

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>Non-chronological report writing The Boy who grew dragons To use prepositions To use commas in lists To understand what headings and sub-headings are To understand what a paragraph is To write a diary entry To write a description To plan and write a non-chronological report</p> <p>Description Writing The BFG To use apostrophes for contraction To use apostrophes to mark singular possession To understand the difference between a phrase and a clause To use inverted commas for direct speech To use the present perfect tense To use the past perfect tense To write a diary entry To write a set of instructions To understand the features of a character description To plan and write a character description</p>	<p>Narrative from the Perspective of a character Escape from Pompeii – the story of two children who survive the eruption of Vesuvius. Grammar Identify word classes such as noun, verb adjective. Use adverbs in sentences Identify determiners - useful homophones: break/brake, hear/here, grown/groan Inverted commas and writing dialogue Describing a character Letter from a character</p>	<p>Explanation writing Fact Planet Volcanoes To develop vocabulary and dictionary skills To use prepositions To use coordinating and subordinating conjunctions To use fronted adverbials To use expanded noun phrases To write a diary entry To write a factfile To understand the features of an explanation text To plan and write an explanation text</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</p> <p>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>Mathematics Multiplication and division, with a focus on 3x,4x and 8x tables. Children will learn to multiply and divide through partitioning and more formal methods. Multiplying a 1 digit by 2 digit number e.g 8x 34 and dividing 3 digit numbers by 1 digit numbers. Division with remainders Working with 100 – dividing 100 by 2,4,5 and 10. Money – Counting coins, converting pounds and pence, adding money, subtracting money (using column methods) and giving change. Statistics</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>Length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm); Adding and subtracting lengths Convert length from m to cm etc Find perimeter of 2d shapes Practical measuring</p>	<p>Perimeter of 2d shapes Fractions Identify fractions of shapes Finding half, quarter other fractions of 2d shapes. Making the whole Unit and non unit fractions Counting in tenths Counting in fractions Tenths as decimals Fractions on a number line Fractions of an amount Fractions problems Equivalent fractions Time Telling the time – analogue and digital</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>

		<p>Bar charts, tally charts, pictograms. Creating and interpreting these. Finding the difference.</p>	<p>Reasoning and problem solving around length</p> <p>Fractions Numerator and denominator Find and recognise a half, quarter and third. Understand unit and non- unit fractions Equivalence of simple fractions Count in fractions</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 Revision of formal written methods for all 4 operations Consolidation of place value Problem solving</p>
--	--	---	---	--	---

Science

	<p>Light What is light and where does it come from? Which surfaces reflect most light? How do mirrors work? How are shadows made? How do shadows change shape? What are the dangers of looking at the sun?</p>	<p>Humans and other animals What are the different types of skeletons? Exoskeletons, endo skeletons and hydrostatic animals. What are the bones on my skeleton called? Learning the names of the main bones in the human skeleton and some of the more commonly used scientific names. Why do we need a skeleton? Looking at skeleton functions as a frame for our muscles, supporting our body, making blood cells and protecting many of our organs. How do muscles help us to move? Doing different activities and noting which muscles are used. Understanding that muscles contract to enable us to move.</p>	<p>Rocks and Soils What are rocks and what are they like? Types of/uses of rock How are rocks the same or different? How can I sort them? Characteristics of rock – sorting according to characteristics Comparing rocks based on appearance and characteristics What are the different types of rocks? Learning their names Learning the three main types of rock Igneous Metamorphic Sedimentary Making our own! Are some rocks more permeable than others? How can we make a fair test? What are fossils and how are they made? Examining real fossils What is soil made from?</p>		<p>Plants and life cycles Visiting the allotment Fair testing – plants with and without leaves. Identifying fruit Finding out where in the world fruit grows. Revisiting life cycle of a plant Labelling and learning plant parts</p>
--	---	---	--	--	--

