




Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<p>English</p> <p>Progress will be supported through our Spellings and Accelerated Reader programme.</p>	<p>The Green Ship, a fiction text by Quentin Blake.</p> <p>Composition: We will know more about fictional narrative and descriptive writing. We will look at dialogue and have a go at writing our own adventure story. We look at arguments for and against a decision. Awareness of audience and purpose.</p> <p>SPaG: Review punctuation from KS1 Subordinating and co-ordinating conjunctions, noun and expanded noun phrases, adjectives, adverbs and speech punctuation.</p>	<p>The Tudors: Kings, Queens, Scribes and Ferrets! a fiction text by Marcia Williams.</p> <p>Composition: We will know more about the Tudor times through this fictional biography full of humour, comic illustrations and fascinating facts. We will work on fact files, character description, dialogue and comic strips, persuasive & report writing. Awareness of audience and purpose.</p> <p>SPaG: Subordinate clauses, speech, punctuation, noun and expanded noun phrases, co-ordinating and subordinating conjunctions, and fronted adverbials. Verb tenses.</p>	<p>Ug: Boy Genius of the Stone Age, a fiction text by Raymond Briggs.</p> <p>Composition: We will learn through a multi-layered graphic text, concepts about the Stone age but taken to extremes using humour. We will know more about speech and visual imagery, and to compose writing for a wide variety of purposes such as scripts, instructions, postcards, persuasive writing and recounts. Awareness of audience and purpose.</p> <p>SPaG: Revisit the use of Y3 punctuation, speech, expanded noun phrases, subordinating and co-ordinating conjunctions and fronted adverbials. Figurative language (simile, metaphor, personification)</p>	<p>Hot Like Fire, a poetry text by Angela McAllister.</p> <p>Composition: We will know more about narratives, adverts, letters and descriptive writing. We will revise figurative and persuasive language through a range of poetry. Awareness of audience and purpose.</p> <p>SPaG: Fronted adverbials, expanded noun phrases, prefixes/suffixes, imperative verbs, adverbs, prepositions, co-ordinating and subordinating conjunctions. Strategies for cohesion in writing. Apostrophes for possession.</p>	<p>Milo Imagines of the World by Matt de la Peña and Christian Robinson</p> <p>Composition: We will know more about short stories, news reports, informal letters and describing settings, speech and subheadings. Awareness of audience and purpose.</p> <p>SPaG: Present perfect tense, speech marks, fronted adverbials, adverbs, prepositions, co-ordinating and subordinating conjunctions. Prepositions.</p>	<p>I was a Rat, a fiction text by Philip Pullman.</p> <p>Composition: We will know more about narratives including fairy tales, diaries, invitations and storytelling; focusing on cohesive features and extending sentences. Awareness of audience and purpose.</p> <p>SPaG: Subordinate clauses, fronted adverbials, adverbs, prepositions, co-ordinating and subordinating conjunctions. Cohesive techniques</p>
<p>Maths</p>	<p>Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM’s Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.</p> <div> <div>Place value</div> <div>➡</div> <div>Addition and Subtraction</div> <div>➡</div> <div>Multiplication and Division A</div> <div>➡</div> <div>Multiplication and Division B</div> <div>➡</div> <div>Length and Perimeter</div> <div>➡</div> <div>Fractions A</div> <div>➡</div> <div>Mass and Capacity</div> <div>➡</div> <div></div> <div>Fractions B</div> <div>➡</div> <div>Money</div> <div>➡</div> <div>Time</div> <div>➡</div> <div>Shape</div> <div>➡</div> <div>Statistics</div> <div>➡</div> <div>Consolidation</div> </div> <div>  x2 x5 x10  x7 x8 x9  x2 x4 x5 x8 </div>					
<p>RE</p>	<div> <div> <p>Creation and Covenant</p> <p>The first story of Creation from the book of Genesis.</p> </div> <div> <p>Prophecy and Promise</p> <p>To study the Mass in some detail & focus on the nativity according to Matthew.</p> <p>Judaism: Synagogue</p> </div> <div> <p>Galilee to Jerusalem</p> <p>Matthew’s gospel is divided into seven books</p> </div> <div> <p>Desert to Garden</p> <p>The institution of the Eucharist at the Last Supper. The second part of the Mass, the Liturgy of the Eucharist.</p> </div> <div> <p>To The Ends of the Earth</p> <p>How Mass today mirrors Mass celebrated by the first disciples.</p> <p>Islam: Places for worship</p> </div> <div> <p>Dialogue and Encounter</p> <p>The feast of the Passover.</p> </div> </div>					

