



Year 3 Overview 2021/22

		Year 3 Overview 2021/22					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Geography			<p><b>Earthquakes and Volcanoes</b> KLP:</p> <ul style="list-style-type: none"> <li>To use an atlas to locate active volcanoes in the world.</li> <li>To explore the features of a volcano.</li> <li>Understanding of magnitude and how to measure the intensity of an eruption.</li> <li>Process of how a volcano is formed and the impact of eruption.</li> <li>To understand what tectonic plates are and what the Ring of Fire is.</li> <li>To find out about earthquakes and what causes them including, the tectonic process.</li> <li>To find out about tsunamis and what causes them.</li> </ul>		<p><b>Europe –</b> KLP:</p> <ul style="list-style-type: none"> <li>To locate Europe on a map and find out about its features.</li> </ul> <p><b>Europe – Mountains</b> KLP :</p> <ul style="list-style-type: none"> <li>To locate and label the main mountain ranges in Europe.</li> </ul> <p><b>Europe – Population</b> KLP:</p> <ul style="list-style-type: none"> <li>To understand which hemisphere Europe is in.</li> <li>To compare and contrast the location of Europe with that of Africa.</li> <li>To demonstrate how densely populated Europe is compared to Africa.</li> <li>To find out what the population density is of the countries in Europe.</li> <li>Define the word 'inhabitants'.</li> <li>Define the word 'city-state'.</li> <li>Define the word 'population'.</li> </ul> <p><b>Europe – Rivers</b></p> <ul style="list-style-type: none"> <li>To locate and label the main rivers in Europe.</li> </ul>		<p><b>International Trade – Food</b> KLP:</p> <ul style="list-style-type: none"> <li>Not all countries have suitable conditions for growing food and so they trade with other countries.</li> <li>Different climates allow different types of food to be grown.</li> <li>Countries can earn money by exporting food to other countries.</li> </ul> <p><b>International Trade – Natural Resources</b> KLP:</p> <ul style="list-style-type: none"> <li>Each resource occurs more commonly in some parts of the world than in others.</li> <li>Humans are reliant on natural resources for survival and if the resources are not available in a country then they must be imported.</li> <li>Countries can earn money by exporting natural resources to other countries.</li> </ul> <p><b>International Trade – Tourism</b> KLP:</p> <ul style="list-style-type: none"> <li>Each country has physical and human features that make it interesting to visit.</li> <li>Human features such as cultural and historical sites make a place interesting to visit. Rome and Pompeii are excellent places for tourism as both are full of amazing ruins.</li> <li>Tourism is a good way for a country to generate income from other countries.</li> </ul>
	History	<p><b>Who first lived in Britain? (Stone Age – Iron Age)</b> KLP:</p> <ul style="list-style-type: none"> <li>To describe events and periods of time (BC AD).</li> <li>To find out about early humans and the Palaeolithic, Mesolithic and Neolithic periods.</li> </ul>		<p><b>Has Greece always been in the news? (Modern / Ancient Greece)</b> KLP:</p> <ul style="list-style-type: none"> <li>To place the Ancient Greek civilisation in time.</li> <li>To learn about the term democracy (differences</li> </ul>		<p><b>Tudors</b> KLP:</p> <ul style="list-style-type: none"> <li>To understand the Tudor Dynasty.</li> <li>To understand how the Tudors became the ruling family of England and Wales.</li> <li>To understand how daily</li> </ul>	

	<ul style="list-style-type: none"> <li>To find out how people lived in the Bronze Age.</li> <li>To find out how people lived in the Iron Age.</li> <li>Difference between scavenging and hunting.</li> <li>Understanding of the change from hunter-gatherer to permanent settlers.</li> <li>Skara Brae and early Mesolithic settlements.</li> </ul>		<ul style="list-style-type: none"> <li>between Athens and Sparta).</li> <li>To learn about Ancient Greek warfare.</li> <li>To understand the beliefs of Ancient Greeks (Gods).</li> <li>To find out about daily life in Ancient Greece.</li> <li>To understand the impact of the Ancient Greek civilisation on the modern world.</li> <li>Chronological Events in Greek Mythology.</li> <li>Great Peloponnesian war between Sparta and Athens.</li> </ul>		<ul style="list-style-type: none"> <li>lives changed during the Tudor rule.</li> <li>To explore the Tudor Theatre.</li> <li>To understand who Sir Walter Raleigh was.</li> <li>To understand which cultures inspired Henry VII.</li> </ul>	