			Composition of soil Learning related vocabulary		
Topic including Geography, History, Art & Design and Technology					
Stone Age/Iron Age Timeline Did prehistoric people really live in caves? How did the prehistoric people get their food? Farming, hunting and gathering, use of fire, tools What is the legacy of the Stone Age? Stonehenge, Skara Brae, Star Carr What was life like in the Iron Age? Hillforts, roundhouses How did life differ between the Stone Age, Iron age and today?	Our World and Antarctica Mapwork – naming the world’s oceans and continents. Where in the world is the United Kingdom?– mapwork and key facts. Vocabulary Equator Northern Hemisphere Tropic of Cancer Europe Atlantic Ocean North south East West Where is Antarctica and what is it like there? Geographical features and climate of Antarctica Vocabulary Desert Mountain Volcano Ice sheet Valley Plain Ocean Research Station What is happening to Antarctica? – finding out about global warming and its effects. Persuasive poster.	The Romans What is an empire and how did the Roman empire begin? How did the British react to the Roman invasion? What was society like within Roman Britain? What can we learn about the Roman period from York? What was the legacy of the British Roman empire? HT3 Design Technology – Planning, making and evaluating Photo frames What features do I need on my photo frame? Disassembling frames What do I want my frame look like and how will I make it stable? Importance of triangle in stable structures Measuring, making right angle corners, making my frame stand up Making Pizzas Evaluating different toppings Using a knife safely Designing my pizza Making and cooking my pizza Tasting and evaluating	Peru Where in the world is Peru? Locating Peru on a world map. Using terms such as equator, tropic of Capricorn, southern hemisphere. What are the physical features and physical processes of Peru? Identifying physical and human features found in south America and sorting them into two groups. Why do earthquakes happen in Peru? Basic plate tectonics and the Pacific Ring of Fire What are the human features and human processes of Peru? Where is Machu Pichu and who built it? What does it look like? Poster/ factfile Who lives in Peru? Looking at proportion of people of Native American and European descent. How are Bradford and Peru different? Compare Bradford and Peru - location, homes, language, people, religion.	Romero Britto/Inca clay relief tile Who is Romero Britto and what is his art like? What will my Britto style art work look like? To make a printing block To design and create an Britto inspired piece of art What is Inca art like? What will my relief tile look like? To design, make and paint my clay relief tile	Brazil and Carnivals This is a topic extending knowledge and understanding beyond the local area to include a location in South America. <ul style="list-style-type: none"> Brazil map work – location and co-ordinates Comparing physical and human features Brazilian fact-file Can use paragraphs in fiction and non-fiction. <ul style="list-style-type: none"> Persuasive poster about Brazil Climate Graphs Hurricane Story Can write in a lively and coherent style. Can produce a story set in a different culture. Can use paragraphs in fiction and non-fiction. <ul style="list-style-type: none"> Diary – A Day In The Life of a Brazilian School Child. Can use paragraphs in fiction and non-fiction. 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. Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, human geography, including: types of settlement and land use. Art Arts Award activities linked to Carnivals.
ICT					
Online safety Goole slides Learning how to log on to our google account. Create a slide show, format text, inset pictures, share my slide show			Online safety Revise google slide presentation skills Spreadsheets to calculate Creating spreadsheets and graphs	Graphics Creating a piece of art Basic simulations Continue google slides – formatting, making slide shows	
PSHE					
Physical Health and wellbeing This includes work on the different food groups and what they do for our body. How can we choose a healthy snack? How are we persuaded by packaging etc to make unhealthy choices? How can we persuade others to make the right snack choices?	Drug, alcohol and tobacco education What is a drug? Looking at drugs they may find at home such as medicines. Safe use of drugs and medicines Dangers of smoking and how to support people who want to stop Making posters, leaflets and sharing ideas	Mental health Being proud of our achievements Looking at the steps to success How to deal with put downs and set backs Having goals Some of these lessons will be taught through drama	Identity, society and democracy Celebrating difference Understanding the different groups and communities to which we belong and the rules we follow. How we are the same/ different from each other.	Keeping Safe -bullying What is bullying? What are the different types of bullying? Why do people bully or get bullied? What can we do if we are bullied? What can we do if we witness bullying?	Economic Literacy/ managing money To learn about the role money plays in their own and others’ lives. To learn about enterprise and the skills that can make someone ‘enterprising.’ Where does money come from? Where does it go?

