

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

Ongoing - Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plant 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
Explore the part of flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal

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

Music

Computing

Online Safety

ES11 Explain the possible consequences of sharing personal information online

Digital 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

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Reading Skills- Poem

Introductions – Houses, Furniture

Writing – Grammar - Adjectives

Art and Design / Design and Technology

Art and Design

Knowing about great artists, architects and designers
Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Activity:

Imitating work of Katsushika Hokusai 'The Great Wave off Kanagawa'
Ming vases
Painting cherry blossoms
Koi carp

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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Activity:

Chinese lanterns
Japanese origami paper dolls
Artists relating to the paper dolls

Religious Education

Special Books

SACRED
SPECIALNESS
IDENTITY

Deep Question:

How do faith communities demonstrate what is sacred?
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
Explain why stories and symbols are significant to believers
Respond to others' identity and experiences

English

Reading/ Comprehension

Develop positive attitudes to reading and understanding of what they read:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

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

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

Commas - Writing Lists and Writing Longer Lists

Apostrophes - Apostrophes for Missing Letters , Apostrophes for Single Possession, Its and It's, Apostrophe Practise

Inverted Commas - Inverted Commas, Punctuating Speech and Direct and Reported Speech

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Maintain attention and participate actively in collaborative conversations

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

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

Explaining the meaning of words in context

Opportunities to discuss language including vocabulary

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

Asking questions to improve their understanding of a text

Asking questions and predicting

Composing and rehearsing sentences orally

Participate in discussions about books

History and Geography

History

The achievements of the earliest civilizations

An overview of where and when the first civilizations appeared- Shang Dynasty of Ancient China

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

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Physical education

Rounders and Gymnastics

Develop flexibility, strength, technique, control and balance, for example, through athletics and gymnastics

Intra-house - Benchball

Mathematics

Unit 13: Bar Graphs

Interpret and present data using bar charts, pictograms and tables

Use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy

Unit 13: Bar Graphs- Reading and Interpreting

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 14: Fractions- Numerator/ Denominator, Equivalent Fraction

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Unit 14: Fractions- Comparing, Adding, Subtracting

Compare and order unit fractions, and fractions with the same denominators

Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]

Solve problems

Unit 15: Duration of Time, Conversion

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Unit 16: Angles, Identifying Right Angles

Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn

Unit 17- Perpendicular and Parallel lines

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

Unit 18: Area and Perimeter

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

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

PSHCE

Spiritual

Why should you show respect to everyone?

Moral

How can we evenly distribute wealth between Western and Eastern countries and continents?

Social – SEAL - Good to be me

What can we learn from our European neighbours)?

Cultural

Should we encourage trade between the East and West?

Should every child receive the same opportunities to an education?

Celebrating Strengths

Love

Kindness

Friendship

Love Of Beauty

Inspirational People: Nobel Prize Winners

Kofi Annan

Betty Williams

British Values

Democracy

There are various currencies in the world.

Would it be easier to have one currency that is used in every country?

Rule of Law

Why countries have a legal system?

Individual Liberty

How can we share and listen to experiences of others from other countries?

Mutual Respect

Compare and contrasts cultures, attitudes and ways of life between the East and the West.

What can we learn from each other and how do we show respect?

Tolerance of Different Faiths and Beliefs

Does a country have the right to dictate what you wear?