

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>**Catch Up Programme** Counting on Katherine by Helaine Becker</p> <p>Seal Surfer by Michael Foreman</p> <p>Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters Sentence Use prepositions to express time, place and cause.</p> <p>Text Group related ideas into paragraphs Punctuation Use inverted commas to punctuate direct speech (introduction)</p>	<p>Winter's Child by Angela McAllister</p> <p>Outcome Fiction: Write a fantasy story based on a fable Sentence Use conjunctions to express, time, place and cause Use adverbs to express time Text Create characters, settings and plot in narrative Propose changes to grammar and vocabulary to improve consistency Punctuation Use inverted commas to punctuate direct speech (introduction)</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Outcome Fiction: Historical Narrative Write the story from the point of view of the boy Greater Depth Write from the point of view of Om or one of her family members Sentence Form nouns with a range of prefixes. Use present and past tenses correctly, including progressive and present perfect forms. Text Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Punctuation Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</p>	<p>Big Blue Whale by Nicola Davies</p> <p>Outcome Non-Fiction- Information Write an informative article about whales persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause. Build an increasing range of sentence structures Select organisational features e.g. opening statement, sub-headings, closing statement Text Use persuasive language e.g. alliteration, repetition. Write in logical order. Use 2nd person or 3rd person to talk directly to the reader Assess the effectiveness of own and others' writing (non-fiction) Punctuation Proof-read for spelling and punctuation errors prior to publishing for a key audience</p>	<p>Journey by Aaron Becker</p> <p>Outcome Fiction Narrative; Adventure story Greater Depth Include a new setting route to lead from one place into another Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content) Group related ideas into paragraphs. Use a or an according to whether the next word begins with a noun or a consonant Text Use paragraphs to organise information Use headings and subheadings Punctuation Use full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use inverted commas to punctuate direct speech</p>	<p>Zeraffa Giraffa by Diane Hoffman</p> <p>Outcome Plan and write a persuasive guide for visiting Zeraffa at the 'Jardin des Plantes' in Paris Greater Depth To write the guide as above including a section of a researched Paris landmark Sentence Fronted adverbials with commas Build an increasing range of sentence structures. In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3) Text Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage) Punctuation Use of full stops, capital letters, exclamation marks, question marks, commas and apostrophes, fronted adverbials with commas</p>
Guided Reading	<p>The Sea Book by Charlotte Milner Genre: Information</p>	<p>Ice Palace by Robert Swindells Genre – Fiction: adventure</p>	<p>The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy</p>	<p>The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information</p>	<p>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information</p>	<p>Egyptian Cinderella by Shirley Climo, Wonderful Things Genre – Recount, Fiction: historical/traditional tale</p>
	<p>Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning</p>	<p>Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction</p>	<p>Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction</p>
Ongoing reading skills	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 					

<ul style="list-style-type: none"> • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books 					
Maths	Number: Place Value Count from 0 in multiples of 100; find 100 or 100 more than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas.	Additive reasoning: addition and subtraction Multiplication and division Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Multiplication and division Measurement: Money Statistics Measurement: Length and Perimeter Number: fractions Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Add and subtract amounts of money to give change, using both £ and p in practical contexts Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $7\ 5 + 7\ 1 = 7\ 6$] Compare and order unit fractions, and fractions with the same denominators and solve problems that involve all of the above.	Number: Fractions Measurement: Time Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $7\ 5 + 7\ 1 = 7\ 6$] Compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events	Geometry: Properties of Shape Measurement: Mass and Capacity Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)
	Religion Topic 1- Homes To think about what it means to be part of a family. To understand God's vision for every family. To understand how parents and children should behave towards one another.	Topic 2- Promises To understand the signs and symbols of Baptism Topic 3- Visitors To explain how we can make visitors feel welcome To understand the meaning of Advent	Topic 4- Journeys To learn about the liturgical calendar To understand the mysteries of the Rosary Topic 5- Listening and Sharing What is the Liturgy of the Word? Why does God speak to us through the Scriptures?	Topic 6- Giving All How people can give themselves? To understand that Lent is a time to remember Jesus' total giving Topic 7- Energy To appreciate how the energy of the wind be used for good?	Topic 8- Choices How do we make choices? To understand that all choices have consequences.

