

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E
Glog Pebble In My Pocket	<p>Revision (KS1) Revise previously taught suffixes from Year 2 - -s, -es, -er, -ed, -ing. Revise previously taught prefix 'un-' from Year 1/2. Revise apostrophes for contractions from Year 2.</p> <p>Teach 1. Rare GPCs: -Words with the /ay/ sound spelt 'ei': (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they). -The /I/ sound spelt 'y' elsewhere than at the end of words (myth, gym, pyramid, Egypt, mystery). -Words ending with the /q/ sound spelt 'gue' (league, tongue) and the /k/ sound spelt '-que' (antique, unique). This is French in origin.</p> <p>2. Strategies at the point of writing -Reintroduce Have a go sheets and strategies from Year 2. -Learn strategies for spelling words - words from statutory and personal spelling lists. -Revise/teach 'strategies at the point of writing. Have a go.</p> <p>3. Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>4. Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from personal lists. • Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> <p>WTS: Write coherent narratives Use some expanded noun phrases to describe and specify when describing settings and characters in narratives Use sentences (made up of accurate main clauses) of different forms in their writing (statement, command and question) Use present and past tense mostly correctly and consistently Some correct use of the present and past progressive form e.g. <i>I was deciding, We were breathing.</i> Use the following mostly correctly: Capital letters Full stops Exclamation marks Commas for lists Apostrophes for contraction Apostrophes to mark singular possession in nouns Use a/an correctly Use the diagonal and horizontal strokes needed to join letters in some writing Capital letters and digits are the correct size, orientation and relationship to one another and to lower case letters. Use terminology from Y1 and Y2 when talking about their writing: preposition, conjunction, word family, prefix, clause, consonant, vowel, direct speech, inverted commas (speech marks)</p>	<p>Develop positive attitudes to reading Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Identify how language, structure, and presentation contribute to meaning Use dictionaries to check the meaning of words that they have read Ask questions to improve their understanding of a text Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Spoken Language Respond to a speaker's main ideas, developing them through comments and suggestions. Generate questions to ask of an individual or group, in response to a talk or conversation. Shows through contributions made and questions asked that they have followed a conversation. Prepare and present information orally. Answer questions clearly in a sentence. Give a reason for an answer if asked.</p> <p>Science</p> <p>Materials Compare and group together different kinds of rocks (including those in the locality) on the basis of 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 - revisit in summer linking to plants WS - Asking questions that can be investigated scientifically and begin to decide how to find the answers. With adult prompting, to make a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same. Reading and spelling scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.</p>	<p>WRM: Place value, addition and subtraction To count from 0 in multiples of 4, 8, 50 and 100. To compare and order numbers up to 1,000. To read and write numbers to 1,000 in numerals and words. To find 10 or 100 more or less than a given number. To recognise the place value of each digit in a 3-digit number. To identify, represent and estimate numbers using different representations. To solve number problems and practical problems using above.</p> <p>To add and subtract mentally, including: A 3-digit number and ones A 3-digit number and tens A 3-digit number and hundreds To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. To estimate the answer to a calculation and use inverse operation to check answers. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>PSHE</p> <p>Living in the wider world: Belonging to a community The value of rules and laws; rights, freedoms and responsibilities To know some rules in the wider community and what could happen if these rules are broken To know what rights are To understand that for every right there is a responsibility. Vocabulary: rules, laws Rights, responsibilities, community Resources: C1 - How do we make the world fair?</p> <p>Relationships Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite To know and be able to identify respectful behaviours To know what being polite and courteous is Vocabulary: respect, behaviour, self-respect, courtesy</p>	<p>To study the human and physical features of the school, its grounds and the surrounding areas. To use maps, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries in the UK and locate and describe places using 4 grid references. UK countries and capital cities. Locate school / home area / villages, town, neighbouring cities and towns in our region / county. Creswell/ school/quarry: To use fieldwork to observe, measure, record and present human and physical features in their local area surrounding the school (quarry/park) using a range of fieldwork techniques / methods including: historical mapping, observations, map reading, map making, annotating maps / aerial maps, photography, measuring and quantifying. Make choices about the best way to communicate/ present their findings linked closely to the skills developed in Key stage one. e.g. labelled diagrams, maps, annotated photographs, plans, tally charts, bar charts and in written work. Use age-appropriate, geographical vocabulary in discussion and written work.</p> <p>Music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Think about what the words of a song mean. Start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. Internalise the pulse in music. Know the difference between pulse and rhythm. Play notes on instruments (glockenspiel: E) including steps/leaps in pitch.