<b>Science</b>	<p><b>Magnets - Are they attractive enough?</b> KLP:</p> <ul style="list-style-type: none"> <li>To understand what forces are.</li> <li>To notice that some forces need contact between two objects.</li> <li>To compare how things move on different surfaces.</li> <li>Explore how magnetic forces work.</li> <li>Identify magnetic materials.</li> <li>Investigate uses for magnets.</li> </ul>	<p><b>Rocks - What do rocks tell us about the way the Earth was formed?</b> KLP:</p> <ul style="list-style-type: none"> <li>To identify naturally occurring rocks and explore their uses.</li> <li>To group rocks according to their characteristics.</li> <li>Identify rocks that are used for particular purposes.</li> <li>To explore what fossils are and how they are formed.</li> </ul>	<p><b>Animals, including humans</b> KLP:</p> <ul style="list-style-type: none"> <li>Identify that humans get their nutrition they need from what they eat.</li> <li>Identify that a balanced diet is needed in order to stay healthy.</li> <li>Investigate which foods animals eat.</li> <li>Explore human and animal skeletons.</li> <li>Understand how the skeleton supports and protects the body.</li> <li>To understand what muscles are and how they help us to move.</li> </ul> <p><b>YEAR 3 - Crest Award Activities</b></p> <p><b>Camouflaged Creatures &amp; Discus Dilemma</b> KLP:</p> <ul style="list-style-type: none"> <li>To complete a successful investigation</li> <li>To learn more about a new topic</li> <li>To understand an experiment can be completed in more than one way</li> <li>To collaborate with peers</li> <li>To understand the reasons for different results.</li> </ul>	<p><b>Light - How far can you throw your shadow?</b> KLP:</p> <ul style="list-style-type: none"> <li>To recognise that we need light in order to see.</li> <li>Understand the terms transparent, translucent and opaque.</li> <li>Explain how we can see the Moon.</li> <li>Show how our shadow changes according to the position of the Sun.</li> <li>Investigate how different materials respond in the dark.</li> </ul>	<p><b>Plants - How did that blossom become an apple?</b> KLP:</p> <ul style="list-style-type: none"> <li>Name the main parts of a plant and their function.</li> <li>Understand how water is transported within the plants.</li> <li>Understand the effects of water temperature and light on plant growth.</li> <li>Dissect a flower and identify its parts.</li> <li>Understand the life cycle of a flowering plant (pollination, seed formation and seed dispersal).</li> </ul>	
<b>R.E.</b>	<p><b>What are the rules?</b> KLP:</p> <ul style="list-style-type: none"> <li>To explore why rules are important.</li> <li>To understand the story of Moses and the 10 commandments.</li> <li>To reflect upon the 10 commandments.</li> <li>To understand the rules that Muslims follow.</li> <li>To understand how diverse communities can live together for the well-being of all.</li> </ul>	<p><b>Christianity - Christmas - Why do Christians give gifts at Christmas</b> KLP:</p> <ul style="list-style-type: none"> <li>Understands the story of the birth of Jesus and the Wise Men's gifts.</li> <li>Can they offer suggestions for what a Christian might give baby Jesus as a gift?</li> <li>Understands that some gifts are 'invisible' but are still important.</li> <li>Know that Jesus is important to Christians because they believe he is the son of God.</li> </ul>	<p><b>What did Jesus Teach us?</b> KLP:</p> <ul style="list-style-type: none"> <li>To find out about the life of Jesus.</li> <li>To find out about the parable of the lost son</li> <li>To find out about the parable of the Good Samaritan.</li> <li>To find out what Jesus taught at the Sermon on the Mount.</li> <li>To explore what we can learn from the actions of Jesus.</li> </ul>	<p><b>Easter</b> KLP:</p> <ul style="list-style-type: none"> <li>To retell the story of Palm Sunday.</li> <li>To Understand the events of the Last Supper and Jesus' arrest.</li> <li>To understand the crucifixion.</li> <li>To understand the resurrection.</li> </ul>	<p><b>Christianity - What do people believe about God?</b> KLP:</p> <ul style="list-style-type: none"> <li>To understand the Roman Catholic Church.</li> <li>To know who Martin Luther was.</li> <li>To understand the separation of the Church of England.</li> <li>To understand the protestant faith.</li> <li>To understand Christianity today.</li> </ul>	<p><b>What is so special about places?</b> KLP:</p> <ul style="list-style-type: none"> <li>Knows which places are special to us and why.</li> <li>Can identify the main features of a mandir.</li> <li>Knows which places near our school have religious significance.</li> <li>Can identify the main features of a church.</li> <li>Understands what places of worship have in common and how they are different.</li> </ul>