	To follow Jesus' example of a happy and caring family. To reflect on how God is with us always.			To reflect upon how the Holy Spirit inspires Christians		
Science	Animals Including Humans	Rocks and Fossils	Forces and Magnets	Plants	Light and Shadows	
	<p>Can I explain the importance of a nutritious, balanced diet?</p> <p>Can I explain how nutrients, water and oxygen are transported within animals and humans</p> <p>Can I describe and explain the skeletal system of a human?</p> <p>Can I describe and explain the muscular system of a human?</p> <p>Can I describe the purpose of skeleton in humans and animals?</p> <p>Identify and classify Can you identify and group animals by their skeleton?</p> <p>Comparative test Do people with the longest legs jump the furthest?</p>	<p>Can I compare and group rocks based on their appearance and physical properties, giving a reason?</p> <p>Can I describe how fossils are formed?</p> <p>Can I describe how soil is made?</p> <p>Can I describe and explain the difference between sedimentary and igneous rock?</p> <p>Link to Geography locate and name some of the world's most famous volcanoes?</p> <p>Can I describe and understand the key aspects of Earthquakes</p> <p>Can I describe and understand the key aspects of volcanoes??</p> <p>Identify and classify Can you identify different types of rocks and their properties?</p> <p>Observation process Can you replicate the fossilisation process by making your own fossil?</p>	<p>Can I explore and describe how objects move on different surfaces?</p> <p>Can I explain how some forces require contact and some do not, giving examples?</p> <p>Can I explore and explain how objects attract and repel in relation to objects and other magnets?</p> <p>Can I predict whether objects will be magnetic and carry out an enquiry to test this out?</p> <p>Can I predict whether magnets will attract or repel?</p> <p>Comparative test Are all metal objects magnetic?</p>	<p>Can I describe the function of different parts of flowering plants and trees?</p> <p>Can I explore and describe the needs of different plants for survival?</p> <p>Can I explore and describe how water is transported within plants?</p> <p>Can I describe the plant life cycle, especially the importance of flowers?</p> <p>Pattern seeking Do all flowers have the same number of petals?</p> <p>Comparative and fair testing What are the requirements for plant growth?</p>	<p>Can I describe what dark is (the absence of light)?</p> <p>Can I explain that light is needed in order to see?</p> <p>Can I explain that light is reflected from a surface?</p> <p>Can I explain and demonstrate how a shadow is formed?</p> <p>Can I can explore shadow size and explain?</p> <p>Can I explain the danger of direct sunlight and describe how to keep protected?</p> <p>Pattern seeking What happens to shadows when the light source is moved about?</p>	
Topic (History & Geog)	Ancient Egypt		Stone Age		Ancient Greece	
	<p>To understand the achievements of the Early civilisations.</p> <ul style="list-style-type: none"> I know some of the achievements of one of the earliest civilisations. I know where the first civilisations appeared and can conduct a depth study of one of them e.g. Ancient Egypt. <p>* Link to Geography</p> <ul style="list-style-type: none"> I can describe and understand key aspects of physical geography including: climate zones, mountains, volcanoes, earthquakes and the water cycle 		<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> I explain how the stone age people hunted for their food and what they ate I understand some of the differences between the stone, bronze and iron ages I know what people learnt from stone aged paintings I describe what a typical day would have been like for a stone age man, woman or child <p>Link to Geography</p> <ul style="list-style-type: none"> I name a number of countries in the northern hemisphere I name the capital city of at least six European countries I locate the Tropic of Cancer and Tropic of Capricorn I know whether a country is located in the Southern or Northern hemisphere 		<p>To study Greek life the achievements and their influence on the Western World</p> <ul style="list-style-type: none"> I know about the struggle between the Athenians and Spartans I explain about some of the things that the Greeks gave the world I know that the Greeks were responsible for the birth of the Olympics I know that the Greek Gods were an important part of Greek culture I locate Greece on a map <p>Link to Geography</p> <ul style="list-style-type: none"> I explain why people may be attracted to live in cities 	
Computing	Presentations	Databases	Logo	Graphics/Internet	Espresso Coding Dazzle	Building Computer Games

	<p>To create a power point about Ancient Egypt</p> <p>Information technology I can use a range of software for similar purposes</p> <p>I can collect information</p> <p>I can design and create content</p> <p>I can present information</p> <p>I can search for information on the web in different ways</p> <p>I can manipulate and improve digital images</p> <p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	<p>To create a database About Rocks</p> <p>Information technology I use a range of software for similar purposes</p> <p>I collect information</p> <p>I design and create content</p> <p>I present information</p> <p>I search for information on the web in different ways</p> <p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	<p>To create shapes and angles according to commands</p> <p>Algorithms and programming I design a sequence of instructions, including directional instructions</p> <p>I write programs that accomplish specific goals</p> <p>I work with various forms of input I work with various forms of output</p> <p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	<p>To create a computer animation</p> <p>Algorithms and programming I write programs that accomplish specific goals</p> <p>I work with various forms of input I work with various forms of output</p> <p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	<p>To create pictures based on a theme</p> <p>Information technology I use a range of software for similar purposes</p> <p>I use a range of software for similar purposes</p> <p>I design and create content</p> <p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>	<p>To create and play games</p> <p>Algorithms and programming I design a sequence of instructions, including directional instructions</p> <p>I write programs that accomplish specific goals</p> <p>I manipulate and improve digital images</p> <p>I work with various forms of input I work with various forms of output</p> <p>Digital literacy I use technology respectfully and responsibly</p> <p>I know different ways I can get help if I am concerned</p>
Art	<p>Drawing- portraits, leaves & trees</p> <p>Can I use different grades of pencil shade, to show different tones and texture?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p>	<p>Pablo Picasso</p> <p>Can I understand Cubism and describe the work of Pablo Picasso?</p> <p>Can I show facial expressions in their drawings?</p> <p>Can I use their sketches to produce a final piece of work?</p>	<p>Printing - Stone Age</p> <p>Can I make a printing block?</p> <p>Can I create a print using pressing, rolling, rubbing and stamping?</p> <p>Can I make a two colour print?</p>	<p>Andy Warhol</p> <p>Can I understand Pop Art and describe the work of Andy Warhol?</p> <p>Can I study the work of an artist and compare it to my own?</p> <p>Can I use small square pencil drawing to create my own Pop Art?</p>	<p>Painting-Stonehenge, Greek figures and temples</p> <p>Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can I create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Joan Miró</p> <p>Can I understand Magical Realism and describe the painting of Joan Miró?</p> <p>Can I use simple bold colours, shapes and lines to create a picture in the style of Joan Miró?</p> <p>Can I draw a surrealist picture from my imagination?</p>
DT	<p>Structure – shell structures</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. 	<p>Mechanical – levers and linkages</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. 	<p>Simple circuits and switches</p> <ul style="list-style-type: none"> • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, 			<p>Textiles – 2D shape to 3D project</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. • Plan the main stages of making.

