

HT1	HT2	HT3	HT4	HT5	HT6
Literacy					
<p>Persuasive Advert DK Find out more – Stone Age Estate Agent adverts To use capital letters and full stops correctly To use the determiners a and an To understand what a synonym is To use similes To describe a setting To write a persuasive advert</p> <p>Narrative Taking Flight/The Flying machine To use was or were To use there/their/they're correctly To use inverted commas To understand what a verb is To use words other than said To write a dialogue To understand synonyms and antonyms To write a character description To write a setting description To write a narrative story</p>	<p>Persuasive letter writing Yuck's abominable burp blaster and Yuck's remote control revenge To understand different sentence types and the punctuation required Coordinating and subordinating conjunctions To use similes To describe a setting To write an advert To plan and write a persuasive letter</p> <p>Report Writing The boy who grew dragons To understand new vocabulary To use prepositions To use commas in lists To understand what headings and sub-headings are used for To understand what a paragraph is To write a diary entry To write a description To identify the features of a report To plan and write a report</p>	<p>Escape from Pompeii Based on the volcanic eruption – we will read as a class and base grammar and descriptive writing on this text. Objectives covered: Word classes – nouns, verbs, adjectives, prepositions, conjunction Commas in lists Prefixes Possessive apostrophe – singular Vocabulary to describe feelings Setting descriptions – Ancient Pompeii, volcanic eruption</p> <p>Work will continue on homophones and punctuation. Creativity Cultural capital</p> <p>Taking Flight A fantasy journey narrative based on this short film from The Literacy Shed. Inverted commas Better words for 'said' Synonyms and antonyms – developing a more exciting vocabulary. Character descriptions, setting descriptions. Uplevel and redraft a story.</p> <p>creativity</p>	<p>How to trap a mammoth Explanation Based on stone Age Topic Factual writing Paragraphs Stone Age vocabulary Inverted commas Better words for 'said' Revision of all y2 and 3 punctuation Adverbs of time</p> <p>Grammar - useful homophones: break/brake, hear/here, grown/groan</p> <p>Independence Creativity</p>	<p>Writing an Advertisement How to sell a Stone Age House Determiners a/an Singular possessive apostrophe Apostrophes for contraction Figurative language – similes and metaphors Through guided and shared tasks, create advertisements for own homes, working towards and advert for a Stone Age House Skara Brae – Adverts for the museum.</p>	<p>Fables – stories with morals e.g. Boy Who Cried Wolf, Wolf in Sheep's clothing. Learning a story by heart (Talk for Writing) Drama – performing a fable. Retelling a fable. Character descriptions Present and past tenses –perfect and progressive Subordinating and coordinating conjunctions Subordinating clauses</p> <p>Letter writing Persuasive letters Writing to council about Brackenhill Park Paragraphing Formal writing style Homophones Use of inverted commas and question marks Tasks relating to healthy living week including persuasive writing Rhetorical questions Editing and uplevelling our work</p> <p>Roman Gods Description (Percy Jackson)</p>
Numeracy					
<p>Place value Numbers on a number line Compare and order numbers up to 1000 Finding 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) up to 1000 Addition and subtraction - Mental strategies - Column methods</p>	<p>Addition and subtraction Number bonds to 10/20/100/1000 Finding complements to above Formal addition and subtraction using column methods 10,100 more and less than <i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction including word problems</i></p> <p>Multiplication and division Multiplication and division strategies number x 1 digit number Timetable facts x3, x4, x8 Solve problems around multiplication Arrays</p>	<p>Multiplication and division Multiplication and division strategies Grid method multiplication for 2 digit number x 1 digit number linked to money and measures Timetable facts x3, x4, x8 Solve problems around multiplication Arrays Money Converting pound/ pence Adding/ subtracting Working out change Solve addition and subtraction problems involving money The inverse rule Division with remainders Problems using all 4 operations</p>	<p>Data Handling Constructing tally charts, bar graphs and pictograms Interpret data Solve data problems using language such as more than, less than, between, most/ least popular</p> <p>problem solving resilience teamwork independence</p> <p>Length and perimeter</p>	<p>Time and Measure Time linked to addition, subtraction, multiplication and division Keep time accurately Compare duration of events Roman Numerals – learn to read and write them</p> <p>fractions Fraction of shapes Fractions related to division Division facts and times table facts x3, x4, x8</p>	<p>Shape draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy Recognise angles as a property of shape and associate angles with turning. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</p>