		<ul style="list-style-type: none"> <li>Know that not all people who give and receive gifts at Christmas are Christians and that some people do not give or receive gifts at all at this time of year.</li> </ul>	<ul style="list-style-type: none"> <li>To summarise what Jesus taught people.</li> </ul>		
<b>PSHE (including RSHE)</b>	<p><b>Recognising Ourselves and Others</b> KLP:</p> <ul style="list-style-type: none"> <li>Recognising respectful behaviour; the importance of self-respect.</li> </ul> <p><b>Physical health and Mental wellbeing</b> KLP:</p> <ul style="list-style-type: none"> <li>What affects feelings; expressing feelings.</li> </ul> <p><b>Keeping Safe, Risk and Hazards</b> KLP:</p> <ul style="list-style-type: none"> <li>Safety in the local environment and unfamiliar places.</li> </ul>	<p><b>Families and Friendships</b> KLP:</p> <ul style="list-style-type: none"> <li>What makes a family; features of family life.</li> </ul> <p><b>Safe Relationships</b> KLP:</p> <ul style="list-style-type: none"> <li>Personal boundaries; safely responding to others; the impact of hurtful behaviour.</li> </ul> <p><b>Physical health and Mental wellbeing</b> KLP:</p> <ul style="list-style-type: none"> <li>Health choices and habits.</li> </ul>	<p><b>Money and Work</b> KLP:</p> <ul style="list-style-type: none"> <li>Different jobs and skills; job stereotypes; setting personal goals.</li> </ul> <p><b>Growing and Changing</b> KLP:</p> <ul style="list-style-type: none"> <li>Personal strengths and achievements; managing and reframing setbacks.</li> </ul> <p><b>Identity, society, equality and belonging</b> KLP:</p> <ul style="list-style-type: none"> <li>What makes a community; what do we mean by responsibility.</li> </ul>		
	<p><b>Media Literacy and Digital Resilience:</b> How the internet is used; assessing information online.</p>				
<b>Art &amp; Design</b>	<p><b>Animals</b> Artist Spotlight: Rosa Bonheur Media Focus: sketching, collage KLP:</p> <ul style="list-style-type: none"> <li>Create a timeline to show different periods in history when art depicting animals was popular.</li> <li>Explain the link between the fascination with animals in medieval art and Christian beliefs that were popular at this time.</li> <li>Find out about the techniques of George Stubbs to create realistic horses in his paintings and Megan Coyle who cuts paper into strips.</li> <li>Experiment with Bonheur's use of a gradual change in the lightness or darkness of colour to create the illusion of 3D.</li> <li>Rosa Bonheur's methods for painting realistic animals became an inspiration for later artists and the importance of her parent's during her development as an artist.</li> <li>Importance of sketching for artists.</li> </ul>	<p><b>Myths and Legends</b> Artist Spotlight: Peter Paul Rubens Media Focus: painting KLP:</p> <ul style="list-style-type: none"> <li>Work of Alessandro Botticelli.</li> <li>Compare and contrast the style of Renaissance artists and that of the Pre-Raphaelites and summarise differences between styles.</li> <li>The Juniper Tree - connections with the media and materials used by Jonas in her visual portrayal.</li> <li>Rubens' eight-year stay in Italy and why he produced so many sketches.</li> <li>Create own painting inspired by a myth or legend, using up to four different colours, experimenting with a range of bright colours.</li> <li>Rubens' purposeful effects created by the use of background colour.</li> <li>Applying layers of colour to the main feature of our paintings to make it more prominent.</li> </ul>	<p><b>Royalty</b> Artist Spotlight: Hans Holbein the Younger Media Focus: drawing, pencil pastel sketches KLP:</p> <ul style="list-style-type: none"> <li>Royal artwork that has been produced using a medium other than painting.</li> <li>Explain how somebody in the Tudor period might have sequenced the display of their royal paintings and the portraits used to paint Kings and Queens.</li> <li>Compare and contrast the style of Tudor royal portraits with the portraits produced by Thomas Gainsborough in the 18th century.</li> <li>Produce a portrait using colour to contrast a person's features in a similar way to that used by painters of Queen Elizabeth I.</li> <li>Questions to ask Holbein about his style of painting.</li> <li>Methods for creating the effect of a rough or smooth</li> </ul>		



					<p>texture and the technique of limning.</p> <ul style="list-style-type: none"> <li>Holbein's miniature portrait of Jane Small and use of dark and light.</li> <li>Explore the use of chalk, pencil and ink to draw the outline of a person's facial features.</li> </ul>	