</p>	<p>Stone Ages Chronology Place the time study on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Sequence several artefacts from distinctly different periods of time. Use a timeline to place historical events in chronological order. Range and depth of historical knowledge Find out about everyday lives of people in times studies and compare with our life today - culture, leisure, clothes, buildings, way of life. Use evidence to reconstruct life in time studied. Interpretations of history Distinguish between different sources and evaluate their usefulness. Look at representations of the period - museum, school visit. Historical enquiry Use a range of sources to find out about the period of study. Observe small details - artefacts and pictures. Ask and answer questions linked to the study. Organisation and communication Communicate knowledge and understanding in a variety of ways: - through discussions, different genres of writing, drawing, drama role-play, storytelling, annotations and using ICT. Know the period in which the study is set.</p> <p>French</p> <p>To understand and respond to a question. Asking and saying how they are. (Virtual French) Count to 10 Asking for and giving your name: Comment t'appelles-tu? Je m'appelle... (Wakefield Scheme Yr 3 -Pge 19) Ask for and state age: Quel age as-tu? J'ai...ans. (Wakefield Scheme: Yr 3 Pge 25) Say hello/goodbye. Say how they are feeling: good/bad/so-so (PlanIt: Getting to Know You Yr 3)</p> <p>Art</p> <p>To learn about great artists, architects and designers in history: Edvard Munch, Andy Warhol Experiment with and develop a range of shading techniques eg. stippling, hatching, cross hatching, blending etc. Create increasingly accurate drawings through close observation. Identify, mix and use complementary colours. Develop skills and techniques in using watercolour paints to create different effects eg. make and use flat, gradated and variegated washes; use different sized brushes to paint lines, patterns, shapes etc; brush control- flicking, dabbing, stroking, stabbing etc. Begin to develop brush control and accuracy. Record art work in sketch books, reviewing work and commenting on their success.</p>	<p>E-Safety Develop sensitivity to others online, treating them with respect and showing respect for their privacy. Know how to report a worry and talk to teachers or parents about any concerns they have. Identify devices that can be used to search the internet Identify obviously fake information in a variety of contexts. Identify personal information that should be kept private Understand rules around e-safety Identify when inappropriate content is accessed Recognise that a variety of devices can be used to connect to a number of people Consider other people's feelings on the internet. See 'Computing whole school overview' for suggested activities and cc links</p> <p>RE</p> <p>Why is the Bible important for Christians today? L2.2 Talk about sources of guidance and wisdom in their own and others' lives. A brief introduction to the Christian Bible and how it tells Christians what God is like. Read Genesis 1 to learn what God is like. Find out what good and bad things people do and think about temptation. Explore the Lost Coin, Sheep and Son stories (Luke 15) to learn about God wanting 'sinners' to turn back to him. Look at examples of how Christians use the bible and consider what following this might be like day-today. Why do people pray? L2.4 Think about the meanings of the words of key prayers in three religions. Consider that some people are spiritual and others atheists. Find out about some symbols used in prayer in different religions. Explore the impact of prayer. Ask good questions about answered and unanswered prayer. Consider the impact of praying in some stories from different religions. Make links between beliefs and prayer in different religions.</p> <p>DT</p> <p>To understand key historical developments in design and technology - linking to history/ homes/ artists/ designers</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. To demonstrate hygienic and safe food preparation and storage. To understand and apply the principles of a healthy and varied diet (+ Autumn 2 science) To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To work safely and accurately with a range of simple tools.</p>	<p>Football: Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Works well in a group/team to develop games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. Gymnastics: Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment.</p>
							National weeks
							Drugs / Red Ribbon Day (Jan)
							Events / Visits /Visitors
							Usually: Creswell Crags

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<p>Escape From Pompeii</p> <p>(Start: The Lion, The Witch and The Wardrobe)</p> <p>https://youtu.be/lc8387H7oYc</p>	<p>Revision (KS1) Revise/teach previously taught suffixes from Y2 - '-ness' and '-ful' following a consonant.</p> <p>Teach 1. Rare GPCs:</p> <ul style="list-style-type: none"> - The /sh/ sound spelt 'ch' (chef, chalet, machine, brochure). Mostly French in origin. - The /k/ sound spelt 'ch' (scheme, chorus, chemist, echo, character). Greek in origin. - Words with the /sh/ sound spelt 's' and 'ss' (ion/ure). <p>RULE: -sion if the root word ends in 'd' or 'se'. E.g. expansion, extension, comprehension, tension.</p> <p>RULE: -ssion if the root word ends in 'ss' or '-mit'. E.g. expression, discussion, confession, permission, admission.</p> <p>-Endings which sound like /zhen/ are spelt as -sion (division, invasion, confusion, decision, collision, television).