		Rounding up or down after dividing	<p>Measure, compare, add and subtract: lengths (m/cm/mm);</p> <p>Revision of 4 operations (as we return from lockdown)</p> <p>problem solving resilience teamwork independence</p>	<p>Compare and order fractions – unit and non unit. E.g one tenth, three fifths</p> <p>Identifying equivalent fractions</p> <p>Solving fraction word problems</p> <p>Adding and subtracting fraction with the same denominator</p>	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes, hours and o'clock.</p> <p>Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare duration of events.</p> <p>4 operations and problem solving</p> <p>Revision of formal written methods for all 4 operations</p> <p>Consolidation of place value</p> <p>Problem solving</p>
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Science					
	<p>Light</p> <p>What is light and where does it come from?</p> <p>Which surfaces reflect most light?</p> <p>How do mirrors work?</p> <p>How are shadows made?</p> <p>How do shadows change shape?</p> <p>What are the dangers of looking at the sun?</p>		<p>Rocks and Soils</p> <p>Types of/uses of rock</p> <p>Characteristics of rock – sorting according to characteristics</p> <p>Comparing rocks based on appearance and characteristics</p> <p>Fair testing for permeability</p> <p>Fossil information – how they are formed</p> <p>Composition of soil</p> <p>Learning related vocabulary</p> <p>Igneous</p> <p>Metamorphic</p> <p>Sedimentary</p> <p>Observing</p> <p>Research using ICT</p> <p>Problem solving Cultural capital</p>	<p>Continue rocks and soils</p> <p>Forces and magnets</p> <p>How things move on different surfaces</p> <p>Forces and how they act – contact and non contact forces</p> <p>Observe how magnets attract and repel inc poles</p> <p>Compare objects to see if they are magnetic. Are all metals magnetic?</p> <p>Investigating the strength of magnets</p> <p>Conducting a fair test</p> <p>Making conclusions based on our results</p> <p>Teamwork</p> <p>Independence</p> <p>Problem solving Teamwork</p>	<p>Plants and life cycles</p> <p>Visiting the allotment</p> <p>Fair testing – plants with and without leaves. Identifying fruit</p> <p>Finding out where in the world fruit grows.</p> <p>Revisiting life cycle of a plant</p> <p>Labelling and learning plant parts</p>