<p>How can I make healthier choices about how I spend my spare time? What advice can I give about a healthy lifestyle to others?</p>	<p>Asthma – how to treat it and look after those who have it</p> <p>Road Safety team in school to do pedestrian training</p>		<p>Understanding what stereotyping is and how it can be detrimental to self-esteem and aspirations</p> <p>Celebrating being unique</p>		
--	--	--	--	--	--

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>What does The Bible teach Christians about living a good life?</p> <p>Why is the Bible such a special book for Christians? What does the story of The Feeding of the Five Thousand tell Christians about how to live a good life? What does the Parable of the Good Samaritan tell Christians about how to live a good life? What does the Parable of The Prodigal Son tell Christians about how to live a good life? What does the story of Zacchaeus tell Christians about how to live a good life? These questions will be answered by improvised drama, storyboards and collaborative activities.</p>			<p>What can we learn from creation stories?</p> <p>What does the Jewish creation story tell about our world? What can the Muslim creation story teach us? What do Sikhs believe about creation? How do the creation stories from different faiths compare? How are creation stories relevant today? Stories will be interpreted using letters, posters etc Focus will be on the fragility of our planet and conservation issues.</p>
--	--	---	--	--	---

PE

<p>Invasion games</p> <p>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.</p> <p>Working Basketball One handed dribbling, bounce and chest pass, shooting at a target with accuracy,</p>	<p>Indoor athletics</p> <p>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>Dodgeball</p> <p>For Y3 games - any hit below the shoulder counts as out To explore different types of throw (under-arm and over-arm) whilst on the move {Play Submarine Tag} To throw at a target with improved accuracy {Play The Gauntlet} To accurately use the space to support team mates in small sided games {Play Benchball or Secret Agent}</p>	<p>Kwik Cricket</p> <p>To master a basic catching technique using two hands</p> <ul style="list-style-type: none"> To master a basic throwing technique (underarm & overarm and know when it is appropriate to use each) To consolidate a range of catching and gathering (fielding) skills with control To master a basic underarm bowling technique To practice the correct batting technique and use it in small sided games 	<p>Badminton</p> <p>To become familiar with the equipment used to play badminton To explore different ways in which they can hit the shuttle-cock To be able to serve underarm over a target or net To explore hitting the shuttle-cock using forehand and backhand strokes To be hit the shuttle-cock accurately to a partner</p>	<p>Kwik Cricket</p> <p>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>
--	--	---	--	---	--

<p>small team games to 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>Dance To explore dance movements and create patterns in movement To work with a partner to create dance patterns To perform a dance with rhythm and expression To develop precision of movement To work co-operatively with a group to create and link dances using a simple dance structure or motif Using weather as a theme throughout. Following dance videos to music</p>	<p>•To strike the ball for distance •To react to situations in ways that make it difficult for opponents to win Enjoy some competitive matches of kwik cricket Tag Rugby To send and receive the ball while stationary and on the move (encourage passing backwards only)To practice how to perform a ‘tackle’ by grabbing opponents tagsTo perform a range of actions while maintaining possession of the ball To explore the ‘play of the ball’ to restart a gameTo accurately use the space to support team mates in small sided gamesTo choose and use simple tactics and strategies in different situations To identify and follow the rules of the game when playing matches</p>	<p>To begin to be able to build up a rally (x3+ shots) To take part in opposed conditioned games Hockey To explore safe use of hockey equipment (correct grip on stick, no sticks above shoulder height) To send and receive the ball while stationary and on the move To explore ways of using stick to move ball To perform a range of actions while maintaining possession of the ball To accurately use the space to support team mates in small sided games To choose and use simple tactics and strategies in different situations To identify and follow the rules of the game</p>	
---	---	--	--	---	--

Music

<p>All children in year 3 are learning the ocarina this year, which is a small woodwind instrument.</p>	<p>Continue weekly ocarina lessons and singing every week. Glockenspiel work Working with glockenspiels – reading music notation including crotchets, minims, quavers and rests. (Charanga Year 3 unit). Building up a repertoire of tunes in a progression of lessons Vivaldi and the Baroque period Listening and appreciating to a variety of Baroque composers including Bach, Vivaldi and Handel. 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</p>	<p>Continue weekly ocarina lessons and singing every week.</p>	<p>Continue weekly ocarina lessons and singing every week. Listening and appraising Peruvian music (music of the Andes)</p>	<p>Who was Heitor Villa-Lobos and why is he a trailblazer? Listen to The little Train of The Caipira BBC Ten Pieces Map out responses Focus on rhythm and pulse Creating train sounds using percussion Group compositions to represent a train journey Crotchets and quavers notations What is a sea shanty? Sing up unit on sea shanties – comparing Bengali and Scottish sea shanty. Listen to and sing some sea shanties – eg The Mermaid Compose our own sea shanty in groups.</p>	
---	---	--	--	---	--

	and using notation. We will also great a dance in response to Vivaldi's 'Winter'.				