

**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

**Rocks and Soils**

Compare and group together different kinds of rocks on the basis of 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

**Working Scientifically**

Asking relevant questions and using different types of scientific enquiries to answer them  
Setting up simple practical enquiries, comparative and fair tests  
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment

**Music**

Recall sounds with increasing aural memory

**Computing****Online Safety**

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

**Media**

M15 Capture, create and enhance new and existing digital images to communicate ideas  
M16 Plan and create a simple animation  
M17 Understand that evaluation and improvement is a vital part of a design process and technology allows changes to be made quickly and efficiently

**Languages – Arabic / French**

**Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**

**Reading Skills** – Different questioning

**Introductions** – Transport Activities

**Writing** – Styles and answers

**Art and Design / Design and Technology****Art and Design**

**Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)**

**Activity:**

Sand art

**Design and Technology****Design**

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

**Evaluate**

Investigate and analyse a range of existing products  
Understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Understand and use mechanical systems in their products

**Activity:**

Foil robots  
Flying machines challenge – Wright brothers, Redbull challenge, blueprints

**Religious Education**

Creation and the Environment

CYCLE OF LIFE

BELIEF

HOPE

**Deep Question:**

*How do believers use symbolism to show their beliefs?*

Talk or write about key teachings with increased depth.

Identify the key details of some stories

Explain why stories and symbols are significant to believers

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
- use dictionaries to check the meaning of words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of them orally

**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 main ideas drawn from more than one paragraph and summarising these
- 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

**Proof-read for spelling and punctuation errors**

**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**

The short 'i' sound

The hard 'c' sound

The soft 'c' sound

The 'sh' sound

The 'ay' sound

Word Families

Possessive apostrophes

Homophones

**Speaking and Listening**

**Speak audibly and fluently with an increasing command of Standard English**

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

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

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

Discussing their understanding

Asking questions to improve their understanding

Composing and rehearsing sentences orally

Participate in discussions

Discussing writing similar to that which they are planning to write

**History and Geography****History**

**A study of an aspect in British history**

An understanding of science technology. Invention and inventors-a history of flight

**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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Human and physical geography**

Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Physical education****Tennis and Sports Day**

Take part in outdoor activities both individually and within a team

**Intrahouse - Sports Day****Mathematics**

**Unit 11: Length, Mass and Volume (Completion)**

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure the perimeter of simple 2D shapes

**Unit 18: Area and Perimeter (Completion)**

Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them

**Unit 13: Bar Graphs (Completion)**

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

**Unit 17- Perpendicular and Parallel lines (Completion)**

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

**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**

How do artists and digital designers collaborate and share creativity?

What are the benefits of sharing ideas?

**Moral**

How does technology improve the quality of learning and discovery?

**Social – SEAL - Changes**

How can we work collaboratively to design technological products?

**Cultural**

How and why are certain countries more or less technologically advanced than Britain?

**Celebrating Strengths**

Leadership

Teamwork

Honesty

Persistence

**Inspirational People: Nobel Prize Winners**

Nelson Mandela

Emily Green Balch

**British Values****Democracy**

Not everyone has access to the same types of technology.

How could we share knowledge and resources across the world more fairly?

**Rule of Law**

We will examine laws for using the internet and social media as it applies to children. We will look at age restrictions and why they are in place.

**Individual Liberty**

If you were an inventor, how would you prepare to try to persuade other people to buy your products?

**Mutual Respect**

How can communication technology as well as arts and media technology help us learn about other cultures and customs?

**Tolerance of Different Faiths and Beliefs**

We will make use of technology by creating video messages to discuss our own beliefs and faith. In return, recurring information through video links about others faiths and beliefs, to show awareness of other faiths