| Year 3 | **Advent 1** | | | **Advent 2** | | **Lent 1** | | | **Lent 2** | | | **Pentecost 1** | | | **Pentecost 2** | |
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| **English**  Progress will be supported through our Spellings and Accelerated Reader programme. | **The Green Ship**, a fiction text by Quentin Blake.  Composition: We will know more about fictional narrative and descriptive writing. We will look at dialogue and have a go at writing our own adventure story. We look at arguments for and against a decision. Awareness of audience and purpose.  SPaG: Review punctuation from KS1 Subordinating and co-ordinating conjunctions, noun and expanded noun phrases and adverbs and speech punctuation. | | | **The Mousehole Cat**, a fiction text by Antonia Barber and Nicola Bayley.  Composition: We will know more about narratives, myths and legends, diaries, poetry and writing in role for character development. Awareness of audience and purpose.  SPaG: Subordinate clauses, speech, punctuation, noun and expanded noun phrases, co-ordinating and subordinating conjunctions, and fronted adverbials. Verb tenses. | | **Ug: Boy Genius of the Stone Age**, a fiction text by Raymond Briggs. Composition: We will learn through a multi-layered graphic text, concepts about the Stone age but taken to extremes using humour. We will know more about speech and visual imagery, and to compose writing for a wide variety of purposes such as scripts, instructions, postcards, comic strips, persuasive writing, poetry and recounts. Awareness of audience and purpose. SPaG: Revisit the use of Y3 punctuation, speech, expanded noun phrases, subordinating and co-ordinating conjunctions and fronted adverbials. Figurative language (simile, metaphor, personification) | | | **Hot Like Fire**, a poetry text by Angela McAllister.  Composition: We will know more about narratives, adverts, letters and descriptive writing. We will revise figurative and persuasive language. Awareness of audience and purpose.  SPaG: Fronted adverbials, expanded noun phrases, prefixes/suffixes, imperative verbs, adverbs, prepositions, co-ordinating and subordinating conjunctions.  Strategies for cohesion in writing. Apostrophes for possession. | | | **Milo Imagines of the World** by Matt de la Peña and Christian Robinson  Composition: We will know more about short stories, news reports, informal letters and describing settings, speech and subheadings. Awareness of audience and purpose.  SPaG: Present perfect tense, speech marks, fronted adverbials, adverbs, prepositions, co-ordinating and subordinating conjunctions. Prepositions. | | | **I was a Rat**, a fiction text by Philip Pullman.  Composition: We will know more about narratives including fairy tales, diaries, invitations and storytelling; focusing on cohesive features and extending sentences. Awareness of audience and purpose.  SPaG: Subordinate clauses, fronted adverbials, adverbs, prepositions, co-ordinating and subordinating conjunctions. Cohesive techniques | |
| **Maths** | Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM’s Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.  **Place value** **Addition and Subtraction** **Multiplication and Division** **Money** **Statistics** **Length and Perimeter** **Fractions**  **Consolidation** **Fractions** **Time**  **Properties of Shape** **Mass and Capacity** **Consolidation** | | | | | | | | | | | | | | | |
| Image result for times tables rockstars x2 x5 x10 | | | Image result for times tables rockstarsx7 x8 x9 | | Image result for times tables rockstarsx2 x4 x5 x8 | | |  | | |  | | |  | |
| **RE** | **Domestic Church**: Homes, God’s vision for every family | | | **Baptism & Confirmation**: Choices, importance of examination of conscience | | **Local Church**: Journeys, Christian family’s journey with Christ | | | **Lent & Easter**: Giving All. Lent, remembering Jesus’s total giving | | | **Reconciliation & Anointing the Sick**: Promises made at Baptism | | | **Universal Church**: Special Places, holy places for Jesus and the Christian community | |
|  | | **Judaism**: Synagogue | | **Advent/Christmas**: Visitors, waiting for the coming of Jesus | | | **Eucharist**: Listening and Sharing Sacramental Preparation, Jesus giving himself to us | | | **Pentecost**: Energy, gifts of the Holy Spirit | | **Islam**: Places for worship | | |  |
| **Science** | **Animals Including Humans**.  Identify that all animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. *Revise Year 2 knowledge and identify that all humans and some other animals have skeletons and muscles for support, protection, and movement.* | | | .  **Light**.  Investigate in order to recognise that we need light in order to see things and that dark is the absence of light. Learn that light is reflected from surfaces. Learn how light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Investigate to find patterns in the way that the size of shadows change. *Revise Year 2 Knowledge on Materials being transparent; translucent or opaque, which links with how light travels.* | | **Rocks**.  To compare and group together various kinds of rocks based on their 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. *Revise Year 2 knowledge on properties of materials and what things are made of.* | | | **Forces and Magnets**.  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 based on whether they are attracted to a magnet, and identify some magnetic materials. Revise *Year 2 knowledge on properties of materials and how they affect the speed of travel of objects, whilst using ramps to investigate.* | | | **Plants**.  Revise the different parts that make up a flowering plant and the functions they perform. 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. *Revise Year 2 knowledge on observing and describing how seeds and bulbs grow into mature plants. Describing how plants need water, light and a suitable temperature to grow and stay healthy.* | | | **Scientific Enquiry**  Asking questions and using scientific enquiries to answer them when finding out how a solar oven can be made more effective. Making observations, taking measurements using a range of equipment, recording and presenting results in a variety of ways. Writing a method, carrying out a practical test and writing a conclusion to cleaning coins. When making a cake carrying out fair testing, make predictions for new values, suggest improvements and raise further questions. | |
