roll music

**Composing and notating rhythmic patterns:**

- To compose melodic patterns
- To create a simple graphic score T
- To use informal notation

<p><b>R.E.:</b> Resource Understanding Christianity/Incarnation/God</p> <p><b>What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>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.</li> </ul> <p><b>Christian Value: Kindness</b></p> <p><b>Text:</b> 'The beautiful gate' NT page 148 'The kind stranger' (good Samaritan) in NT page 104</p>	<p><b>DT:</b></p> <p><b>Design and Make a Christmas Decoration</b> (depending on school theme each year). Use sewing techniques.</p> <ul style="list-style-type: none"> <li><b>Design:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li><b>Make:</b> select from and use a range of tools and equipment to perform practical tasks.</li> <li>select from and use a wide range of materials including textiles.</li> <li><b>Evaluate:</b> evaluate their ideas and products against design criteria</li> <li><b>Technical Knowledge:</b> build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>PSHE/RSE:</b> Resource Jigsaw</p> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>I understand that everybody's family is different and important to them.</li> <li>I understand that differences and conflicts sometimes happen among family members.</li> <li>I know what it means to be a witness to bullying.</li> <li>I know that witnesses can make the situation better or worse by what they do.</li> <li>I recognise that some words are used in hurtful ways.</li> <li>I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> </ul>	<p><b>Computing:</b> Resource eLIM</p> <p><b>Active Bytes</b></p> <p>'I am kind and responsible'</p> <p>Kindness/Evaluating Content/Reporting &amp; Supporting</p> <ul style="list-style-type: none"> <li>I can describe the ways that people get bullied when they use different technologies and consider what I post</li> <li>I can use search tools to find appropriate information and decide whether I can trust it</li> </ul> <p><b>Programming: Making my programme in scratch (CORE)</b></p> <ul style="list-style-type: none"> <li>I can break an open-ended problem up into smaller parts.</li> <li>I can put programming commands into a sequence to achieve a specific outcome.</li> <li>I can detect a problem in an algorithm which could result in unsuccessful programming.</li> <li>I keep testing my program and can recognise when I need to debug it.</li> <li>I can use repeat commands.</li> <li>I can describe the algorithm I will need for a simple task</li> </ul> <p><b>Multimedia: Make My eBook</b></p> <ul style="list-style-type: none"> <li>I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>I can use appropriate keyboard commands to amend text on my device.</li> <li>I can evaluate my work and improve its effectiveness.</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>Numbers to 10</li> <li>Age- J'ai ... ans</li> <li>Animals- J'ai.../ Tu as...</li> <li>Christmas (Recycle greetings/ how you're feeling)</li> </ul> <hr/> <p><b>P.E.: Gymnastics/Dance</b></p> <ul style="list-style-type: none"> <li>Explore and demonstrate different ways of travelling - using different Levels and Pathways.</li> <li>Devise a short sequence in pairs using different movement styles.</li> <li>Improve quality of work by extending fingers and toes to create body tension.</li> </ul>
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<p><b>English:</b>  <b>Writing: Resource: Little Red Riding Hood</b>  (T4W Text)  Text Type: rags to riches, Focus: setting and cumulative tale  <b>Grammar:</b> Noun phrases, direct speech, inverted commas, adverbs for time  <b>Author Focus:</b> Dick King Smith</p> <p><b>Writing:</b> Instructions (Non-Fiction)  <b>Resource: How to Trap a Dragon</b> (T4W Text)  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading – differentiated in 5 groups</li> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul>	<p><b>Jolly Phonics - Year 3 Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• New spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/</li> <li>• Suffixes '-less', 'able' and 'ful'</li> <li>• Proper adjectives</li> <li>• Nouns acting as adjectives</li> <li>• Collective nouns</li> <li>• Pronouns – possessive/subjective and object</li> <li>• The present participle and the continuous tenses</li> <li>• Paragraphs</li> <li>• Subject and object in a sentence</li> <li>• Conjunctions</li> <li>• Questions and exclamations in speech</li> </ul>
<p><b>Maths: NCETM Unit 2 continued</b></p> <p><b>Teaching point 1:</b>  There are ten tens in 100; there are 100 ones in 100. 100 can also be composed multiplicatively from 50, 25 or 20, units that are commonly used in graphing and measures.</p> <p><b>Teaching point 2:</b>  Known addition facts can be used to calculate complements to 100.</p> <p><b>Teaching point 3:</b>  Known strategies for addition and subtraction across the tens boundary can be combined with unitising to count and calculate across the hundreds boundary in multiples of ten.</p> <p><b>Teaching point 4:</b>  Knowledge of two-digit numbers can be extended to count and calculate across the hundreds boundary from/to any two-digit number in ones or tens.</p>	<p><b>Year 3 Number facts:</b></p> <ul style="list-style-type: none"> <li>• Pupils explain that 100 is composed of ten tens and one hundred ones</li> <li>• Pupils explain that 100 is composed of 50s 25s and 20s</li> <li>• Pupils use known facts to find multiples of ten that compose 100</li> <li>• Pupils will use known facts to find a two-digit number and a one- or two-digit number that compose 100</li> <li>• Pupils use known facts to find correct complements to 100</li> <li>• Pupils use known facts to find complements to 100 accurately and efficiently</li> <li>• Pupils represent a three-digit number which is a multiple of ten using their numerals and names</li> <li>• Pupils use place value knowledge to write addition and subtraction equations</li> <li>• Pupils bridge 100 by adding or subtracting in multiples of ten</li> <li>• Pupils use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems</li> <li>• Pupils count across and on from 100</li> <li>• Pupils represent a three-digit number up to 199 in different ways</li> </ul> <p><b>Daily Mental Maths Resources:</b> Numbots, TT Rockstars, Number of the Day Proforma Y3, Fluent in 5</p>
<p><b>Additional Curriculum Days:</b> Christmas Play, Christmas Carol Service</p>	

