

		Autumn	Spring		Summer		
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to:  apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet  read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
	Language Comprehension	Pupils should be taught to: - develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books  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.					
	Text Types	Text types include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.					
		Picture Books	Non-Fiction	Non-Fiction	Building Stamina Non-Fiction	Traditional Tales and Twists	Contemporary Fiction
	CLPE	Ug, Boy Genius of the Stone Age	Libba - The Magnificent Musical Life of Elizabeth Cotten	Pebble in my pocket	The Miraculous Journey of Edward Tulane	The Lion and the Unicorn	Pugs of the Frozen North
Maths	Adapted from White Rose Maths: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion						
Science	Animals including Humans	Light	Rocks, Fossils and Soils	Forces and Magnets	Plants	Electricity	
	Working Scientifically taught throughout the year: During years 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.						
Computing	Computing Systems and Networks - Connecting Computers	Creating Media Animations	Programming A Sequencing Sounds	Data and Information – Branching Databases	Creating Media – Desktop Publishing	Programming B – Events and Actions	
Online Safety	Device-Free Moments	Putting a STOP to Online Meanness	Who Is in Your Online Community?	We the Digital Citizens Digital Trails	That's Private!	We the Digital Citizens Digital Trails	

Geography	Local area	Climate Zones	Rio and South East Brazil		Rivers (fieldwork opportunity)	
History	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		British history 2: Why did the Romans settle in Britain?			British history 3: How hard was it to invade and settle in Britain?
Art		Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance		Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece		Sculpture, Structure, Inventiveness & Determination What can artists learn from nature?
Design Technology	Structures Shell Structures (including computer aided design)		Food Healthy and Varied Diet (including cooking and nutrition requirements KS2) *Sandwich snacks/ Dips and Dippers		Textiles 2D shape to 3D product *Bendy Bags	
Music		Three Little Birds		Glockenspiel Stage 1	Mamma Mia	Stop
P.E.	Handball	Dance	Gymnastics	Tennis	Orienteering	Athletics
					Swimming	Swimming
R.E.	What can we believe about Christian worships and beliefs by visiting churches?		What do Christians believe about Jesus?		What do Hindus believe?	
RSE/ PSHE	TEAM	Think Positive	Money Matters	Diverse Britain	Safety First	It's My Body
MFL	Getting to Know you	All About Me	Food Glorious Food	Family and Friends	Our School	Time
British Values	We treat everybody equally. We try to help other people. We understand right from wrong. We know that we are all special. We understand the consequences of our actions. We understand and respect the roles of people who many help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.					



SCHOOL MEMBER