</p> <p>-Endings which sound like /zher/ but are spelt '-sure' (measure, treasure, pleasure, enclosure)</p> <p>2. Strategies at the point of writing</p> <p>_Practise / revise - Have a go sheets / previous strategies</p> <p>Write effectively and coherently for different purposes</p> <p>Begin to use paragraphs to group related material</p> <p>Use headings and sub-headings to organise non-narrative texts</p> <p>Use expanded noun phrases to describe settings and characters in narratives</p> <p>Select vocabulary that fits the purpose of their writing</p> <p>Use adverbs to express time, place and cause e.g. <u>then</u> it was all over, <u>soon</u> he will disappear (time), <u>he ran away</u>, <u>it shot out</u>, (place), <u>therefore</u> he could not stay (cause)</p> <p>Use prepositions to express time, place and cause e.g. <u>before</u> midnight, <u>after</u> tea (time), <u>under</u> the tree, <u>down</u> the street (place)</p> <p><u>because of</u> the rain (cause)</p> <p>Use subordinating conjunctions to express time and cause, including: if, when, because, although e.g. <u>although</u> it was raining, <u>because</u> it fell on the floor (cause), <u>while</u> we were asleep, <u>after</u> the tests ended (time)</p> <p>Mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, apostrophes for singular possession in nouns, a/an</p> <p>Use diagonal and horizontal strokes needed to join letters in most of their writing</p> <p>Use terminology from Y1 and Y2 when talking about their writing: preposition, conjunction, word family, prefix, clause, consonant, vowel, direct speech, inverted commas (speech marks), subordination conjunctions/ clauses</p>	<p>Develop positive attitudes to reading</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>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.</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Ask questions to improve their understanding of a text</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Spoken Language</p> <p>Respond to a speaker's main ideas, developing them through comments and suggestions.</p> <p>Generate questions to ask of an individual or group, in response to a talk or conversation.</p> <p>Shows through contributions made and questions asked that they have followed a conversation.</p> <p>Prepare and present information orally.</p> <p>Answer questions clearly in a sentence. Give a reason for an answer if asked.</p> <p>Use increasing vocabulary, including words which are seen/heard in their reading experience and which are cross-curricular.</p> <p>Develop ideas and expand on them, building on what others say.</p> <p>Science</p> <p>Pre-teach in preparation for Spring 2 science:</p> <p>WS - With adult prompting, to make a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same - linking to length (light and shadows next half term)</p> <p>Reading and spelling scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.</p>	<p>WRM: Multiplication and division, measurement: money, statistics</p> <p>To recall and use multiplication and division facts for the 3, 4 and 8x tables.</p> <p>To write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.</p> <p>To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>To add and subtract amounts of money to give change, using both £ and p in a practical context.</p> <p>To interpret and present data using bar charts, pictograms and tables.</p> <p>To solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.</p> <p>PHSE</p> <p>Living in the wider world Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online To know how the internet can be used positively for leisure, for school and for work</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>To know strategies to recognise whether something they see online is true or accurate</p> <p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>To make safe, reliable choices from search results how to report something seen or experienced online that concerns them</p> <p>Vocabulary: positive, leisure, adapted, accurate, appropriate</p> <p>Os5 - Digital media</p> <p>Google and Parent Zone Be Internet Legends</p> <p>Living in the wider world Money and Work</p>	<p>Roman Empire and its impact on Britain.</p> <p>To use maps to locate the Equator, Tropic of Cancer and Tropic of Capricorn. To investigate the climate along these locations and some of the countries along them.</p> <p>Begin to identify cause and effect and give reasons for some of their observations.</p> <p>To investigate how hill and mountains came to be in these locations and the impact they have on these regions and human life.</p> <p>Using this knowledge, pupils formulate simple research questions. (E.g. History/topic link- Why did the Roman civilisations choose to invade/ settle where they did?)</p> <p>Locate topographical features of hills and mountains in the UK. = Scafell Pike, Mount Snowdon, Ben Nevis and Slieve Donard.</p> <p>Making links with other mountains / volcanoes / earthquakes in the wider world.</p> <p>Music</p> <p>Maintain a simple part within an ensemble</p> <p>Play notes on instruments (glockenspiel: E, D, C) including steps/leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p> <p>Perform own part with increased control when playing both tuned (glockenspiels) and untuned instruments.</p> <p>Demonstrate a good singing posture.</p> <p>Sing songs from memory</p> <p>Sing with awareness of being 'in tune'.</p> <p>Have an awareness of the pulse internally when singing.</p> <p>Show control in voice and pronounce the words in a song clearly (diction)</p> <p>Production: Romans</p>	<p>Roman Britain Chronology</p> <p>Place the time study on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Sequence several artefacts from distinctly different periods of time.</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Range and depth of historical knowledge</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why someone may have wanted to do something - Study change through the lives of a significant individual.</p> <p>Interpretations of history</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Historical enquiry</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, ICT programs and internet for research.</p> <p>Ask and answer questions linked to the study.</p> <p>Organisation and communication</p> <p>Communicate knowledge and understanding in a variety of ways: - through discussions, different genres of writing, drawing, drama role-play, storytelling, annotations and using ICT.