<b>Design &amp; Technology</b>		<p><b>Design and make a clay volcano.</b> KLP:</p> <ul style="list-style-type: none"> <li>To use the medium of clay to make a model of a volcano.</li> <li>To use the medium of paint to add colour to their volcano.</li> <li>To understand why and how they seal the volcano ready for erupting.</li> </ul>		<p><b>Design and Make a Greek pot:</b> KLP:</p> <ul style="list-style-type: none"> <li>To identify the style and features of ancient Greek Pottery.</li> <li>To design and decorate a pot in the ancient Greek style.</li> <li>To evaluate their finished artwork and others fairly.</li> </ul>	<p><b>Design and make their periscopes</b> KLP:</p> <ul style="list-style-type: none"> <li>To understand what a periscope is.</li> <li>To design our own periscope.</li> <li>To make our own periscopes from our designs.</li> <li>To use and evaluate our periscopes.</li> </ul>	<p><b>Design and make a European food dish.</b> KLP:</p> <ul style="list-style-type: none"> <li>To examine, describe and categorise a variety of bread-based products.</li> <li>To design a balanced healthy pizza.</li> <li>To make a food product based on a design.</li> <li>To evaluate a food product based on a design.</li> </ul>
<b>Music</b>	<p><b>Charanga – Musical Skills/ Concepts</b> KLP:</p> <ul style="list-style-type: none"> <li>Begin to recognise styles, find the pulse, recognise instruments, discuss why you like/do not like particular styles of music.</li> <li>Continue to play a classroom instrument in a group.</li> <li>Continue to explore and create own responses, melodies and rhythms.</li> <li>Continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul>	<p><b>Charanga – Glockenspiel Stage 1</b> KLP:</p> <ul style="list-style-type: none"> <li>Focus on clapping rhythms and finding the pulse.</li> <li>Christmas songs. Understand harmony and performing.</li> <li>Learning basic instrumental skills by playing tunes in various styles.</li> <li>Start to introduce noted music and encourage children to use the correct vocabulary e.g. minim, crotchet, quaver.</li> <li>Introduce and experiment with the notes C,D,E,F.</li> <li>Learn basic instrumental skills by playing tunes in various styles.</li> </ul>	<p><b>Charanga – Three Little Birds</b> KLP:</p> <ul style="list-style-type: none"> <li>Understand the terms dynamics, pitch and tempo. They will identify the musical instruments in each song each week.</li> <li>Move onto silver challenge. Recap on finding the pulse.</li> <li>Investigate how various songs are structured.</li> <li>Recap on last terms notes and introduce the new notes G, A, B.</li> <li>Improvise to "Three little birds" using the notes they have learnt and perform to each other.</li> </ul>	<p><b>Charanga – The Dragon Song</b> KLP:</p> <ul style="list-style-type: none"> <li>Appraise "The dragon song" and link with PSHE as this song is about kindness, respect, friendship, acceptance and happiness.</li> <li>Take over the role of the teacher and design a clapping rhythm which the other children will copy.</li> <li>Learn to sing "The Dragon Song" .</li> <li>Explore and create own responses, melodies and rhythms to "The Dragon Song".</li> </ul>	<p><b>Charanga – Bringing Us Together</b> KLP:</p> <ul style="list-style-type: none"> <li>Understand the idea that "Bringing us together" is a disco song. Link it with PSHE as it is about friendship, peace hope and unity.</li> <li>Learn to sing 'Bringing us Together'.</li> <li>Look at how the song is structured. Look at singing in parts and encourage children to take a solo or small group challenge.</li> <li>Play the glockenspiel and recap on musical vocabulary and reading musical notes.</li> </ul>	<p><b>Charanga – Reflect, Rewind and Replay</b> KLP:</p> <ul style="list-style-type: none"> <li>Think about the songs they have sung during the year. Choose the most popular and sing a variety. Include singing solos, in small groups and whole classes. Perform the song to an audience.</li> <li>Use the glockenspiels to play with the song they have chosen Use notes learnt throughout the year.</li> <li>Continue to explore and create own responses to a range of music.</li> </ul>
<b>Computing</b>	<p><b>Connecting computers</b> KLP:</p> <ul style="list-style-type: none"> <li>Identifying that digital devices have inputs, processes, and outputs, and how devices can be</li> </ul>	<p><b>Stop-frame animation</b> KLP:</p> <ul style="list-style-type: none"> <li>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</li> </ul>	<p><b>Sequencing sounds</b> KLP:</p> <ul style="list-style-type: none"> <li>Creating sequences in a block-based programming language to make music.</li> </ul>	<p><b>Branching databases</b> KLP:</p> <ul style="list-style-type: none"> <li>Building and using branching databases to group objects using yes/no questions.</li> </ul>	<p><b>Desktop publishing</b> KLP:</p> <ul style="list-style-type: none"> <li>Creating documents by modifying text, images, and page layouts for a specified purpose.</li> </ul>	<p><b>Events and actions in programs</b> KLP:</p> <ul style="list-style-type: none"> <li>Writing algorithms and programs that use a range of events to trigger sequences of actions.</li> </ul>