Topic including Geography, History, Art & Design and Technology					
<p>Stone Age/Iron Age</p> <p>Timeline</p> <p>Did prehistoric people really live in caves?</p> <p>How did the prehistoric people get their food?</p> <p>Farming, hunting and gathering, use of fire, tools</p> <p>What is the legacy of the Stone Age?</p> <p>Stonehenge, Skara Brae, Star Carr</p> <p>What was life like in the Iron Age?</p> <p>Hillforts, roundhouses</p> <p>How did life differ between the Stone Age, Iron age and today?</p>	<p>Our World and Antarctica</p> <p>Mapwork – naming the world’s oceans and continents.</p> <p>Where in the world is the United Kingdom?– mapwork and key facts.</p> <p>Vocabulary Equator Northern Hemisphere Tropic of Cancer Europe Atlantic Ocean North south East West</p> <p>Where is Antarctica and what is it like there?</p> <p>Geographical features and climate of Antarctica</p> <p>Vocabulary Desert Mountain Volcano Ice sheet Valley Plain Ocean Research Station</p> <p>What is happening to Antarctica? – finding out about global warming and its effects. Persuasive poster.</p>	<p>Volcanoes</p> <p>Structure of the earth</p> <p>Structure of a volcano</p> <p>The Pacific Ring of Fire and related map work</p> <p>Paper mache volcanoes teamwork</p> <p>The world’s most famous volcanoes</p> <p>What causes volcanoes to erupt</p> <p>Volcano vocabulary such as magma, lava, vent, crust, mantle</p> <p>Environmental effects of volcanoes</p> <p>Researching a famous volcano in detail</p> <p>The eruption of Vesuvius</p> <p>Volcanoes on other planets</p> <p>Teamwork</p> <p>independence</p>	<p>Stone Age to Iron Age</p> <p>Exploring changes from Stone Age to Iron Age</p> <p>Looking at settlements</p> <p>Pastel/chalk still life drawing linked to cave art.</p> <p>Timelines</p> <p>Diary of a stone age man</p> <p>Using the evidence and looking at artefacts</p> <p>How people lived – food, clothing etc</p> <p>Comparing Stone Age and Bronze Age</p> <p>Skara Brae and Stonehenge – cross curricular writing around these.</p> <p>Stone age bread and comparing this to modern bread types (DT)</p> <p>Cultural capital</p> <p>Creativity</p> <p>teamwork</p>	<p>Romans</p> <p>Making timelines</p> <p>Why do people move from place to place - graphwork</p> <p>Impact of Roman Empire on Britain</p> <p>Why the Romans invaded</p> <p>How the Celts lived</p> <p>How the Romans lived – food, houses.</p> <p>British resistance (Boudicca)</p> <p>Roman forts</p> <p>Reasons for the expansion of the Roman Empire</p> <p>What did the Romans leave behind?</p> <p>Roman art – mosaic colouring and mosaic making collage of soldier</p> <p>The above will be studied through letter writing, making comic strips and other types of cross curricular writing. We will be looking at evidence from the past and secondary sources.</p>	<p>Brazil and Carnivals</p> <p>This is a topic extending knowledge and understanding beyond the local area to include a location in South America.</p> <ul style="list-style-type: none"> Brazil map work – location and co-ordinates Comparing physical and human features Brazilian fact-file <p>Can use paragraphs in fiction and non-fiction.</p> <ul style="list-style-type: none"> Persuasive poster about Brazil Climate Graphs Hurricane Story <p>Can write in a lively and coherent style. Can produce a story set in a different culture.</p> <p>Can use paragraphs in fiction and non-fiction.</p> <ul style="list-style-type: none"> Diary – A Day In The Life of a Brazilian School Child. <p>Can use paragraphs in fiction and non-fiction.</p> <p>Locate the world’s countries, using maps to focus on Europe and North and South America. (human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, human geography, including: types of settlement and land use.</p> <p>Art</p> <p>Arts Award activities linked to Carnivals.</p>
ICT					
<p>Coding</p> <p>Online Safety</p> <p>Touch typing</p> <p>Slide Presenting</p>		<p>Using powerpoint to make a presentation about rocks</p> <p>Inserting text, pictures</p> <p>Saving and retrieving documents</p> <p>Slide designs and transitions</p>	<p>Programming</p> <p>Coding</p> <p>Algorithms</p> <p>Creating sequences for instructions</p> <p>Debugging</p> <p>Independence</p>	<p>Continue programming</p> <p>Beebots purple mash – to go</p> <p>Making a table</p> <p>Poster making using publisher – formatting pictures, inserting text and graphics</p>	<p>Messaging using email</p> <p>Brazil posters</p> <p>formatting pictures, inserting text and graphics</p>
PSHE					
<p>Physical Health and wellbeing</p> <p>This includes work on the different food groups and what they do for our body.</p> <p>How can we choose a healthy snack?</p> <p>How are we persuaded by packaging etc to make unhealthy choices?</p> <p>How can we persuade others to make the right snack choices?</p> <p>How can I make healthier choices about how I spend my spare time?</p>	<p>Drug, alcohol and tobacco education</p> <p>What is a drug? Looking at drugs they may find at home such as medicines.</p> <p>Safe use of drugs and medicines</p> <p>Dangers of smoking and how to support people who want to stop</p> <p>Making posters, leaflets and sharing ideas</p> <p>Asthma – how to treat it and look after those who have it</p>	<p>Mental health</p> <p>To develop strategies to resolve disputes and conflict through negotiation and compromise. Dealing with put downs and how we can pick ourselves up. Coping with challenges.</p> <p>Mental health</p> <p>Resilience</p> <p>Teamwork</p>	<p>Peer Pressure and self esteem</p> <p>To understand that pressure to behave in a risky way can come from a variety of sources, including people they know. Recognise what is and is not bullying and find strategies to deal with it.</p> <p>To understand strategies for keeping physically and emotionally safe including safety in the environment, safe places to play and personal safety. Safety</p> <p>Mental health</p>	<p>Identity and equality</p> <p>Understanding the different groups and communities to which we belong and the rules we follow.</p> <p>Understanding what stereotyping is and how it can be detrimental to self esteem and aspirations</p>	<p>Economic Literacy/ managing money</p> <p>To learn about the role money plays in their own and others’ lives.</p> <p>To learn about enterprise and the skills that can make someone ‘enterprising.’</p>

What advice can I give about a healthy lifestyle to others?	Road Safety team in school to do pedestrian training		Resilience Teamwork Safety		
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RE