</p> <p>Know the period in which the study is set.</p> <p>French</p> <p>To begin to understand and recall some members of the family inc pets</p> <p>J'ai - J'ai un frere</p> <p>Je n'ai pas- Je n'ai pas une soeur (PlanIT: Family & Friends Yr 3) (Virtual French)</p> <p>Art</p> <p>To learn about great artists, architects and designers in history.</p> <p>Experiment with and develop a range of shading techniques eg. stippling, hatching, cross hatching, blending etc.</p> <p>Link to history artefacts/ class novel/ Stancee Wedd?</p> <p>Record art work in sketch books, reviewing work and commenting on their success.</p>	<p>IT: Graphics</p> <p>Use ICT to generate ideas for their work</p> <p>Save, open and print work</p> <p>Be able to use a wider range of tools within an art package as necessary</p> <p>Do simple manipulation of images using an art package or other software e.g. the digital camera's software</p> <p>Use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p>Digital Literacy:</p> <p>Save work on the school network, on the Internet and on individual devices</p> <p>Talk about the parts of a computer screen, keyboard, mouse, hard drive, tower (talk about how most computers have these, but not in the ICT suite)</p> <p>Navigate the internet</p> <p>Secure the knowledge of difference between opening and saving documents</p> <p>+ E-Safety week</p> <p>See 'Computing whole school overview' for suggested activities and cc links</p> <p>RE</p> <p>What does it mean to be a Christian in Britain today? L2.7</p> <p>Find out how Christians show their faith within their families, church communities and in helping their local communities.</p> <p>Find out some ways in which Christians make a difference in the worldwide community.</p> <p>Who are some famous Christians?</p> <p>DT</p> <p>Primary Engineers Design Competition:</p> <p>To generate, develop, model and communicate their ideas through discussion and annotated sketches.</p> <p>Skills teaching prior to next half term's design and make:</p> <p>To disassemble and evaluate familiar products.</p> <p>To understand and use mechanical systems in their products. For example, gears, pulleys and levers.</p> <p>Preparation for Summer term science: To cultivate plants for practical purposes, such as for food or decorative displays.</p>	<p>Tag Rugby:</p> <p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Works well in a group/team to develop games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Dance:</p> <p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>National weeks</p> <p>Drugs / Red Ribbon Day (Jan)</p> <p>Events / Visits /Visitors</p>

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<p>The Lion, The Witch and The Wardrobe</p>	<p>Homophones and near-homophones: Eg. here/hear, knot/not, meat/meet Teach strategies to learn common exception words focusing on four or five words per week. Revise common exception words from year 2. Learn words from the Years 3 and 4 word list. Prefixes: 'sub-' (subdivide, subheading, submarine, submerge). NB: 'sub' means 'under'. 'tele-' (television, telephone, telegraph, telescope) NB: 'tele' means at a 'distance' or 'long distance'. 'Super-' (supermarket, superman, superstar) NB: 'super' means 'above'. 'Auto-' (autobiography, autograph) NB: 'auto' means 'self' or 'own'. Suffixes: -less (careless, helpless, endless, fearless, hopeless). Antonym of -ful (taught in Year 2 and revised in year 3) -ly The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. E.g. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly). Revision from Year 2: Contractions - can't, didn't, hasn't, couldn't, it's, I'll Use of apostrophes to mark where letters are missing. The possessive apostrophe (singular nouns) - Megan's, Ravi's, girl's the child's, the man's Use of apostrophes to mark where letters are missing and singular possession. EXS: Write effectively and coherently for different purposes Begin to use paragraphs to group related material Use of dialogue to show a character's attitude Use expanded noun phrases to describe and specify when describing settings and characters in narratives Select some vocabulary that fits the purpose of their writing Use adverbs to express time, place and cause e.g. then it was all over, soon he will disappear (time), he ran away, it shot out, (place), therefore he could not stay (cause) Use subordinating conjunctions to express time and cause, including: if, when, because, although e.g. although it was raining, because it fell on the floor (cause), while we were asleep, after the tests ended (time) Use diagonal and horizontal strokes needed to join letters in most of their writing. Use terminology from Y1 and Y2 when talking about their writing: preposition, conjunction, word family, prefix, clause, consonant, vowel, direct speech, inverted commas (speech marks), subordination conjunctions/ clauses</p>	<p>Develop positive attitudes to reading Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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. Identify how language, structure, and presentation contribute to meaning Ask questions to improve their understanding of a text Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discuss words and phrases that capture the reader's interest and imagination. Spoken Language Respond to a speaker's main ideas, developing them through comments and suggestions. Generate questions to ask of an individual or group, in response to a talk or conversation. Shows through contributions made and questions asked that they have followed a conversation. Prepare and present information orally. Answer questions clearly in a sentence. Give a reason for an answer if asked. Use increasing vocabulary, including words which are seen/heard in their reading experience and which are cross-curricular. Develop ideas and expand on them, building on what others say. Use simple equipment and materials appropriately and take action to control risks. Reading and spelling scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.