	connected to make networks					
<b>P.E.</b>	<b>Hockey</b> KLP: <ul style="list-style-type: none"> <li>Develop their dribbling skills with a stick and/or a ball.</li> <li>To use space within the pitch area.</li> <li>To develop knowledge of attacking whilst invading.</li> <li>To attempt to keep possession whilst dribbling. Understand how to score a goal.</li> </ul>	<b>Gymnastics – The Symmetrical Stone Age</b> KLP: <ul style="list-style-type: none"> <li>To perform the shapes 'Skydiver' &amp; 'Bridge'.</li> <li>To make movements accurate, clear and consistent.</li> <li>To begin to use counter balance.</li> <li>To introduce symmetry into routines and shapes.</li> <li>To combine action, balance and shape.</li> </ul>	<b>Dance- Ancient Greece</b> KLP: <ul style="list-style-type: none"> <li>Express happy dynamics.</li> <li>Demonstrate physical skill looking at the hands whilst dancing.</li> <li>Co-ordinate movements with a team.</li> <li>Sequence and recreate routines using a model.</li> <li>Mirror and mimic traditional dance sequences.</li> <li>Demonstrate relationships -unison and canon.</li> </ul>	<b>Orienteering</b> KLP: <ul style="list-style-type: none"> <li>To place trust in teammates.</li> <li>To develop problem solving skills.</li> <li>To create and recognise some map symbols.</li> <li>To develop basic map reading skills.</li> <li>Work cooperatively to solve group/paired challenges.</li> </ul>	<b>Tennis</b> KLP: <ul style="list-style-type: none"> <li>To be able to strike a ball with some accuracy.</li> <li>To vary the speed and direction of a ball.</li> <li>To identify &amp; describe rules of tennis.</li> <li>To consolidate the underarm serve technique.</li> <li>To explore forehand hitting.</li> <li>To move towards a ball or object before striking it.</li> <li>To explore the 'serve' technique.</li> </ul>	<b>Athletics</b> KLP: <ul style="list-style-type: none"> <li>To attempt to throw a shot putt using the rotation technique.</li> <li>To consolidate different throwing techniques.</li> <li>To attempt a javelin throw with correct technique.</li> <li>To be able to pass &amp; receive a relay baton.</li> <li>Continually develop awareness of distance.</li> <li>Record distance for throwing.</li> </ul>
<b>English</b>	<b>Stone Age Boy by Satoshi Kitamura (Extended writing Diary Entry) (4 Weeks)</b> KLP: <ul style="list-style-type: none"> <li>To make predictions.</li> <li>To retell a story in order.</li> <li>To use expanded noun phrases.</li> <li>To use a thesaurus.</li> <li>To use exciting vocabulary.</li> <li>To make inferences from a text.</li> <li>To understand the format of a diary entry.</li> <li>To write in first person.</li> <li>To use commas between adjectives.</li> <li>To begin to use paragraphs.</li> <li>To write in the past tense.</li> </ul>	<b>Ice Palace – Robert Swindells (PofR) (Extend writing- Novel as theme) (5 Weeks)</b> KLP: <ul style="list-style-type: none"> <li>To use exciting vocabulary to describe a setting.</li> <li>To use figurative language.</li> <li>To create freeze frames from a text.</li> <li>To identify the main features of a story.</li> <li>To write in third person.</li> <li>To use a variety of punctuation.</li> <li>To use expressive language.</li> <li>To use time conjunctions.</li> <li>To use adverbs.</li> </ul> <b>(Non-Chronological text Extended writing) rocks/volcanoes.</b>  <b>Pebble in my Pocket</b>	<b>Theasus and the Minotaur Greek Myths into Play scripts Extended writing. (5 Weeks)</b> KLP: <ul style="list-style-type: none"> <li>To know the key features of a comic strip and myths.</li> <li>To use exciting vocabulary.</li> <li>To use figurative language.</li> <li>To take part in a debate.</li> <li>To know the features of a play script.</li> <li>To include a cast list.</li> <li>To use a narrator to add dialogue.</li> <li>Leave out some parts of the narrative.</li> <li>To ensure speakers names are on the left.</li> <li>Do not use inverted commas use direct speech.</li> <li>Start a new line for each new speech.</li> <li>Have stage directions in brackets.</li> <li>Stage directions in present tense.