	<ul style="list-style-type: none"> Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. 	<ul style="list-style-type: none"> Use annotated sketches and prototypes to develop, model and communicate ideas. Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. 	<p>annotated sketches, cross-sectional and exploded diagrams.</p> <ul style="list-style-type: none"> Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 			<ul style="list-style-type: none"> Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric.
P.E. indoor	Gymnastics	Gymnastics- receiving bodyweight	Dance-The Egyptians	Dance- dance around the world	Swimming	Swimming
P.E. outdoor	Ball skills	Athletics	Target Games	Football	Netball	Netball/Rounders/Team games
Music	Ukulele Lessons throughout the year once per week (FD)					
	<p>Charanga lesson once a week To learn to play the ukulele. I sing a tune with expression I play clear notes on instruments I use different elements in my composition I create repeated patterns with different instruments I compose melodies and songs I create accompaniments for tunes I combine different sounds to create a specific mood or feeling I use musical words to describe a piece of music and compositions I use musical words to describe what I like and do not like about a piece of music I recognise the work of at least one famous composer</p>	<p>Charanga lesson once a week I sing a tune with expression I play clear notes on instruments I use different elements in my composition I create repeated patterns with different instruments I recognise the work of at least one famous composer</p>	<p>Charanga lesson once a week I sing a tune with expression I play clear notes on instruments I use different elements in my composition I create repeated patterns with different instruments</p>	<p>Charanga lesson once a week I sing a tune with expression I play clear notes on instruments I use different elements in my composition</p>	<p>Charanga lesson once a week I sing a tune with expression I play clear notes on instruments I use different elements in my composition</p>	<p>Charanga lesson once a week I sing a tune with expression I play clear notes on instruments I use different elements in my composition Performance in church at the end of the year</p>
P.S.H.E.	<p>Relationships <i>"Above all else, guard your heart, for everything you do flows from it."</i> (Proverbs 4:23)</p>		<p>Living in the Wider World <i>"Be completely humble and gentle; be patient, bearing with one another in love."</i> (1 Corinthians 16:14)</p>		<p>Health and Wellbeing <i>"Above all else, guard your heart, for everything you do flows from it."</i> (Proverbs 4:23)</p>	
	Families and friendships		Belonging to a community		Physical Health and Mental Wellbeing	

	<p>What makes a family; features of family life</p> <p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Rights Respecting To know that the United Nations govern a set of children's rights that aim to ensure every government ensures all children around the world have access to all children's rights To know a range of the UN Convention of the Rights of the Child articles (includes Rights Respecting Fortnight)</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>Media literacy and digital resilience How the internet is used; assessing information online</p> <p>Money and work Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and changing Personal strengths and achievements; managing and reframing setbacks</p> <p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p>
<p>Spanish</p>	<ul style="list-style-type: none"> • To go over Spanish taught in KS1 • To learn basic greetings • To introduce letters of the alphabet, nos 1-20 and classroom instructions • To learn Spanish colours • To learn more letters and read a Spanish book • To learn more letters and learn a Spanish song • To enjoy a Spanish song and story • To look at the issue of colour and enjoy story in Spanish • To start putting phrases together in Spanish • To learn some Spanish Christmas vocabulary 	<ul style="list-style-type: none"> • To learn about New Year/6th January traditions in Spain • To learn the Spanish days of the week • To practise dictionary skills • To reinforce numbers up to 31 and written form • To introduce months of the year • To practise months and enjoy a typical Spanish song and game • To reinforce colours and look at written Spanish in a story • To practise saying the date in Spanish • To learn to say please and thank you in Spanish • To learn about Easter in Spain 	<ul style="list-style-type: none"> • To enjoy a Spanish story and identify written words • To learn tradition Spanish children's games and revise alphabet • To learn traditional Spanish children's game and some dance instructions • To write a paragraph in Spanish about themselves • To give spoken information in Spanish about themselves • To revise numbers 1-30 in Spanish