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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **English** | ***Narrative***  Focus - Character  Workshop - Character | ***Non-fiction***  Instructions (science) | ***Narrative***  Focus - Setting  Workshop - Setting | ***Non-fiction***  Non-chronological report | ***Narrative***  Focus - Dialogue  Workshop - Dialogue | **Poetry** | ***Narrative***  Focus - Character  Workshop - Character | ***Non-fiction***  Recount (letter) | ***Narrative***  Focus - Setting  Workshop - Setting | ***Non-fiction***  Persuasion | ***Narrative***  Focus - Dialogue  Workshop - Dialogue | **Poetry** |
| **Guided reading focus** |  | |  | |  | |  | |  | |  | |
| **Grammar** | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Using the present perfect form of verbs in contrast to the past tense  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Using conjunctions, adverbs and prepositions to express time and cause  Using fronted adverbials  Learning the grammar for years 3 and 4 in English Appendix 2  Indicate grammatical and other features by:  using commas after fronted adverbials  indicating possession by using the possessive apostrophe with plural nouns  using and punctuating direct speech  use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | | | | | | | | | | | |
| **Spellings** | Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell further homophones  Spell words that are often misspelt (English Appendix 1)  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 the first two or three letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | | | | | | | | | | |
| **Maths** | Number: Place value  Number: Addition and subtraction | | Number: Multiplication and division | | Number: Multiplication and division  Measurement: Length and perimeter | | Number: Fractions Measurement: Mass , capacity and temperature | | Number: Fractions  Measurement: Time Measurement: Money | | Geometry: Properties of shape  Statistics | |
| **History** | **Stone Age to the Iron Age**, including:  - Hunter gatherers; Early farming; Bronze Age, and Iron Age. | | | |  | | **Romans- ‘**The Roman Empire and its impact on Britain’. | |  | | **Ancient Egypt** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared | |
| **Geography** |  | |  | | **Physical geography**, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | |  | | **European country study**- understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. | |  | |
| **Science** | **Strand: Chemistry**    **Topic: Rocks** | | **Strand: Physics**    **Topic: Light** | | **Strand: Physics**    **Topic: Forces and magnets** | | **Strand: Physics**    **Topic: Forces and magnets** | | **Strand: Biology**    **Topic: Plants** | | **Strand: Biology**    **Topic: Animals including humans (skeletons and muscles)** | |
| **RE** | **Theme:**  Divali  **Religion:**  Hinduism | | **Theme:**  Christmas  **Religion:**  Christianity | | **Theme:**  Jesus’ Miracles  **Religion:**  Christianity | | **Theme:**  Easter - Forgiveness  **Religion:**  Christianity | | **Theme:**  Hindu Beliefs    **Religion**:  Hinduism | | **Theme:**  Pilgrimage to the River Ganges    **Religion:**  Hinduism | |
| **PSHE** | Grief | | Stealing | | Staying safe | | Looking after our world | | Medicine | | Appropriate touch | |
| **Indoor**  **PE** | Dance | | Gymnastics | | Yoga | | Net/Wall Games | | Athletics\* | | Invasion Games | |
| **Outdoor**  **PE** | Invasion Games | | Net/Wall Games | | Striking and Fielding | | Outdoor and Adventurous Activities\* | | Athletics\* | | Invasion Games | |
| **MFL (Y3)** | Phonics lesson 1 & 2 (C)  I’m Learning Fr/Sp/It (E) | | Animals (E) | | Musical instruments (E) | | Fruits (E) | | Ancient Britain (E) | | I can (E) | |
| **ICT** | **Strand: Computer Science**  **Computation thinking & Coding**  **Topic:** Sprite Manipulation  **Program / App:**  Scratch  **Cross curricular:**  English – Instructions | | **Strand: Word Processing**  **Topic:** Qwerty club  **Program / App:**  Typingclub.com  Microsoft Word  **Cross curricular:**  English grammar and spelling. | | **Strand: Multi-Media**  **Topic:**Great Britain  **Program / App:**  Microsoft PowerPoint  **Cross curricular:**  British Values  History- Famous British figures  Geography- Great Britain | | **Strand: Productivity**  **Topic:** Data directors  **Program / App:**  Microsoft Excel  Microsoft Word  **Cross curricular:**Maths (Statistics), Science (Animal characteristics) | | **Strand: Collaboration and Communication**  **Topic:** Is anyone listening?  **Program / App:**  Google Chrome, Safari, Microsoft Teams, Office 365  **Cross curricular:**  PSHE- Bullying (Cyber) | | **Strand: Networks and E-safety**  **Topic:** Internet risk awareness  **Program / App:**  Google Chrome, Safari, Microsoft Teams, Office 365  **Cross curricular:** PSHE- Healthy living (Screen time) | |
| **Music**  **(Rockit)** |  | |  | |  | |  | |  | |  | |
| **DT** |  | | Storybooks | |  | | British inventors | |  | | Light up signs | |
| **Art** | **Collage**  Lowry  Create a landscape collage, inspired by LS Lowry | |  | | **Painting**  Seuart (pointillism)  Whole class project to reproduce large scale art using pointillism | |  | | **Printing**  William Brown  Create wall hanging from print | |  | |
| **Enrichment, Trips or Visitors** |  | |  | |  | |  | |  | |  | |