</li> </ul> <b>Kitchen Disco – Performance Poetry (2 Weeks)</b> KLP:	<b>The Mousehole Cat – Antonia Barber (PofR) – (Extended writing Classic Poetry)</b> KLP: <ul style="list-style-type: none"> <li>To recognise the features of a story setting.</li> <li>To use figurative language.</li> <li>To debate.</li> <li>To recap the features of a balanced argument.</li> </ul> <b>(Extended writing Non-chronological) – Animals</b> <ul style="list-style-type: none"> <li>To use subheadings.</li> <li>To use technical vocabulary.</li> <li>To label diagrams.</li> <li>To use captions.</li> <li>To write in paragraphs.</li> <li>To write in the present tense.</li> <li>To use questions for the reader.</li> </ul>	<b>Romeo and Juliet (Extended writing-Letter)</b> KLP: <ul style="list-style-type: none"> <li>To use evidence from the text to consider a characters point of view.</li> <li>To use figurative language.</li> <li>To create a headline.</li> <li>To use a thesaurus to generate vocabulary.</li> <li>To recap a newspapers features.</li> <li>To write headlines and sub-headings.</li> <li>To use who? What? Where? When? And why? In opening paragraph.</li> <li>To write in columned paragraphs.</li> <li>To use pronouns.</li> <li>To use conjunctions.</li> <li>To use time openers.</li> <li>To use adverbs.</li> <li>To use modal verbs in quotes.</li> <li>To infer a characters thoughts and feelings.</li> </ul> <b>Extended writing Biography – Tudor person</b> <ul style="list-style-type: none"> <li>To use rhetorical questions to hook the reader.</li> </ul>	<b>Minpins - Roald Dahl (Extended writing Fantasy Story)</b> KLP: <ul style="list-style-type: none"> <li>To predict based on the front cover.</li> <li>To depict a character from a description.</li> <li>To use figurative and expressive language.</li> <li>To re-enact part of the story.</li> </ul> <b>Minpins -Roald Dahl (Extended writing Fantasy Story) – Continued</b> KLP: <ul style="list-style-type: none"> <li>To use conjunctions.</li> <li>To use time openers.</li> <li>To use figurative language</li> <li>To use expressive language.</li> <li>To use paragraphs.</li> <li>To use adverbs.</li> <li>To use a variety of punctuation.</li> </ul>

			<ul style="list-style-type: none"> <li>To discuss the features of a poem.</li> <li>To perform a poem.</li> <li>To write own performance poem.</li> <li>To use rhyme and alliteration.</li> <li>To use rhythm.</li> <li>To use humour.</li> </ul> <p><b>(Extended writing Discussion For/Against) – Sparta / Athens.</b></p> <ul style="list-style-type: none"> <li>To explain what the argument is about.</li> <li>Statements for and against.</li> <li>Final paragraph sums up.</li> <li>To use debate language.</li> <li>Present tense verbs.</li> <li>To use modal verbs would, could, might.</li> </ul>		<ul style="list-style-type: none"> <li>First paragraph summarises life.</li> <li>To use third person pronouns.</li> <li>To write in the past tense.</li> <li>To use reported speech.</li> <li>To use passive voice.</li> <li>To include dates and key events.</li> </ul>	
<b>SPAG</b>	<ul style="list-style-type: none"> <li>-Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</li> <li>-Prefix un- and dis-</li> <li>-Apostrophes for contractions.</li> <li>-Learn statutory spellings.</li> <li>-Learn rarer GPC's</li> <li>-Homophones</li> <li>-Subordinating conjunctions</li> <li>-Direct speech</li> <li>-Sentence types</li> <li>-Determiners</li> <li>-A or an</li> <li>-Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas</li> <li>Prefixes mis, re, un,dis</li> <li>Prepositions</li> <li>Adverbs</li> <li>Proof Reading</li> <li>Subordinating and coordinating conjunctions.</li> <li>Spelling of statutory words.</li> <li>l sound spelt y.</li> <li>Words ending in 'g' sound spelt gue.</li> <li>Words ending in 'k' sound spelt que</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 suffixes</li> <li>Prefixes sub and tele</li> <li>Apostrophe for contractions.</li> <li>Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')</li> <li>Suffixes ness, ful, ly, less</li> <li>Inverted commas.</li> <li>Commas in a list</li> <li>Prepositions</li> <li>Determiners</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes super and auto.</li> <li>Homophones</li> <li>Proofreading</li> <li>Words with the /k/ sound spelt 'ch'</li> <li>Determiners: a and an</li> <li>Direct speech</li> <li>Preposition</li> <li>Apostrophe for possession.</li> </ul>	<ul style="list-style-type: none"> <li>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</li> <li>Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>From Year 2: Apostrophes for contractions</li> <li>Rare GPCs (/ɪ/ sound)</li> <li>From Years 1 and 2: vowel digraphs</li> <li>Word families</li> <li>Pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</li> <li>Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>From Year 2: Apostrophes for contractions</li> <li>Prefixes –un, -dis and –mis.</li> <li>Plurals</li> <li>Rare GPCs(/l/ sound)</li> <li>Commands, statements, questions and exclamations</li> <li>Present tense and past tense</li> <li>Using –ing for verbs written in the present tense</li> <li>Using –ing for verbs written in the past tense</li> <li>Possessive apostrophes</li> <li>Sentence practice</li> <li>Capital letters, full stops, exclamation and question marks and apostrophes</li> </ul>