Science	<p>Plants.</p> <p>Revise the different parts that make up a flowering plant and the functions they perform. Explore the requirements of plants 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. <i>Revise Year 2 knowledge on observing and describing how seeds and bulbs grow into mature plants. Describing how plants need water, light and a suitable temperature to grow and stay healthy.</i></p>	<p>Light.</p> <p>Investigate to recognise that we need light to see things and that dark is the absence of light. Learn that light is reflected from surfaces. Learn how light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Investigate to find patterns in the way that the size of shadows change. <i>Revise Year 2 Knowledge on Materials being transparent; translucent or opaque, which links with how light travels.</i></p>		<p>Rocks.</p> <p>To compare and group together various kinds of rocks based on 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. <i>Revise Year 2 knowledge on properties of materials and what things are made of.</i></p>	<p>Forces and Magnets.</p> <p>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 based on whether they are attracted to a magnet and identify some magnetic materials. <i>Revise Year 2 knowledge on properties of materials and how they affect the speed of travel of objects, whilst using ramps to investigate.</i></p>		<p>Animals Including Humans.</p> <p>Identify that all animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <i>Revise Year 2 knowledge and identify that all humans and some other animals have skeletons and muscles for support, protection, and movement.</i></p>	<p>Scientific Enquiry</p> <p>Asking questions and using scientific enquiries to answer them when finding out how a solar oven can be made more effective. Making observations, taking measurements using a range of equipment, recording and presenting results in a variety of ways. Writing a method, carrying out a practical test and writing a conclusion to cleaning coins. When making a cake carrying out fair testing, make predictions for new values, suggest improvements and raise further questions.</p>	
	History and Geography	<p>Climate Zones</p> <p>In this unit, the children are introduced to identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. They'll be able to describe and understand key aspects of physical geography, including climate zones.</p>	<p>Tudors</p> <p>In this unit the children will be looking at how the role of the monarch has changed from Tudor times to today. Focusing on Henry VIII and Elizabeth. They will learn about ‘voyages of exploration’ focusing heavily on the Tudors. As well as exploring any strong local links there are locally.</p>		<p>Stone Age, Bronze & Iron Age</p> <p>In this unit, the children will explore how life changed for people during different periods of time from the Stone Age to the Iron Age. The children will explore in detail two major historical concepts, change and continuity. They will pose the at all-important question; how can we possibly know what it was like so many years ago before man recorded his thoughts in writing? As well as encouraging children to think about the spiritual side of life when man was not simply hunting, gathering and farming for survival.</p>		<p>North America</p> <p>In this unit the children will learn to locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, and time zones (including day and night) They will also learn to describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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.</p>		<p>Rio and Southeast Brazil</p> <p>In this unit the children will learn to locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. They will also learn to understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p>
Computing		Email	Route Planners		Coding	Microbits		Presentations	Touch typing
Languages Spanish	Phonics & I’m Learning Spanish	Animals		I Know How	Fruits		Presenting Myself		Family
Design Tech		Structures: Constructing castles		STEM week				Mechanical systems: Pneumatic toys Exploring pneumatic systems, applying understanding to design and create a pneumatic toy using different types of diagrams.	
Art and Design	<p>Drawing: Growing artists and developing drawing skills</p> <p>This unit focuses on teaching children the use of shapes, shading and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.</p> <p>Linked to Science – Animals Including Humans</p>			<p>Painting and mixed media: Prehistoric painting</p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces</p> <p>Link to History- Stone Age</p>			<p>Sculpture and 3D: Abstract shape</p> <p>how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.</p>		ART Week

Music			Melodies & composition – Chinese New Year Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies		Ballads - Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.		Developing singing techniques - The Vikings. The children develop their singing technique and expression. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. Traditional instruments - India (In Art week)
PE	Gymnastics	Invasion Games- Football & Rugby	Invasion Games- Netball	Dance & Tennis	Strike Field- Rounders	Athletics	
PSHE	<p>Created and Loved by God</p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>Me, My Body, My Health</p> <p>In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.</p>	<p>Emotional Well-Being and Life Cycle</p> <p>Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p>	<p>Life Cycles</p> <p>Returning to the story of Jairus’ daughter from Unit 1, Unit 4 – Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. Death and life after it is further discussed, alongside the complexities of grief where children will consider ways to support themselves and others. The unit is concluded by children reflecting on change now they are older. Feelings around big changes will feature, and children will learn how to prepare for new changes, including some coping strategies and how we can learn to rely on the constancy of God.</p>	<p>Created to Love Others</p> <p>Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>	<p>Keeping Safe</p> <p>Keeping Safe features teaching on physical, emotional and sexual abuse through a series of animated stories. Children will explore in more detail what to do in emergency situations. A mini series of Classroom Shorts also highlights key areas of safety when out and about. The final session of the module identifies legal rights and considers how our responsibilities relate to these. This is underpinned by the religious understanding that we all play a part in the Body of Christ.</p>	<p>Created to Live in Community</p> <p>Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, further exploration of careers and money lead to understanding that true happiness comes from knowing God’s love and finding our identity and worth in Him.</p>	
Home Learning	TTRS, AR, Weekly Spellings and maths homework						

