



## Year 3 - 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  <b>CLPE Texts</b>	<p><b>The Great Kapok Tree</b></p> <p><b>Letters</b> - layout, punctuation, descriptive language.</p> <p>Grammar:</p> <p>I can understand when to use 'a' or 'an' in front of a word.</p> <p>I can create new words using a range of prefixes including super-, anti-, auto-.</p> <p>Year 2 Gap Closing Suffixes - -er and -est making adverbs using the suffix 'ly'</p> <p><b>Big Write</b></p> <p>The Great Kapok Tree narrative about</p>	<p><b>Gorilla</b></p> <p><b>Story</b> - paragraphs, speech, adverbials, composing and rehearsing sentences orally, conjunctions.</p> <p><b>Instructions and Explanations</b></p> <p>Using simple organisational devices.</p> <p><b>Non-chronological reports</b></p> <p>Formal language, facts, sentence structure.</p> <p>Using simple organisational devices.</p> <p>Read and record information from non-fiction.</p> <p>Poetry</p> <p>Grammar:</p>	<p><b>The Hodgeheg</b></p> <p><b>Story</b> - Speech</p> <p>Descriptive language</p> <p>Proofreading.</p> <p>Assessing the effectiveness of their own writing.</p> <p>Paragraphs, conjunctions. Creating settings, characters and plots.</p> <p><b>Recounts</b></p> <p>Tenses, sentence structure, conjunctions.</p> <p>Grammar:</p> <p>I can use headings and subheadings.</p> <p>I can use speech marks correctly sometimes.</p> <p><b>Big Write</b></p>	<p>World book weeks</p> <p><b>Greek Myths</b></p> <p><b>Story/Myths</b> - paragraphs, speech, adverbials, composing and rehearsing sentences orally, conjunctions.</p> <p>Fronted Adverbials.</p> <p><b>Persuasive writing</b></p> <p>Tenses, conjunctions, fronted adverbials.</p> <p>Grammar:</p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p> <p><b>Big Write</b></p>	<p><b>Arthur and the Golden Rope</b></p> <p><b>Non-chronological reports</b></p> <p>Formal language, facts, sentence structure.</p> <p>Using simple organisational devices.</p> <p>Read and record information from non-fiction.</p> <p><b>Plays and dialogue</b></p> <p>Planning, proofreading, creating settings, characters and plots.</p> <p>Use of varied and rich vocabulary and an increasing range of sentence structures</p> <p>Grammar:</p> <p>I can use the present perfect form of</p>	<p><b>Charlotte's Web</b></p> <p><b>Recounts</b></p> <p>Tenses, sentence structure, conjunctions. Using simple organisational devices.</p> <p>Grammar:</p> <p>I can identify word families based on root words e.g. solve, solution, dissolve, insoluble.</p> <p><b>Big Write</b></p> <p>Predictions/alternative ending for 'Charlotte's Web'</p> <p><b>Narrative</b></p> <p>Newspaper Report - preparation for International Week</p> <p><b>Non Fiction</b></p>

	<p>a rainforest. <i>Narrative</i></p> <p>Black History - Diary entry as a Windrush arrival. <i>Non Fiction</i></p>	<p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.</p> <p>I can use paragraphs.</p> <p><b>Big Write</b></p> <p>CLPE Fiction (based on Gorilla) <i>Narrative</i></p> <p>Instructions Text: Gorilla's Midnight Feast <i>Non Fiction</i></p>	<p>Persuasive Letter (Citizenship Link) <i>Non Fiction</i></p> <p>Love Story (based on 'obstacle' form of The Hodgeheg) <i>Narrative</i></p>	<p>Report or discussion (Book Week link) <i>Non Fiction</i></p> <p>Adventure Story based on Arthur and the Golden Rope <i>Narrative</i></p>	<p>verbs e.g. He has gone out to play contrasted with He went out to play.</p> <p><b>Big Write</b></p> <p>Explanation of how the skeletal system works (link to last term's Science). <i>Non Fiction</i></p> <p>Historical Diary entry (Ancient Greece link) <i>Narrative</i></p>	
<b>Comprehension (Pinpoint)</b>	<p>1 Fiction: The Owl Who Was Afraid of the Dark</p> <p>2 Non- fiction: What are Rainforests? <i>(English Link - The Great Kapok Tree)</i></p> <p>3 Classic Fiction: The Tale of Peter Rabbit</p>	<p>4 Non-fiction: Habitats and Homes</p> <p>9 Classic Fiction: The Wind in the Willows</p> <p>10 Non-fiction: The King of Football</p> <p>11 Fiction: Anna</p>	<p>15 Classic Fiction: The Railway Children</p> <p>18 Classic Fiction: The Call of the Wild</p> <p>19 Classic Fiction: The Wizard of Oz</p> <p>20 Non- Fiction: Sandwiches</p> <p>Weeks 5 &amp; 6 <i>CGP</i></p>	<i>CGP</i>	<p>14 Non-fiction: Extreme Weather (RE Link - Energy)</p> <p><i>CGP</i></p>	<p>17 Non-fiction: Pollination (Science Link - Plants)</p> <p><i>CGP</i></p>