Year 3 Spring Term 1					
<p><b>Science: Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Observe rocks and explore how and why they might have changed over time.</li> <li>Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</li> <li>Raise and answer questions about the way soils are formed.</li> </ul>		<p><b>Art: River Art (Paint)</b> Through this unit pupils will:</p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including painting.</li> <li>Learn about great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus:</b> Claude Monet</p>		<p><b>Music:</b> Resource: Sparkyard <b>Identifying the interrelated dimensions of music:</b></p> <ul style="list-style-type: none"> <li>To recognize differences in dynamic levels in music</li> <li>To define different dynamic levels using musical vocabulary</li> <li>To define different dynamic levels using musical vocabulary</li> <li>To improvise sound effects using body percussion, voices and instruments</li> <li>To control dynamics</li> <li>To select suitable instruments to accompany a song</li> <li>To identify instruments according to a criterion (e.g. instrument families, country of origin)</li> </ul>	
<p><b>History: Stone Age to the Iron Age</b> <b>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</b></p> <ul style="list-style-type: none"> <li>Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age</li> <li>Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of Iron Age hill forts</li> </ul> <p>Know what is meant by hunter-gatherers</p>					
<p><b>R.E.:</b> Resource AMV -Unit 1 Judaism</p> <ul style="list-style-type: none"> <li>What do Jewish people believe about G-d, covenant and Torah</li> <li>God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan</li> </ul>	<p><b>PSHE/RSE:</b>Resource: Jigsaw Dreams and Goals</p> <ul style="list-style-type: none"> <li>I can tell you about a person who has faced difficult challenges and achieved success.</li> </ul>	<p><b>Computing:</b> eLIM <b>Active Bytes:</b> <b>'I am safe and secure'</b> <b>Privacy</b></p> <ul style="list-style-type: none"> <li>I use a secure password and explain why they are important</li> <li>I protect my personal information when I do different things online</li> </ul>		<p><b>French:</b></p> <ul style="list-style-type: none"> <li>Story- Au magasin des animaux- Je voudrais...</li> <li>Voici... (+ animal)</li> <li>J'ai.../ Je suis...</li> <li>(Recycle name/ age by pretending to be animals; days of the week by choosing personas for different days- Lundi je suis une tortue)</li> </ul>	

