

**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

**Forces**

Compare how things move on different surfaces  
 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 on the basis of whether they are attracted to a magnet, and identify some magnetic materials  
 Describe magnets as having two poles  
 Predict whether two magnets will attract or repel each other, depending on which poles are facing

**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  
 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

**Music**

Improvise and compose music for a range of purposes using the inter-related dimensions of music

**Computing****Online Safety**

ES12 Know that bullying through the use of technology is called online bullying and how to report it

**Information Literacy**

IL7 Use search technologies effectively by identifying specific keywords  
 IL8 Find and choose appropriate information and use it in other digital forms  
 IL9 Locate specific information online and recognise that web pages can be organised in different ways

**Languages – Arabic / French**

**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**

**Reading Skills** – conversations

**Introductions** – Family trees, Extended families members

**Writing** - Grammar – verbs, prepositions

**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:**

Stone Age Cave Paintings – pastel and charcoal  
 Stonehenge Sunset- using watercolour and poster paint, experimenting with light and shadow  
**SMSC (C)- Understanding the different tools of communication used in the past**

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

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

**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:**

Make Stonehenge

**Religious Education**

Symbols

SACRED

BELIEF

HOPE

**Deep Question:**

*What do people believe about God?*

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

Explain why stories and symbols are significant to believers

Respond to questions about meaning and purpose

**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-** Use further prefixes and suffixes and understand how to add them

Adding the suffix -ion

Adding the suffix -ian

**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**

**Verb Tenses** - Present Tense and Past Tense, Using 'ing' verbs in the Present, Using 'ing' verbs in the Past, Past Tense with 'have', Staying in the Same Tense

**Sentence Punctuation** - Capital Letters for names and I, Capital Letters and Full Stops, Question Marks, Exclamation Marks, Sentence Practice

**Speaking and listening**

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

**Give well-structured descriptions, explanations and narratives for different purposes**

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

Identifying how language structure and presentation contribute to meaning

Asking questions to improve their understanding of a text

Participate in discussions taking turns to listen to what others say

Thinking aloud to explore and collect ideas

Justifying inferences with evidences

Building a varied and rich vocabulary

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

**Understanding of prehistoric Britain**

Stone, Bronze and Iron Age settlers, late Neolithic hunter-gatherers and early farmers eg Skara Brae

**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:**

**Locational knowledge**

Locate Skara Brae on a map of England concentrating on the environmental regions, key physical and human characteristics

**Geographical skills and fieldwork**

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

**Rounders and Gymnastics**

Play competitive games, modified where appropriate for example rounders  
**4975**

**Intra-house - Tri-golf****Mathematics**

**Solving word problems 2: Multiplication and Division**

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

**Maths Challenges**

Multiplication: one-step and two-step word problems

Division: one-step and two-step word problems

**Mental Calculations**

Mental addition and subtraction

Mental multiplication and division

**Money**

Add and subtract amounts of money to give change, using both £ and p in practical contexts

**Length, Mass and Volume (NC Objectives)**

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

volume/capacity (l/ml)

Measure the perimeter of simple 2-D shapes

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(l/ml)

Measure the perimeter of simple 2D shapes

**Multiplication and Division**

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

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

**PSHCE****Spiritual**

How has our knowledge of science improved our quality of life?

How has our advanced communication allowed us to share experiences with each other?

**Moral**

We have more developed technology now, how can we use it responsibly?

**Social – SEAL - Going for goals**

Should everyone be entitled to the same opportunities regardless of wealth?

**Cultural**

Is it important to learn about the past?

What effect does it have on our lives today?

**Celebrating Strengths**

Prudence

Self-Control

Forgiveness

Wisdom

**Inspirational People: Nobel Prize Winners**

Martin Luther King

Mairead Corrigan

**British Values****Democracy**

Why do some countries invade other countries?

**Rule of Law**

How are the rules and regulations different now compared with the early settlers' communities and cultures?

**Individual Liberty**

How would you feel if you were faced with a number system you couldn't understand?

**Mutual Respect**

When visiting another country should you adhere to their clothing requirements or wear what you want as a tourist?

**Tolerance of Different Faiths and Beliefs**

How have our beliefs about science and geography changed over time?