	<p>5 Fiction: You're a Bad Man, Mr Gum</p> <p>6 Non-fiction: To the Moon and Beyond</p> <p>7 Poetry: My Hat! and Plum</p> <p>8 Non-fiction: Getting Around on Water</p>	<p>Hibiscus</p> <p>12 Non-fiction: Water</p> <p>13 Fiction: The Emperor and the Nightingale</p> <p>16 Poetry: Aliens Stole My Underpants (<a href="#">English Link - Poetry</a>)</p>				
<b>Maths</b>	<p><b>WB 4.9.23</b> <b>Closing the gaps from the previous year group summer term ARE</b></p> <p>1. revising the understanding and use of place value and number facts in mental addition and subtraction.</p> <p>2. revising the understanding and use of place value and number facts in mental addition and subtraction.</p> <p>3. key multiplication and</p>	<p>6. doubling and halving, and understanding a half and other unit fractions.</p> <p>7. understanding place value, including in money, and on using partitioning in adding and subtracting</p> <p>8. the SI units and measurement of length and capacity.</p> <p>9. using number lines to compare and round</p>	<p>11. embedding a thorough understanding of place value and properties of numbers.</p> <p>12. using partitioning in addition; and on the 2, 3, 4, 5, 8 and 10 times tables.</p> <p>13. fractions as numbers, finding equivalent fractions, placing fractions on a line, and on fractions as operators, finding fractions of amounts.</p>	<p>16. the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p> <p>17. the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p> <p>18. time-telling on digital and analogue</p>	<p>20. developing multiplication strategies using doubling and halving and the grid method; division is related to multiplication and this relationship is used to solve missing number problems.</p> <p>21. securing understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting</p>	<p>26. mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.</p> <p>27. mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing</p>