<ul style="list-style-type: none"> <li>Recall the story of the giving of the 10 commandments to Moses</li> <li>Understand that the Jews made an agreement or covenant with God</li> <li>Know that Jews celebrate the exodus at the week-long Passover</li> <li>Understand that Jews believe there is one God who should be placed above all else</li> <li>The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah</li> <li>Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments</li> </ul> <p><b>Christian Value: Respect</b>  <b>Text:</b> The Centurion's Servant, page 96, Luke 7</p>	<ul style="list-style-type: none"> <li>I can identify a dream/ambition that is important to me.</li> <li>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</li> <li>I am motivated and enthusiastic about achieving our new challenge.</li> <li>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</li> <li>I can evaluate my own learning process and identify how it can be better next time.</li> </ul>	<p><b>Programming:</b> Making my Kodu Move</p> <ul style="list-style-type: none"> <li>I can put programming commands into a sequence to achieve a specific outcome</li> <li>I can break an open-ended problem up into smaller parts</li> <li>I can describe the algorithm I will need for a simple task</li> <li>I can keep testing my program and can recognise when I need to debug it.</li> </ul> <p><b>Technology in our lives: My Safe Searching</b></p> <ul style="list-style-type: none"> <li>Describe the World Wide Web as the part of the Internet that contains websites</li> <li>Use search tools to find and use an appropriate website</li> <li>Think about whether I can use images that I find online in my own work.</li> </ul>	<p><b>P.E.: Netball</b>  Pass and receive in different ways.</p> <ul style="list-style-type: none"> <li>Use different shots/passes in different situations.</li> <li>Sequence passes with my teammates</li> <li>Signal for the ball and move to a position to receive the ball.</li> <li>Keep possession of the ball and progress towards the goal.</li> <li>Work co-operatively in competitive games.</li> <li>Use simple tactics</li> </ul>
<p><b>English:</b>  <b>Writing:</b> Nail Soup (fiction)  <b>Text Type:</b> cumulative Focus: style varying sentences  <b>Resource:</b> T4W Text  <b>Grammar:</b> Simile, alliteration, rhyming, powerful verbs  <b>Author of the Term:</b> Ted Hughes  <b>Writing:</b> Instructions (Non-Fiction)  <b>Text:</b> How a magic brush works (T4W Text) Explanation  <b>Grammar included:</b> time conjunctions, prepositions, imperative verbs, commas for list, chronological order, short sentences, subject specific vocabulary  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading – differentiated in 5 groups</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> </ul>		<p><b>Jolly Phonics - Year 3 Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>New spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/</li> <li>Suffixes -'less', 'able' and 'ful'</li> <li>Proper adjectives</li> <li>Nouns acting as adjectives</li> <li>Collective nouns</li> <li>Pronouns – possessive/subjective and object</li> <li>The present participle and the continuous tenses</li> <li>Paragraphs</li> <li>Subject and object in a sentence</li> <li>Conjunctions</li> <li>Questions and exclamations in speech</li> </ul>	



**Maths: NCETM Unit 3**

- Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
- Compare angles. Estimate and measure angles in degrees.

**Unit 4 Manipulating the additive relationship and securing mental calculation:****Teaching point 1:**

Known partitioning strategies for adding two-digit numbers within 100 can be extended to the mental addition of two-digit numbers that bridge 100, and addition of three-digit numbers.

**Teaching point 2:**

Transforming addition calculations into equivalent calculations can support efficient mental strategies.

**Teaching point 3:**

Subtraction calculations can be solved using a 'finding the difference' strategy; this can be thought of as 'adding on' to find a missing part.

**Teaching point 4:**

The order of addition and subtraction steps in a multi-step calculation can be chosen or manipulated such as to simplify the arithmetic.