| **History and Geography** | **Climate and Weather**  In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity. | | | **Coasts**  In this unit, children will learn about the coast of the British Isles Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking. | | **Stone Age**  In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. | | | **Bronze Age to Iron Age**  In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, | | | **Our World**  In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations. | | | **Local History**  In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns | |
| **Computing** | **Online safety** | | | **Coding** | | **Spreadsheets/Typing** | | | **Branching databases/Email** | | | **Stimulations** | | | **Presenting through PowerPoint** | |
| **Languages**  **Spanish** | **Phonics & I’m Learning Spanish** | | | **Animals** | | **I Know How** | | | **Fruits** | | | **Presenting Myself** | | | **Family** | |
| **Design Tech** |  | **Sculpture and 3D: Abstract shape and space**  Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.  **Linked to Geography- Climate & Weather** | |  | | **STEM week** | | | **Sculpture and 3D: Abstract shape and space**  Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.  **Linked to History - Artefacts** |  | |  | | **Sculpture and 3D: Abstract shape and space**  Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.  **Linked to Geography- Our World**  **English- ‘Milo Images of the World’** |  | |
| **Art and Design** | **Drawing Growing artists**  This unit focuses on teaching children the use of shapes, shading and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.  **Linked to Science – Animals Including Humans** |  | |  | | **Painting and mixed media: Prehistoric painting**  Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces  **Link to History- Stone Age** |  | |  | **3D: Abstract Shape & Space**  Exploring how shapes and negative spaces can be represented by three dimensional forms.  **Linked to**  **English- ‘Hot like Fire’** | | **3D: Abstract Shape & Space**  Exploring how shapes and negative spaces can be represented by three dimensional forms.  **Linked to Science- Plants** | |  | **ART Week** | |
| **Music** |  | | | **Developing singing techniques - The Vikings**.  The children develop their singing technique and expression. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. | |  | **Melodies & composition – Chinese New Year**  Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies | |  |  | |  | |  | **Ballads** - Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.  **Traditional instruments - India**  **(In Art week)** | |
| **PE** | **Striking & Fielding** | | | **Dance** | | **Net Games** | | | **Gym - Outdoor Adventurous Activities** | | | **Invasion Games - Swimming** | | | **Athletics - Swimming - Games** | |
| **PSHE** | **Being me in my world.**  Knowledge: Know that the school has a shared set of values, why rules are needed and how these relate to choices and consequences, that actions can affect others’ feelings and that others may hold different views.  Skills: Make other people feel valued, develop compassion and empathy for others and be able to work collaboratively. | | | **Celebrating differences**  Knowledge: Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do, that conflict is a normal part of relationships and that some words are used in hurtful ways and that this can have consequences.  Skills: Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family, be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary and be able to show appreciation for their families, parents and carers. | | **Dreams and Goals**  Knowledge: Know that they are responsible for their own learning, what an obstacle is and how they can hinder achievement, how to take steps to overcome obstacles and what dreams and ambitions are important to them.  Skills: Can break down a goal into small steps, manage feelings of frustration linked to facing obstacles and imagine how it will feel when they achieve their dream/ambition. | | | **Healthy me**  Knowledge: Know how exercise affects their bodies, that there are different types of drugs, that there are things, places and people that can be dangerous and know when something feels safe or unsafe.  Skills: Respect their own bodies and appreciate what they do, can take responsibility for keeping themselves and others safe, identify how they feel about drugs and can express how being anxious or scared feels. | | | **Relationships**  Knowledge: Know that different family members carry out different roles or have different responsibilities within the family, some of the skills of friendship, e.g. taking turns, being a good listener, some strategies for keeping themselves safe online and that they and all children have rights. (UNCRC)  Skills: Know how to access help if they are concerned about anything on social media or the internet and can identify their own wants and needs and how these may be similar or different from other children in school and the global community. | | | **Changing me**  Knowledge: Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults, some of the outside body changes that happen during puberty and some of the changes on the inside that happen during puberty.  Skills: Can express how they feel about puberty, can say who they can talk to about puberty if they have any worries and can suggest ways to help them manage feelings during changes, they are more anxious about. | |
| ***Home Learning*** | TTRS, AR, Weekly Spellings homework | | | | | | | | | | | | | | | |