<p>The focus this half term is on Judaism. Other faiths are studied throughout Year 3 and KS2</p> <p>In separate lessons we will answer the question: 'How do Jews remember God's covenant to Abraham and Moses?'</p> <p>Each of the following questions are answered in separate lessons using drama, storyboards, reading and written tasks.</p> <p>How did God show his covenant or promise with Noah? Who was Abram and why was he important to Jews? Why is Moses important to Jewish people today and what do they learn from him? How did Moses become an Egyptian prince? How did God help Moses lead the Israelites to freedom? How did God protect the Jews on their journey? What are the Ten Commandments? How do Jews remember the Pesach (Passover)</p>		<p>Spirituality This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance.</p> <p>Cultural capital Creativity Pupil voice Teamwork</p>	<p>What do Christians believe about a good life. Learn about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life.</p> <p>Cultural capital Creativity Pupil voice Teamwork</p>	<p>Continuing theme from last half term The Good Samaritan The Prodigal Son Journeys Know what is meant by a special journey Identify religious destinations Know that some religions have significant places of pilgrimage and the reasons why Learn about Sikh and Muslim places of pilgrimage</p>
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PE

<p>Invasion games Football Dribbling, passing and shooting skills. Games with small apparatus to improve these skills. Working in small groups leading to games of football in small teams. Working Basketball One handed dribbling, bounce and chest pass, shooting at a target with accuracy, small team games to</p>	<p>Indoor athletics Building up skills in running, jumping and throwing. Running – sprinting and jogging. Relay races including running. Practising safe landings and different types of jumps. Throwing – throwing distance, aiming for targets and improving accuracy. This will include ball, beanbags, vortexes and javelins. Gymnastics</p>	<p>Circuit training – developing jumping, aerobic fitness, climbing, balancing. This will continue, with new skills being incorporated each week.</p> <p>Teamwork creativity Gymnastics Balance using points and patches. Incorporating large apparatus into this. Different types of jumps. Building up a sequence of movements to refine and present.</p>	<p>Circuit training – developing jumping, aerobic fitness, climbing, balancing. This will continue, with new skills being incorporated each week. Basketball Both lessons to include progression of skills and competitions within the class.</p> <p>Teamwork Resilience Safety</p>	<p>Circuit training – developing jumping, aerobic fitness, climbing, balancing. This will continue, with new skills being incorporated each week. Kwik cricket Bowling, catching and batting skills Building up to matches within and between the classes</p>	<p>Kwick Cricket Rounders – to grasp the basic concepts of hitting and striking as well as fielding. Working on hand-eye coordination and throwing accuracy when passing or bowling.</p>
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<p>include these skills such as bench ball.</p>	<p>Exploring the following: STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE, EXTENSION, LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW The children will make different shapes in floorwork and on apparatus which they will build in to a sequence. Exploring the following: LEVELS, HIGH, MEDIUM, LOW, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW Travelling whilst exploring the above in floorwork and apparatus. Building up to a group performance to music using skills acquired throughout the lessons.</p>	<p>travel movements, using different levels, directions and pathways</p> <p>Teamwork Resilience Safety</p>			
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Music

<p>All children in year 3 are learning the ocarina this year, which is a small woodwind instrument.</p>	<p>Glockenspiel work</p> <p>Working with glockenspiels – reading music notation including crotchets, minims, quavers and rests.</p> <p>(Charanga Year 3 unit). Building up a repertoire of tunes in a progression of lessons</p> <p>Vivaldi and the Baroque period</p> <p>Listening and appreciating to a variety of Baroque composers including Bach, Vivaldi and Handel.</p> <p>Studying Vivaldi’s ‘Winter’ from the Four Seasons in more detail. Writing a poem to accompany it and then working in small groups to compose our own winter music. This will be using tuned and untuned percussion instruments and using notation. We will also great a dance in response to Vivaldi’s ‘Winter’.</p>	<p>Use of Charanga music scheme to explore sound using glockenspiels Play melodic phrases by ear Pulse Recognise pitched sounds Cultural capital Teamwork Creativity</p>	<p>BBC Ten Pieces – Vivaldi’s ‘Winter’ Listening and appreciating Writing poetry using music as inspiration Writing our own ‘winter’ compositions performing Notation using notes – crotchets and quavers Glockenspiel work – following a score. Cultural capital Teamwork Creativity</p>	<p>Continue glockenspiel work – reading a score and increasing number of notes in each piece. Minims, crotchets, quavers, rest notation.</p>	
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