

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 – 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 unjoined

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 – Shang Dynasty**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, Gymnastics and Skipping:**

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

Intra-house - Benchball

Mathematics**Unit 10: Money**

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

Unit 11: 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

Unit 12: Solving word problems: 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 2D shapes

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

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**

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?