**Daily Mental Maths Resources**

- TT Rockstars Number of the Day Proforma Year 3, Fluency in 5, Times tables worksheets

Year 3 Spring Term 2			
<p><b>Science: Unit of work: Plants (1)</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Compare the effect of different factors on plant growth.</li> <li>Observe how water is transported in plants</li> </ul>		<p><b>Art (paint and draw): Link to science, children to create own Van Gogh sunflower image.</b></p> <p>Through this unit pupils will:</p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including painting and drawing.</li> <li>Learn about great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Van Gogh (sunflowers)</b></p>	
<p><b>Geography: Why is London the capital city of the United Kingdom?</b></p> <p><b>Locational knowledge</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Know the names of other European capitals</li> <li>Know why most significant cities are situated next to a river.</li> </ul> <p><b>Geographical vocabulary</b></p> <ul style="list-style-type: none"> <li>Know why we have capital cities</li> <li>Know the difference between a major city and a town or village</li> <li>Know the names and purposes of many of London’s famous buildings</li> <li>know what we mean by monarchy</li> </ul> <p><b>Key human features, including:</b></p> <ul style="list-style-type: none"> <li>Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<p><b>Music:</b> Resource: Sparkyard</p> <p><b>To compose music to communicate stories and settings:</b></p> <ul style="list-style-type: none"> <li>To recognize a range of timbres and dynamics</li> <li>To experiment with creating layers of musical sound</li> <li>To create a musical story using appropriate timbres and dynamics on instruments</li> <li>To visualize a story from a piece of music</li> <li>To compose and perform a space sound-effect accompaniment</li> <li>To use graphic notation to represent sounds</li> <li>To recognize different instrumental timbres and their effects</li> <li>To combine several layers of sound and describe the effect</li> <li>To create and follow a graphic score</li> </ul>	
<p><b>R.E. :</b> Resource Understanding Christianity Salvation</p> <p><b>Why do Christians call the day Jesus died ‘Good Friday’?</b></p>	<p><b>PSHE/RSE:</b> Resource Jigsaw <b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>I understand how exercise affects my body and know why my heart</li> </ul>	<p><b>Computing:</b> Resource eLIM</p> <p><b>Active Bytes:</b></p> <p><b>‘I am safe and secure’</b></p> <p><b>Privacy/Relationships</b></p>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>Colours</li> <li>Opinions: J'adore.../Je déteste...</li> <li>Voici... (+ animal and colour)</li> <li>Numbers to 15 (Recycle numbers to 10)</li> </ul>

<ul style="list-style-type: none"> <li>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> <li>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>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.</li> </ul> <p><b>Christian Value: Forgiveness</b>  <b>Text:</b> 'The Unforgiving Servant' page 108, NT</p>	<p>and lungs are such important organs.</p> <ul style="list-style-type: none"> <li>I know that the amount of calories, fat and sugar I put into my body will affect my health.</li> <li>I can tell you my knowledge and attitude towards drugs.</li> <li>I can identify things, people and places that I need to keep safe from.</li> <li>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</li> <li>I can identify when something feels safe or unsafe.</li> <li>I understand how complex my body is and how important it is to take care of it.</li> </ul>	<p>I participate safely and responsibly in a secure online community <b>Programming: Making my Kodu Move</b></p> <ul style="list-style-type: none"> <li>I can put programming commands into a sequence to achieve a specific outcome</li> <li>I can break an open-ended problem up into smaller parts</li> <li>I can describe the algorithm I will need for a simple task</li> <li>I can keep testing my program and can recognise when I need to debug it.</li> </ul> <p><b>Handling Data: Helping my Plants Grow</b></p> <ul style="list-style-type: none"> <li>I can talk about the different ways data can be organised</li> <li>I can use a data logger to monitor changes and can talk about the information collected</li> </ul>	<p><b>P.E.: Tennis</b></p> <ul style="list-style-type: none"> <li>Use appropriate shots for different situations.</li> <li>Understand simple principles and tactics to use them in a game effectively</li> <li>Play confidently in small sided games.</li> <li>Know and use the rules of the game.</li> </ul>
<p><b>English:</b>  <b>Writing: Dogs Make Great Pets</b>  <b>Text:</b> T4W model text  <b>Focus:</b> Persuasive Argument  <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>subheadings, direct speech, inverted commas, prepositions for time, place and cause, imperative verbs, adverbial phrases</li> </ul> <p><b>Author of the Term:</b> Anthony Browne  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading – differentiated in 5 groups</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> <li></li> </ul> <p><b>Writing:</b>  <b>Text: Candlelight, my World</b>  <b>Focus:</b> Poetry shape and sense poems</p>		<p><b>Grammar:</b> Rhyming, powerful adjectives and verbs, alliteration, similes, intonation, tone, volume  <b>Jolly Phonics - Year 3 Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>New spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/</li> <li>Suffixes -'less', 'able' and 'ful'</li> <li>Proper adjectives</li> <li>Nouns acting as adjectives</li> <li>Collective nouns</li> <li>Pronouns – possessive/subjective and object</li> <li>The present participle and the continuous tenses</li> <li>Paragraphs</li> <li>Subject and object in a sentence</li> <li>Conjunctions</li> <li>Questions and exclamations in speech</li> </ul>	