<b>Maths</b>	<p><b>Place Value:</b></p> <ul style="list-style-type: none"> <li>Read and write numbers to at least 1000</li> <li>Recognise place value of each digit in 3 digit number</li> <li>Compare and order numbers to 1000</li> </ul>	<p><b>Counting Multiplication Tables (3x 4x)</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4.</li> <li>Recall and use multiplication and division facts for the 3- and 4-times tables.</li> </ul>	<p><b>Place Value Mental + &amp; -</b></p> <ul style="list-style-type: none"> <li>Find 1, 10 or 100 more or less than a given number.</li> <li>Count from 0 in multiples of 50 and 100.</li> <li>Describe and extend number sequences</li> </ul>	<p><b>2d &amp; 3d shape – sorting</b></p> <ul style="list-style-type: none"> <li>Recognise 3-D shapes in different orientations and describe them.</li> <li>Recognise that angles area property of a shape or a description of a turn.</li> </ul>	<p><b>Multiplication facts – statistics</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> </ul> <p><b>X &amp; ÷ measures</b></p> <ul style="list-style-type: none"> <li>Write and calculate mathematical statements</li> </ul>	<p><b>Revision of:</b></p> <p><b>Place value</b> in the context of measures.</p> <p><b>Mental calculation</b> in a variety of contexts, including money, measures and statistics.</p> <p><b>Fractions</b> in practical contexts.</p>



	<ul style="list-style-type: none"> <li>Round numbers to at least 1000 to the nearest 10 and 100</li> </ul> <p><b>Mental calculation:</b></p> <ul style="list-style-type: none"> <li>Find 1, 10 or 100 more or less from a given number</li> <li>Add U and T mentally from HTU</li> <li>Subtract u and T mentally from HTU</li> </ul> <p><b>2d shape:</b></p> <ul style="list-style-type: none"> <li>Draw 2D shape and describe them</li> </ul> <p><b>Length including perimeter</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract lengths (mm, cm &amp; m)</li> <li>Understand perimeter is a measure of distance around a boundary of a shape</li> <li>Measure the perimeter of a 2D shape</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts and tables</li> <li>-Solve one and two step problems</li> </ul> <p><b>Written addition</b></p> <ul style="list-style-type: none"> <li>To add numbers with up to three digits using column addition</li> <li>-To estimate the answer to the calculation and use the inverse.</li> </ul> <p><b>Written subtraction</b></p> <ul style="list-style-type: none"> <li>To subtract numbers with up to three digits using column subtraction.</li> <li>To estimate the answer to the calculation and use the inverse.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and extend number sequences involving counting on or back in different steps.</li> </ul> <p><b>Written &amp; mental X</b></p> <ul style="list-style-type: none"> <li>Write and calculate mathematical statements</li> <li>Solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> <li>Written &amp; mental <math>\div</math></li> <li>Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.</li> <li>Solve problems involving money and measures.</li> <li>Solve problems, including missing number problems, involving division (and interpreting remainders) and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute.</li> <li>Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning,</li> </ul>	<p>involving counting on or back in different steps.</p> <ul style="list-style-type: none"> <li>Add and subtract mentally: - a three-digit number and ones; a three-digit number and tens; and a three-digit number and hundreds.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>Understand that finding a fraction of an amount relates to division.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Show practically or pictorially that a fraction is one whole number divided by another (for example, <math>\frac{3}{4}</math> can be interpreted as <math>3 \div 4</math>).</li> </ul> <p><b>Fractions and Division</b></p> <ul style="list-style-type: none"> <li>Understand that finding a fraction of an amount relates to division.