

Science

Spoken Language

Developing their scientific vocabulary
Articulating scientific concepts clearly and precisely
Making their thinking clear, both to themselves and others
Build secure foundations by using discussion to probe and remedy their misconceptions

Literacy through Science

Animals – Compare and Contrast Graphic Organiser
Plant Growth – Living Graph, Labels
Making Butter and Salad Dressing – Record Sheet 1& 2, Compare & Contrast

Working Scientifically

Asking relevant questions and using different types of scientific enquiries to answer them
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Music

Listen with attention to detail

Computing

Online Safety

ES13 Understand that not all information you access online is accurate or reliable

Media

M12 Combine and refine text, sound and graphics to communicate information for a given audience
M13 Recognise the key features of different types of information/genres and use appropriate layouts
M14 Understand how audio can enhance multimedia projects including radio and films by creating/choosing appropriate audio to fit a given context

Languages – Arabic / French

Appreciate stories, songs, poems and rhymes in the language

Reading Skills- simple stories

Introductions – Vocabulary, Rephrase the story

Writing –Past and present tenses

Art and Design / Design and Technology

Art and Design

Knowing about great artists, architects and designers

Create sketch books to record observations and use them to review and revisit ideas

Activity:

Book illustrations – Quentin Blake – pens
Beatrix Potter - watercolours

Design and Technology**Design**

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Activity:

Designing book covers

Religious Education

Right and Wrong

AUTHORITY

WISDOM

Deep Question:

How do believers use symbolism to show their beliefs?

Respond to questions about meaning and purpose

Recognise that values, attitudes and commitments are often rooted in religious teachings and authority

English

Reading/ Comprehension**Develop positive attitudes to reading and understanding of what they read:**

- reading books that are structured in different ways and reading for a range of purposes
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of them orally
- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

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.

Writing**Plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)

Use further prefixes and suffixes and understand how to add them

Common Exception Words – Year 3

Adding the prefix re- and Adding the prefix anti-

Handwriting

Year 3 - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Grammar and punctuation

Paragraphs

Headings and Subheadings

Prefixes – 'un' 'dis' and 'mis'

Prefixes – 're' and 'anti'

Prefixes – 'sub' and 'super'

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Use spoken language to develop understanding through speculating

Listening to and discussing a wide range of fiction and identifying themes

Discussing words and phrases that capture the reader's interest and imagination

Discussion - develop, agree on, and evaluate rules for effective discussion

Discussing words and building a varied and rich vocabulary

Showing understanding through intonation, tone and volume

Discussing writing in order to learn from its structure and vocabulary

Composing and rehearsing sentences orally

History and Geography

History**A historical study**

An introduction to William Shakespeare

Skills:

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources

Geography**Geographical knowledge and skills****Geographical skills**

Use digital/computer mapping to locate countries

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Physical education

Tennis and Dance

Perform dances using a range of movement patterns

Intra house - Team Games

Mathematics

Unit 15- Time (Completion)

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, a.m./p.m., morning, afternoon, noon and midnight

Compare durations of events [for example to calculate the time taken by particular events or tasks]

Know the number of seconds in a minute and the number of days in each month, year and leap year

Unit 16- Angles (Completion)

Recognise angles as a property of shape or a description of a turn
Identify whether angles are greater than or less than a right angle

Unit 14: Fractions (Completion)

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

Multiplication and Division

Year 3 - Count from 0 in multiples of 3, 4, 8, 50 and 100

Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

PSHCE

Spiritual

In what ways does reading stimulate our creativity and satisfy our curiosity?

Moral

Should we judge someone based on their appearance?

Social – SEAL - Relationships

Should we always be determined even if we have little chance to succeed?

Cultural

Compare and contrast the giants' way of life with our own.

Are we more or less civilized?

Celebrating Strengths

Modesty

Fairness

Gratitude

Courage

Inspirational People: Nobel Prize Winners

Al Gore

Mother Teresa

British Values

Democracy

Should everyone have the right to express their opinion, point of view and creative ideas through reading, storytelling and writing?

Rule of Law

What are your views about the laws of copyright?

Individual Liberty

Why should every writer have the opportunity to freedom of expression?

Mutual Respect

Why should we respect other people's experiences and viewpoints in books?

Tolerance of Different Faiths and Beliefs

Should the Government expect people to sit any statutory exams in any religious festival?