<p><b>Maths: NCETM Unit 5:</b></p> <p><b>Teaching point 1:</b> Any numbers can be added together using an algorithm called '<i>column addition</i>'.</p> <p><b>Teaching point 2:</b> The digits of the addends must be aligned correctly before the algorithm is applied.</p> <p><b>Teaching point 3:</b> In column addition, the digits of the addends are added working from the least significant digit (on the right) to the most significant digit (on the left).</p> <p><b>Teaching point 4:</b> If any column sums to ten or greater, we must '<i>regroup</i>'.</p> <p><b>Teaching point 5:</b> The numbers within each column should be added in the most efficient order.</p>	<p><b>Unit 6:</b></p> <p><b>Teaching point 1:</b> Counting in multiples of four can be represented by the four times table. Adjacent multiples of four have a difference of four. Facts from the four times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 2:</b> Products in the four times table are double the products in the two times table; products in the two times table are half of the products in the four times table.</p> <p><b>Teaching point 3:</b> Counting in multiples of eight can be represented by the eight times table. Adjacent multiples of eight have a difference of eight. Facts from the eight times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 4:</b> Products in the eight times table are double the products in the four times table; products in the four times table are half of the products in the eight times table. Products that are in the two, four and eight times tables share the same factors.</p> <p><b>Teaching point 5:</b> Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by two, four or eight.</p>	<p><b>Unit 7:</b></p> <p><b>Teaching point 1:</b> One number can be subtracted from another using an algorithm called '<i>column subtraction</i>'; the digits of the minuend and subtrahend must be aligned correctly; the algorithm is applied working from the least significant digit (on the right) to the most significant digit (on the left).</p> <p><b>Teaching point 2:</b> If there is an insufficient number of any unit to subtract from in a given column, we must exchange from the column to the left.</p> <p><b>Daily Mental Maths Resources:</b> TT Rockstars, Number of the Day Proforma Y3, Fluent in 5, Times tables worksheets</p>
<p><b>Additional Curriculum Days:</b> E-Safety Day – Whole School, British Science Week, World Book Day, Easter service at St Gregory's Church</p>		