</p>	<p>WRM: measurement: length and perimeter, number: fractions To compare lengths using m, cm & mm. To measure lengths using m, cm & mm. To add and subtract lengths using m, cm & mm. To measure the perimeter of simple 2D shapes. To recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. To compare and order unit fractions and fractions with the same denominators. PSHE Living in the wider world Money and Work Different jobs and skills; job stereotypes; setting personal goals To know about jobs that people may have in the local community. To know about common myths and gender stereotypes related to work and to challenge stereotypes through examples. To know about some of the skills needed to do a job, such as teamwork and decision-making. To recognise their interests, skills and achievements and how these might link to future jobs. To set goals that they would like to achieve. Science Light and Shadows - revisit in July, shadow lengths 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. WS - With adult prompting, to make a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same.</p>	<p>To investigate how hill and mountains came to be in these locations and the impact they have on these regions and human life. Using this knowledge, pupils formulate simple research questions. (E.g. History/topic link- Why did the Roman civilisations choose to invade/settle where they did?) Music Use relevant musical vocabulary (pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece. Recognise changes in music such as dynamic, tempo changes etc. Maintain a simple part within an ensemble Play notes on instruments (glockenspiel: E, D, C) including steps/leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes. Perform own part with increased control when playing both tuned (glockenspiels) and untuned instruments. French To begin to recall, read and write numbers up to 31. (Virtual French) (Wakefield Scheme: Yr 3 -Pge 1) (PlanIt: Time Yr 3) To say and order the days of the week and months of the year and to begin to understand how to write the date - birthday (Virtual French) (Wakefield Scheme: Yr 3 - Pge 52/57) (BOOK: The Hungry caterpillar - the days of the week) Art To learn about great artists, architects and designers in history. To compare the work of different artists from different cultures and/or historical period - linking to the Romans, mosaics etc. Experiment with and develop a range of shading techniques eg. stippling, hatching, cross hatching, blending etc. Record art work in sketch books, reviewing work and commenting on their success.</p>	<p>Roman Britain Chronology Place the time study on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Sequence several artefacts from distinctly different periods of time. Use a timeline to place historical events in chronological order. Historical enquiry Select and record information relevant to the study. Begin to use the library, ICT programs and internet for research. Ask and answer questions linked to the study. Organisation and communication Communicate knowledge and understanding in a variety of ways: - through discussions, different genres of writing, drawing, drama role-play, storytelling, annotations and using ICT. Find out things from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility. Know the period in which the study is set. DT To generate ideas, considering the purposes for the users. To understand and use mechanical systems in their products. For example, gears, pulleys and levers. To apply their understanding of how to strengthen, stiffen, and reinforce more complex structures, eg. by adding strengthening cardboard triangles to wooden frames. To use constructive comments from others to improve their work. To think about their ideas, and be willing to change things if this helps to improve their work.</p>	<p>Algorithms and Programming Write algorithms independently Detect problems in simple algorithms and then debug. Know that programs can be controlled differently. Begin to explain how simple algorithms work Bee-Bots Give more complex, extended series of commands. Tailor commands to achieve a specific, complex outcome. Debug a code to achieve an outcome Data Harvest Write a basic algorithm on computing software. -Lighthouse - getting the light and horn to turn on/off -Car - turning lights on/off -Zebra Crossing - getting the light to turn on/off (HA could alternate beacons being on or off) See 'Computing whole school overview' for suggested activities and cc links RE Why is Jesus inspiring to some people? L2.3 Explore what makes a person inspirational and a good role model. Explore some words and actions of Jesus that which continue to inspire Christians today. How does believing in Jesus impact a Christian's life today? Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today. Explore the idea that Christians cannot be completely good and rely on the Holy Spirit to follow Jesus' way. Look at the most important attitudes and values to have as a Christian. Why are festivals important to religious communities? L2.5 Think about times in their own lives when pupils remember and celebrate significant events/people. Consider the meaning of the stories behind key religious festivals. Describe how believers express the meaning of religious festivals and compare how they are celebrated. Study key elements of festival. Explore the benefits of celebration to religious communities by asking some local believers. Consider questions about the role of festivals in the life of Britain today.</p>	<p>Hockey and dodgeball: Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Works well in a group/team to develop games. Beginning to understand how to compete with each other in a controlled manner. National weeks Drugs / Red Ribbon Day (Jan) Events / Visits /Visitors</p>

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E
