

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

Light

Recognise that they need light in order to see things and that dark is the absence of light
 Notice that light is reflected from surfaces
 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
 Recognise that shadows are formed when the light from a light source is blocked by an opaque object
 Find patterns in the way that the size of shadows change

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
 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Music

Playing musical instruments with increasing accuracy, fluency, control and expression

Computing**Online Safety**

ES10 Identify personal information about themselves and others
 Use different search engines

Data Handling

Collect, analyse, evaluate and present data and information using a variety of applications on a range of digital devices.

DH6 Collect and organise information to find answers to questions

DH7 Create different graphs that show data for different purposes across the curriculum

DH8 Store and access data using a database

Languages – French

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Reading Skills – numbers to 10

Introductions – to different countries, nationality, food, weather and climate

Writing – alphabet joins, beginning, middle and end and countries

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

Create sketch books to record observations and use them to review and revisit ideas
 Know about great artists, architects and designers

Activity:

Still life drawings – fruit/food

Pencil sketches, experiment with colour

Artist study – Giuseppe Arcimboldo (1527-1593)

Design and Technology**Make**

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Follow a step-by-step plan, choosing the right equipment and materials

Cooking and nutrition

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Activity:

Y3's Greek Restaurant planning, cooking and evaluating food cooked

Religious Education

Places of Worship

SACRED

AUTHORITY

WISDOM

COMMUNITY

IDENTITY

Deep Question:

What do people believe about God?

Talk or write about key teachings with increased depth.

Identify the key details of some stories

Talk or write about special places, days and objects and their significance to believers

Respond to others' identity and experiences

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
- 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 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

NC- Spell further homophones

NC - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Adding -ation to verbs to form nouns

NC - Spell words that are often misspelt

Words with the **c** sound spelt **ch**

Words with the **sh** sound spelt **ch**

Common Exception Words – Year 3

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)

Year 2 - Form lower-case letters of the correct size relative to one another

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

Grammar and punctuation

Sentences - Statements and Commands, Commands and Exclamations

Conjunctions and Prepositions - Conjunctions with Main Clauses, Subordinate Clauses, Prepositions

Speaking and listening

Speak audibly and fluently with an increasing command of Standard English

Articulate and justify answers, arguments and opinions

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

Participate in discussions taking turns to listen to what others say

Showing understanding through intonation, tone and volume

Justifying inferences with evidence

Building a varied and rich vocabulary

Discussing writing similar to that which they are planning to write

Composing and rehearsing sentences orally

History and Geography**History**

A study of an aspect in British history

How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

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:

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 food

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**Athletics and Netball Invasion Games**

Play competitive games, modified where appropriate for example netball, and apply basic principles suitable for attacking and defending

Intra-house - Football**Mathematics****Multiplying by 6, 7, 8, 9**

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers

Multiplication with Regrouping

Using mental and progressing to formal written methods

Division

Finding number of items in each group, making equal groups

Division without remainder and regrouping

Division - Quotient, Remainders, Odd and Even

Division with remainder and regrouping

Division with Regrouping in H,T and O

Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers

Multiplication and Division Challenges

Maths Journal

Challenging Practice

Problem Solving

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**

'We are what we eat'. How does our diet affect our mood?

Moral

How can we raise money for those countries with little access to food?

Social – SEAL – Getting on & falling out

How does eating bring communities together?

Cultural

How does communal eating let us share experiences with friends and family?

Celebrating Strengths

Patience

Humour

Spirituality

Hope Peace

Inspirational People: Nobel Prize Winners

Mahatma Ghandi

Jodi Williams

British Values**Democracy**

Should we learn about ancient cultures other than our own?

Rule Of Law

Were the Ancient Greek Gods' rules fair? Would they work today?

Individual Liberty

How would you feel if you didn't have any rights?

Mutual Respect

Should we show respect for people who have different religious views to ours?

Tolerance of Different Faiths and Beliefs

Diets are diverse across the world, and some food originates from religious beliefs and holy ceremonies. How does sharing food together help us learn about different cultures and religions?