Year 3 Summer Term 1				
<p><b>Science:</b>  <b>Unit of work: Plants (2)</b></p> <ul style="list-style-type: none"> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Discover how seeds are formed by observing the different stages of plant life cycles over a period of time.</li> <li>Look for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> </ul>		<p><b>Art: VE Day War Medals (sculpt)</b>            Through this unit pupils will:</p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including sculpture</li> </ul> <p><b>Propaganda posters (draw)</b>            Through this unit pupils will:</p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing</li> </ul>		<p><b>Music:</b>  <b>Resource: Sparkyard</b>  <b>Describing and experimenting with pitch:</b></p> <ul style="list-style-type: none"> <li>To recognize and describe changes in pitch</li> <li>To pitch-match with growing accuracy</li> <li>To compose a two-note melody based on the rhythm of words</li> <li>To identify high-, mid- and low-pitched sounds</li> <li>To listen to and recall a sequence of sounds</li> <li>To represent pitch using actions and identify note names</li> <li>To begin to describe the shape of a melody</li> <li>To use graphic notation to represent pitch</li> <li>To gain an understanding of different forms of musical notation</li> </ul>
<p><b>History: How have homes changed over time?</b>  <b>How has crime and punishment changed through the ages?</b></p> <ul style="list-style-type: none"> <li>Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Know how the telephone changed people's lives and know how they changed over time.</li> <li>Know how televisions changed people's lives and know how they changed over time.</li> <li>Recognize artefacts used in the home during Victorian times.</li> <li>Know how we have adapted the way we use outside space over time.</li> <li>Know about the impact that technology has had on our home life.</li> </ul>				
<p><b>R.E.:</b> Resource Understanding Christianity  <b>Kingdom of God</b>  <b>When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth</li> <li>Offer suggestions about what the description of Pentecost in Acts 2 might mean</li> <li>Give examples of what Pentecost means to some Christians now</li> </ul>	<p><b>DT:</b>  <b>Design and Make a 3D Spitfire plane</b>  <b>Design:</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate ideas through annotated sketches</li> </ul> <p><b>Make:</b></p>	<p><b>PSHE/RSE:</b> Resource Jigsaw  <b>Relationships</b></p> <ul style="list-style-type: none"> <li>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li>I can identify and put into practise some of the skills of friendship e.g. taking turns, being a good listener</li> </ul>	<p><b>Computing:</b> Resource eLIM  <b>Active Bytes: 'I am healthy' Lifestyle Choices</b></p> <ul style="list-style-type: none"> <li>I identify images which have been digitally altered</li> <li>Identify adverts online, including those within Google searches</li> </ul> <p><b>Programming: Bounce my scratch jr basketball</b></p> <ul style="list-style-type: none"> <li>I can break an open-ended problem up into smaller parts.</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>Je voudrais...</li> <li>Opinions: J'aime.../ Je n'aime pas J'adore.../Je déteste...</li> <li>Story- Le Lièvre et la Tortue</li> </ul>

<ul style="list-style-type: none"> <li>• Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities</li> <li>• Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas</li> </ul> <p><b>Christian Value: Responsibility</b>  <b>Text:</b> 'The Secret Baby', OT, page 28</p>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>• I know and can use some strategies for keeping myself safe online</li> <li>• I can explain how some of the actions and work of people around the world help and influence my life</li> <li>• I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>• I know how to express my appreciation to my friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• I can put programming commands into a sequence to achieve a specific outcome</li> <li>• I keep testing my program and can recognise when I need to debug it</li> <li>• I can use repeat commands.</li> <li>• I can describe the algorithm I will need for a simple task</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming</li> </ul> <p><b>Technology in our Lives: Send my Email</b></p> <ul style="list-style-type: none"> <li>• I can tell you ways to communicate with others online.</li> <li>• I protect my personal information when I do different things online</li> </ul>	<p><b>P.E.: Athletics</b></p> <ul style="list-style-type: none"> <li>• Consolidate &amp; improve the quality, range &amp; consistency of the techniques I use for running, jumping and throwing.</li> <li>• Develop my ability to choose &amp; use simple tactics &amp; strategies in different situations.</li> <li>• Measure &amp; describe the short-term effects of exercise on the body</li> <li>• Describe how the body reacts to different types of activity.</li> </ul>
<p><b>English: Writing</b>  <b>Resource: The cobbler of Krakow and Smoke the dragon (T4W)</b>  <b>Text:</b> Defeating the monster tale  <b>Focus:</b> Character  <b>Grammar:</b> time conjunctions, when, who, what, powerful verbs and adjectives, opinions and adjectives  <b>Author of the Term:</b> Michael Morpurgo  <b>(Non-Fiction) Writing</b>  <b>Resource: Wacky Sea Monsters</b>  <b>Grammar:</b> relative clause, embedded clause, time conjunctions, 5 W's (who, what, when, where, why), direct speech and inverted commas, powerful verbs  <b>Reading:</b> Guided Reading – differentiated in 5 groups</p> <ul style="list-style-type: none"> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul>			<p><b>Jolly Phonics - Year 3 Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• New spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/</li> <li>• Suffixes -'less', 'able' and 'ful'</li> <li>• Proper adjectives</li> <li>• Nouns acting as adjectives</li> <li>• Collective nouns</li> <li>• Pronouns – possessive/subjective and object</li> <li>• The present particle and the continuous tenses</li> <li>• Paragraphs</li> <li>• Subject and object in a sentence</li> <li>• Conjunctions</li> <li>• Questions and exclamations in speech</li> </ul>	