James and The Giant Peach	<p>Revision (KS1) Revise previously taught suffixes from Year 2/3 - '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-ly' and '-less'.</p> <p>Vowel digraphs from Years 1 / 2</p>  <p>Revision (Y3) The /i/ sound spelt 'y' elsewhere than at the end of words (myth, gym, pyramid, Egypt, mystery). Teach 1. Rare GPCs: The /u/ sound spelt 'ou' (young, touch, double, trouble, country) These should be learnt as needed. 2. Strategies at the point of writing - Practise / revise - Have a go sheets and previous strategies taught. -Learn strategies for spelling words - words from statutory and personal spelling lists (pair testing). -Revise/teach 'strategies at the point of writing. Have a go. 3. Proofreading - Revise these Proofread own writing for misspellings of personal spelling list words. EX: Write effectively and coherently for different purposes Begin to use paragraphs to group related material Use of dialogue to show a character's attitude Use the present and past progressive form mostly correctly e.g. <i>I was deciding, We were breathing.</i> Use the present perfect form of verbs instead of simple past Use adverbs to express time, place and cause e.g. <i>then it was all over, soon he will disappear (time), he ran away, it shot out. (place), therefore he could not stay (cause)</i> Use subordinating conjunctions to express time and cause, including: if, when, because, although e.g. <i>although it was raining, because it fell on the floor (cause), while we were asleep, after the tests ended (time)</i> Use diagonal and horizontal strokes needed to join letters in most of their writing Use terminology from Y1 and Y2 when talking about their writing: preposition, conjunction, word family, prefix, clause, consonant, vowel, direct speech, inverted commas (speech marks), subordination conjunctions/ clauses GD: Use a range of cohesive devices (including subordinating conjunctions, adverbs and prepositions) within and across sentences. Use cohesive devices within and across paragraphs</p>	<p>Develop positive attitudes to reading 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 reading for a range of purposes Identify themes and conventions in a wide range of books Retrieve and record information from non-fiction Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask questions to improve their understanding of a text Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discuss words and phrases that capture the reader's interest and imagination Spoken Language Generate questions to ask of an individual or group, in response to a talk or conversation. Prepare and present information orally. Answer questions clearly in a sentence. Give a reason for an answer if asked. Use increasing vocabulary, including words which are seen/heard in their reading experience and which are cross-curricular. Develop ideas and expand on them, building on what others say. Begin to adapt suitable styles of delivery dependent on task/audience. Speak to a wider audience, such as whole school in assembly. Take account of the viewpoints of others when making their own arguments and offering responses.</p> <p>Science Plants 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. Know that plants make their own food (but do not need to understand how this happens) Revisit: Recognise that soils are made from rocks and organic matter WS - Decide whether conclusions agree with any predictions made prior to investigating. Use observations, measurements to other data to draw conclusions Reading and spelling scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.</p>	<p>WRM: number: fractions, measurement: time To count up and down in tenths. To recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10. To recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. To compare and order unit fractions and fractions with the same denominators. To add and subtract fractions with the same denominator within one whole. To solve problems involving the above.</p> <p>To tell and write the time from an analogue clock (12 hour clock). To tell and write the time from an analogue clock (24 hour clock). To tell and write the time from an analogue clock (Roman numerals). To estimate and read time with increasing accuracy to the nearest minute. To record and compare time in terms of seconds, minutes and hours. To use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight. To know the number of seconds in a minute. To know the number of days in each month, year and leap year. To compare the duration of events.</p> <p>PSHE Health and wellbeing Physical health and Mental wellbeing Health choices and habits: what affects feelings; expressing feelings To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) and how these can impact their lives To know what can help people to make healthy choices and what might negatively influence them (advertising, peer pressure etc) To know about some of the different ways people express feelings (e.g. words, actions, body language) To know what a habit is Drugs Education Smoking (to include e-cigarettes) -Why people smoke -Physical effects of smoking -No smoking Vocabulary: choice, healthy/unhealthy, feelings, impact, express, peer pressure, habit Resources: M2 - Are we happy all the time? P1 - How do I keep my body healthy? How do I eat a healthy diet? PHSE association - Mental Health and well-being lessons KS2 Y3/4</p>	<p>Revisit: To study the human and physical features of the school, its grounds and the surrounding areas. Begin to identify cause and effect and give reasons for some of their observations. Revisit and link to Sports Day: To use maps locate the Equator, Tropic of Cancer and Tropic of Capricorn. To investigate the climate along these locations and some of the countries along them.</p> <p>Music Play notes on instruments (glockenspiel: E, D, C, B) including steps/leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes. Perform own part with increased control when playing both tuned (glockenspiels) and untuned instruments. Compose and perform melodies using 3 or 4 different notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or rhythmic/ melodic ostinato. Create and repeat extended rhythmic patterns, vocally or by clapping.