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions. with small denominators.</li> <li>Understand how division statements can be represented using arrays.</li> <li>Understand division as sharing and grouping and use each appropriately.</li> </ul> <p><b>Volume &amp; capacity</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract volumes and capacities.</li> <li>Solving measurement problems.</li> <li>Solve problems involving and measures.</li> </ul> <p><b>Mass</b></p>	<ul style="list-style-type: none"> <li>Identify whether angles are greater than or less than a right angle.</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>+ &amp; - statistics</b></p> <ul style="list-style-type: none"> <li>Add numbers with up to three digits, using formal written method of columnar addition.</li> <li>Subtract numbers with up to three digits, using formal written method of columnar subtraction.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Add and subtract fractions with the same denominator within one whole (using diagram) (for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>).</li> <li>Compare and order unit fractions and fractions with the same denominators (including on a number line).</li> </ul> <p><b>Position &amp; direction</b></p> <ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for</li> </ul>	<p>for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.</p> <p><b>2d shape – sorting</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes and describe them.</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Measure the perimeter of simple shapes.</li> <li>Recognise that angles are a property of a shape or a description of a turn.</li> <li>Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.</li> <li>Identify whether angles are greater than or less than a right angle.</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Count up and down in tenths.</li> <li>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</li> <li>Identify the value of each digit to one decimal place.</li> <li>Read and write numbers with one decimal place.</li> <li>Compare and order numbers with one decimal place.</li> <li>Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence.</li> <li>Recognise that ten 10p coins are equivalent to £1</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>Measure the perimeter of simple 2-D shapes.</li> <li>Solve problems involving measures.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</li> </ul>
--	---	---	--	--	--	--

		<p>afternoon, noon and midnight.</p> <ul style="list-style-type: none"> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>• Solve simple problems involving passage of time.</li> </ul> <p><b>3d shape</b></p> <ul style="list-style-type: none"> <li>• Make 3-D shapes using modelling materials.</li> <li>• Recognise 3-D shapes in different orientations and describe them.</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure, compare, add and subtract masses.</li> <li>• Solving measurement problems.</li> <li>• 8X table.</li> <li>• Count from 0 in multiples of 8.</li> <li>• Recall and use multiplication and division facts for the 8 multiplication tables.</li> <li>• Use sorting diagrams to compare and sort numbers.</li> <li>• Describe and extend number sequences involving counting on or back in different steps.</li> </ul> <p><b>Multiplication - statistics, measures &amp; money</b></p> <ul style="list-style-type: none"> <li>• Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. (Grid Method)</li> <li>• Solve problems involving money and measures.</li> <li>• Solve problems, including missing number problems involving multiplication.</li> </ul>	<p>quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. (Year 2 objective)</p> <ul style="list-style-type: none"> <li>• Describe positions on a square grid labelled with letters and numbers.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute.</li> <li>• Record and compare time in terms of seconds, minutes and hours; use vocabulary such as, o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> </ul>	<p>and that each coin is <math>\frac{1}{10}</math> of £1.</p> <p><b>+ &amp; - money</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving money.</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul> <p><b>3d shape – sorting</b></p> <ul style="list-style-type: none"> <li>• Make 3-D shapes using modelling materials.</li> <li>• Recognise 3-D shapes in different orientations and describe them.</li> </ul>	
<b>LotC</b>	Grand Day Out Forest Schools (linked to the Stone Age)	Honsiter Slate Mine Forest Schools (linked to the Stone Age)		Greek workshop (1 day)		Residential – York (linked to Tudors) Grand Day Out