## Maths: NCETM Unit 8: Unit Fractions

### Teaching point 1:

Any element of a whole is a part; if a whole is defined, then a part of this whole can be defined.

### Teaching point 2:

A whole can be divided into equal parts or unequal parts.

### Teaching point 3:

The relative size of parts can be compared.

### Teaching point 4:

If one of the equal parts and the number of equal parts are known, these can be used to construct the whole.

**Daily Mental Maths Resources:** TT Rockstars, Number of the Day  
Proforma Year 3, Fluent , in 5Times tables worksheets

## Unit 9: Non- Unit Fractions

### Teaching point 1:

All non-unit fractions are made up of more than one of the same unit fraction.

### Teaching point 2:

Non-unit fractions are written using the same convention as unit fractions. A non-unit fraction has a numerator greater than one.

### Teaching point 3:

When the numerator and the denominator in a fraction are the same, the fraction is equivalent to one whole.

## Fractions as numbers

### Teaching point 4:

All unit and non-unit fractions are numbers that can be placed on a number line.

### Teaching point 5:

Repeated addition of a unit fraction results in a non-unit fraction.

### Teaching point 6:

When the numerator and the denominator are the same, the value of the fraction is one.

## Comparing fractions

### Teaching point 7:

Non-unit fractions with the same denominator can be compared. If the denominators are the same, then the greater the numerator, the greater the fraction.

### Teaching point 8:

Non-unit fractions with the same numerator can be compared. If the numerators are the same, then the greater the denominator, the smaller the fraction.

**Year 3 Summer Term 2**

**Science: Light**

- 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 an opaque object
- Find patterns in the way that the size of shadows change

**Working Scientifically**

- Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

**Geography: How do we energise our homes and country?**

What are biomes and how are they created?

**Geographical vocabulary**

**Key human and physical features:**

- Describe and understand key aspects of: Human geography, including types of settlement and land use, economic activity including trade links
- Know about some of the human features related to the UK, e.g. industry and environment
- The distribution of natural resources, including energy, food, minerals and water

**Geographical skills and fieldwork:**

- Know about the importance of power in our lives
- Know why it is important to find more environmentally friendly sources of energy

**Art: Mondrian shape pictures (draw)**

**Through this unit pupils will:**

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including sculpture
- Learn about great artists, architects and designers in history.

**Artist Focus: Piet Mondrian**

**Music:**

**Resource: Sparkyard**

**Exploring the pentatonic scale:**

- To recognize and play a pentatonic scale
- To improvise and compose a pentatonic melody
- To perform an ostinato accompaniment on tuned percussion
- To compose a melody to reflect the mood of the lyrics

**Performing songs with tuned accompaniments:**

- To play a simple melody using rhythmic notation
- To understand the note values of crotchets, quavers and minims
- To maintain a part in an ensemble