</p>	<p>Revisit: To study the human and physical features of the school, its grounds and the surrounding areas. Begin to identify cause and effect and give reasons for some of their observations. Revisit and link to Sports Day: To use maps locate the Equator, Tropic of Cancer and Tropic of Capricorn. To investigate the climate along these locations and some of the countries along them.</p> <p>French Names of fruit/Food vocab: Use opinions: J'aime... Je n'aime pas... (Wakefield Scheme: Yr 3 Pge 42) (PlanIt: Food, Gorious Food Yr 3) (Virtual French) To know and recall colours. C'est - it is Verb - est (etre) Connective - et (and) (Wakefield Scheme: Yr 3 -Pge 33) (PlanIt: All About Me Yr 3) (Virtual French)</p> <p>Art To learn about great artists, architects and designers in history. Experiment with and develop a range of shading techniques eg. stippling, hatching, cross hatching, blending etc. Investigate printing by making an incised printing block eg. by engraving in potatoes, clay or polystyrene. Explore block printing techniques eg. overlaying prints to create different colours and textures. Record art work in sketch books, reviewing work and commenting on their success.</p>	<p>IT: Presentation (PowerPoint) Insert a picture/text/graph from the internet or personal files Use simple animation for text and pictures Decide upon and use effective transitions Present to the class/a group presentation, slide See 'Computing whole school overview' for suggested activities and cc links</p> <p>RE What do different people believe about God? L2.1 Talk about the ways in which we exercise trust and faith in our lives. Explore some of the ways in which religions name and describe the attributes of God. Study representations of God through art, calligraphy, murtis and stories/narratives. Hindu texts which describe the indescribable. Explore stories which help Muslims understand the nature of God. Examine similarities and differences between views of God and the influence believing in God has on people's lives. What can we learn from religions about deciding what is right and wrong? L2.9 Explore teachings that act as guides for living within Judaism, Christianity and a non-religious belief system. Explore the idea of temptation. Share teachings from different religions about how to live a 'good life'. Talk about how pupils learn the difference between right and wrong and that this isn't always clear. Explore the lives of some inspirational religious individuals. Reflect on values in their own lives.</p> <p>DT Revisit linking to science: To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. To demonstrate hygienic and safe food preparation and storage. Primary Engineers: To generate ideas, considering the purposes for the users. To make drawings with labels when designing.</p>	<p>Athletics (Sports Day): Beginning to run at speeds appropriate for the distance. e.g. <i>sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p> <p>Orienteering and fitness Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p> <p>National weeks Drugs / Red Ribbon Day (Jan)</p> <p>Events / Visits /Visitors</p>

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E
The Iron Man	<p>Homophones and near-homophones: Eg. heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign Teach strategies to learn common exception words focusing on four or five words per week. Revise common exception words from year 2. Learn words from the Years 3 and 4 word list. Suffixes: Suffix '-ly' with root words ending in 'le' and 'ic' RULE: If the root word ends with -le, the -le is changed to -ly (gently, simply, humbly, nobly) RULE: If the root word ends with -ic, -ally is added rather than just -ly (basically, frantically, dramatically) EXCEPT in the word PUBLICLY. Revision from Year 2: Contractions - <i>can't, didn't, hasn't, couldn't, it's, I'll</i> Use of apostrophes to mark where letters are missing. The possessive apostrophe (singular nouns) - <i>Megan's, Ravi's, girl's the child's, the man's</i> Use of apostrophes to mark where letters are missing and singular possession. EX: Write effectively and coherently for different purposes Begin to use paragraphs to group related material Use of dialogue to show a character's attitude Use the present and past progressive form mostly correctly <i>e.g. I was deciding, We were breathing.</i> Use the present perfect form of verbs instead of simple past Use adverbs to express time, place and cause <i>e.g. then it was all over, soon he will disappear (time), he ran away, it shot out (place), therefore he could not stay (cause)</i> Use subordinating conjunctions to express time and cause, including: if, when, because, although <i>e.g. although it was raining, because it fell on the floor (cause), while we were asleep, after the tests ended (time)</i> Use diagonal and horizontal strokes needed to join letters in most of their writing Use terminology from Y1 and Y2 when talking about their writing: preposition, conjunction, word family, prefix, clause, consonant, vowel, direct speech, inverted commas (speech marks), subordination conjunctions/ clauses GD: Use a range of cohesive devices (including subordinating conjunctions, adverbs and prepositions) within and across sentences. Use cohesive devices within and across paragraphs</p>	<p>Develop positive attitudes to reading 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 reading for a range of purposes Identify themes and conventions in a wide range of books Retrieve and record information from non-fiction Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask questions to improve their understanding of a text Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discuss words and phrases that capture the reader's interest and imagination Spoken Language Generate questions to ask of an individual or group, in response to a talk or conversation. Prepare and present information orally. Answer questions clearly in a sentence. Give a reason for an answer if asked. Use increasing vocabulary, including words which are seen/heard in their reading experience and which are cross-curricular. Develop ideas and expand on them, building on what others say. Begin to adapt suitable styles of delivery dependent on task/audience. Speak to a wider audience, such as whole school in assembly. Take account of the viewpoints of others when making their own arguments and offering responses.