<p><b>R.E.:Humanism</b> AMV 1  <b>People of God</b> LKS2 Unit 2A6  Understanding Christianity  <b>Humanism:</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the concepts 'material world' and 'secular'.</li> <li>• Know that 'secular' means concerned with the material world' and 'not concerned with religion'.</li> <li>• Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> <li>• Be familiar with what the 'happy human' symbol means to Humanists.</li> </ul>	<p><b>DT: Design and make</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate ideas through annotated sketches.</li> <li>• Select from and use a wider range of tools and equipment to perform practical accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials according to their functional</li> </ul>	<p><b>PSHE/RSE: Resource Jigsaw Changing Me</b></p> <ul style="list-style-type: none"> <li>• I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>• I understand how babies grow and develop in the mother's uterus</li> <li>• I understand what a baby needs to live and grow</li> <li>• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> </ul>	<p><b>Computing: Resource eLIM Programming: Making my Crumble Buggy</b></p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts</li> <li>• I can put programming commands into a sequence to achieve a specific outcome</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming</li> <li>• I keep testing my program and can recognise when I need to debug it</li> <li>• I can use repeat commands</li> <li>• I can describe the algorithm I will need for a simple task</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• Rap- consolidation of key knowledge</li> <li>• Une Visite à Paris</li> </ul>
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<ul style="list-style-type: none"> <li>Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies.</li> <li>Know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.</li> <li>Be able to tell another person what is meant by 'Humanist' and 'atheist'</li> </ul> <p><b>Christian Value: Responsibility</b>  <b>Text:</b> 'Big bags of money', NT, page 122</p>	<p>properties and aesthetic qualities.</p> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>I can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>I can identify what I am looking forward to when I move to my next class.</li> </ul>	<p><b>Multimedia: My Art in Different Styles</b></p> <ul style="list-style-type: none"> <li>I can create different effects with different technology tools</li> <li>I can combine a mixture of text, graphics and sound to share my ideas and learning</li> <li>I can evaluate my work and improve its effectiveness.</li> </ul> <p><b>Active Bytes: 'I am healthy'</b>  <b>Age-Appropriate/Lifestyle Choices</b></p> <ul style="list-style-type: none"> <li>I use age-appropriate apps, games and websites from a list I have agreed with others</li> <li>I make good choices about when and why I use devices</li> </ul>	<p><b>P.E.: Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>Explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure.</li> <li>Demonstrate communication &amp; collaboration when working in a team.</li> </ul> <p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>To develop basic pool safety skills and confidence in water.</li> <li>To develop travel in vertical or horizontal position and introduce floats.</li> <li>To develop push and glides, any kick action on front and back with or without support aids.</li> <li>To develop entry and exit, travel further, float and submerge.</li> <li>To develop balance, link activities and travel further on whole stroke.</li> <li>To show breath control. Introduction to deeper water.</li> <li>Treading water</li> </ul>
<p><b>English:</b>  <b>Writing:</b>  <b>Resource:</b> The Magic Brush  <b>Text:</b> finding tales, <b>Focus:</b> openings and endings  <b>Grammar:</b> conjunctions, adverbs, prepositions for time and place, present perfect tense, direct speech and inverted commas, descriptive language.  <b>Week 5 to 6:</b>  <b>Writing:</b> Newspaper Report (Non-Fiction)  <b>Resource:</b> <b>Woodcutter saves the day</b>  <b>Grammar:</b> subheadings, alliteration, 5 W's, paragraphs, direct and reported speech with inverted commas, rhetorical questions  <b>Author of the term:</b>  C.S. Lewis  <b>Reading:</b> Guided Reading – differentiated in groups</p> <ul style="list-style-type: none"> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> </ul>			<p><b>Jolly Phonics - Year 3 Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>New spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/</li> <li>Suffixes -'less', 'able' and 'ful'</li> <li>Proper adjectives</li> <li>Nouns acting as adjectives</li> <li>Collective nouns</li> <li>Pronouns – possessive/subjective and object</li> <li>The present participle and the continuous tenses</li> <li>Paragraphs</li> <li>Subject and object in a sentence</li> <li>Conjunctions</li> <li>Questions and exclamations in speech</li> </ul>	

**Maths NCETM: Unit 10 Parallel and perpendicular sides in a polygons**

- Draw polygons by joining marked points, and identify parallel and perpendicular sides.
- Find the area or volume of a compound shape by decomposing into constituent shapes. Find the perimeter of regular and irregular polygons.

**Unit 11: Time**

- 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, 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].

**Daily Mental Maths Resources:** TT Rockstars, Number of the Day Proforma Year 3, Fluent in 5, Times tables worksheets, PiXI Therapies

**Additional Curriculum Days:** Transfer Day, Whole School Sports Day