</p>	<p>WRM: geometry: properties of shapes, measurement: mass and capacity To identify horizontal, vertical lines and pairs of perpendicular and parallel lines. To draw 2D shapes. To make 3D shapes using modelling materials. To recognise 3D shapes in different orientations and describe them. To recognise that angles are a property of shape or a description of a turn. To identify right angles. To recognise that two right angles make a half-turn & three make a three quarter turn. To identify whether angles are greater than or less than a right angle.</p> <p>To compare mass using kg & g. To compare volume/capacity using l & ml. To measure mass using kg & g. To measure volume/capacity using l & ml. To add and subtract mass using kg & g. To add and subtract volume/capacity using l & ml.</p> <p>PSHE Relationships: Families and friendships What makes a family; features of family life To recognise and respect that there are different types of families, (single parents, same-sex parents, step-parents, blended families, foster and adoptive parents) To know what being part of a family means (stability, love, encouragement, spending time together and caring for each other etc) To identify if/when something in a family might make someone upset or worried To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe Vocabulary: family, features, respect, worry Resources: Fa1 - Do families always stay the same? Fa2 - Are all families like mine? Health and Wellbeing: Growing and changing Personal strengths and achievements; managing and reframing setbacks To recognise how strengths and interests form part of a person's identity and that we are all unique To identify our own personal strengths and interests and what we are proud of (in school, out of school) To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues and some basic strategies to manage these (asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again) Vocabulary: strengths, achievements, unique, set back, self-worth, challenges, interests M1 - How do I manage my feelings?</p>	<p>Linking to RE: With support, collect data for a specific topic using a range of secondary sources, including video clips, information texts and the internet, historical mapping, making observations, map reading, map making, annotating maps / aerial maps, photography, measuring and quantifying. With some support, use data to make predictions and draw conclusions.</p> <p>Music Play notes on instruments (glockenspiel: E, D, C, B) including steps/leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes. Perform own part with increased control when playing both tuned (glockenspiels) and untuned instruments.</p> <p>Compose and perform melodies using 3 or 4 different notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or rhythmic/ melodic ostinato. Create and repeat extended rhythmic patterns, vocally or by clapping.</p> <p>Use and understand staff and other musical notations. Use some musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols. Use silence for effect and now symbol for a rest. Use written symbols both standard and invented to represent sounds. Describe different purposes of music in history / other cultures.</p>	<p>French To listen to and follow simple classroom instructions Eg. Ecoutez, regardez, écoutez-vous, levez-vous, répétez, venez ici, silence. (Wakefield Scheme: Yr 3 pge 13) (PlanIt: All About Me Yr 3) (Virtual French)</p> <p>Art To learn about great artists, architects and designers in history. Experiment with and develop a range of shading techniques eg. stippling, hatching, cross hatching, blending etc. Investigate printing by making an incised printing block eg. by engraving in potatoes, clay or polystyrene. Explore block printing techniques eg. overlaying prints to create different colours and textures. Record art work in sketch books, reviewing work and commenting on their success.</p> <p>Science Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between two 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 two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. WS - Make systematic observations and measurements, including ICT for data logging. Use scientific knowledge and understanding to explain observations, measurements or data conclusions. Reading and spelling scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.</p>	<p>Algorithms and Programming Scratch Using events and motion blocks. Tutorials to recap: Add Sprite Add Background Tutorials to follow: Glide Around Hide and Show Make it Spin Use Arrow Keys See 'Computing whole school overview' for suggested activities and cc links</p> <p>RE Why do some people think that life is a journey? What significant experiences mark this? L2.6 Explore and use the religious metaphor of life as a journey. Consider the value and meaning of ceremonies which mark milestones in life and the symbolism involved. Rank different commitments held by believers in different religions. Explore some basic ideas about different beliefs on life after death.</p> <p>DT Revisit assembling materials (weaving/ sewing) To cut and join with accuracy to ensure an appropriate finish to the product is achieved. To measure, tape or pin, cut and join fabric with some accuracy. To evaluate against original design criteria, evaluating how well it meets its intended purpose, identifying strengths and possible changes they might make.</p>	<p>Striking and fielding Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Works well in a group/team to develop games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p> <p>National weeks Drugs / Red Ribbon Day (Jan)</p> <p>Events / Visits /Visitors</p>