	<p>division facts and on doubling and halving.</p> <p>4. telling the time with increasing accuracy, and identifying, describing and sorting 3D shapes.</p> <p>5. placing 2- and 3-digit numbers on a line and using an empty number line to find differences.</p> <p><b>WB 16.10.23 closing the gaps</b></p> <p><b>Retrieval - Time, flashcards</b></p>	<p>numbers and to find differences.</p> <p>10. revision of key calculation strategies and their use in word problems.</p> <p><b>WB 04.12.23 Assessment Week &amp; closing the gaps</b></p> <p><b>WB 11.12.23 Closing the gaps from autumn ARE</b></p>	<p>14. angles, including right angles, measurement of turn, and the <math>^{\circ}</math> symbol; and on properties of 2D shapes and finding perimeters.</p> <p>15. focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p>	<p>clocks, and the calculation of time intervals; these are used in solving word problems.</p> <p><b>WB 11.03.24 Assessment week &amp; closing the gaps</b></p> <p>19. using number lines to facilitate an understanding of place value in 3-digit numbers, and as an efficient method of performing subtraction involving 3-digit numbers.</p> <p>20. developing multiplication strategies using doubling and halving and the grid method; division is related to multiplication and this relationship is used to solve missing number problems.</p>	<p>fractions.</p> <p>22. developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking</p> <p>23. developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.</p> <p>24. drawing and interpreting pictograms and bar graphs with</p>	<p>appropriate methods to solve problems.</p> <p>28. developing understanding and vocabulary of shape and angle, including measuring perimeters; and on telling the time 5, 10, 20 minutes later using am/pm and 24-hour clock.</p> <p>29. consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts.</p> <p><b>WB 01.07.24 Assessment week and closing the gaps from Summer ARE</b></p> <p>30.rehearsing and</p>
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					<p>different scales, and on using these to record and analyse data in the context of measuring weights.</p> <p>25. mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.</p> <p><b>WB 20.5.24 closing the gaps</b></p>	<p>consolidating mental and written calculation skills in addition, subtraction, multiplication and division.</p> <p>Wb 10.7.23 closing the gaps</p>
<b>RE</b>	<p><b>Our Mission Statement and Gospel Values</b>  <b>5<sup>th</sup> Sept- 8<sup>th</sup> Sept</b>  - Associate symbolism with the mission statement and give examples of how the mission is carried out in school.  - Know the gospel values providing examples of when they live this value.</p> <p><b>12<sup>th</sup> Sept. - 30<sup>th</sup> Sept.</b>  <b>Domestic Church HOMES</b> - God's vision for every family</p>	<p><b>4<sup>th</sup> Jan.- 26<sup>th</sup> January</b>  <b>Local Church JOURNEYS</b> - Christian family's journey with Christ  <b>Citizenship Fortnight</b>  <b>8<sup>th</sup> January -19<sup>th</sup> January</b></p> <p><b>29<sup>th</sup> Feb-1st March</b>  <b>Eucharist LISTENING &amp; SHARING</b> - Jesus gives himself to us</p>			<p><b>22nd April - 17<sup>th</sup> May</b>  <b>Pentecost ENERGY</b> - Gifts of the Holy Spirit</p> <p><b>20th May-14<sup>th</sup> June</b>  <b>Reconciliation/Anointing of the sick</b> - CHOICES - Importance of examination of conscience</p> <p><b>RSHE(Ten Ten)</b>  <b>17<sup>th</sup> June – 21<sup>st</sup> June</b>  How we live in <b>love</b></p>	

	<p><b>Feast of St Francis Mass</b> <u>Wednesday 4th October</u></p> <p><u>9<sup>th</sup> Oct.-10<sup>th</sup> Nov.</u> <b>Baptism/Confirmation PROMISES</b> - Promises made at Baptism</p> <p><u>13<sup>th</sup> Nov.-17<sup>th</sup> Nov.</u> <b>Judaism</b> - Synagogue</p> <p>20<sup>th</sup> Nov.- End of Term <b>Advent/Christmas VISITORS</b> - waiting for the coming of Jesus</p>		<p><u>4<sup>th</sup> Mar- 19<sup>th</sup> April</u> <b>Lent/Easter GIVING ALL</b> - Lent: remembering Jesus' total giving</p>	<p><u>24<sup>th</sup> June- End of Term</u> <b>Universal Church Year 3 - SPECIAL PLACES</b> - Holy places for Jesus and the Christian community</p>	
<b>Science</b>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Push and pull</li> <li>• Different surfaces</li> <li>• Magnetic materials</li> <li>• Poles</li> <li>• How and where are magnets used?</li> </ul> <p>* compare how things move on different surfaces.</p>	<p><b>Light and Shadows</b></p> <ul style="list-style-type: none"> <li>• Light and reflection</li> <li>• Sources of light</li> <li>• Mirrors</li> <li>• Shadows</li> </ul> <p>*recognise that they need light in order to see things and that dark is the absence of light. * notice that light is reflected from surfaces *recognise that</p>	<p><b>Animals, including humans.</b></p> <ul style="list-style-type: none"> <li>• What do humans need to survive?</li> <li>• Bones and skeletons</li> <li>• Protecting our bones</li> <li>• Muscles and joints</li> </ul> <p>* identify that 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. * identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Continue Animals including humans - first 2 weeks</b></p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Comparing and grouping rocks</li> <li>• How are rocks made?</li> <li>• Soil</li> <li>• Fossils</li> </ul> <p>* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. *describe in simple terms how fossils are formed when things</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Parts of a plant</li> <li>• How plants grow</li> <li>• Transporting water</li> <li>• Pollination</li> <li>• Spreading seeds</li> </ul> <p>* identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. * explore the</p>

	<p>*notice that some forces need contact between two objects, but magnetic forces can act at a distance.          *observe how magnets attract and repel each other and attract some materials and not others.          * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials          * describe magnets as having two poles          *predict whether two magnets will attract or repel each other, depending on which poles are facing.          H - Attracting and stretching</p> <p style="text-align: center;"><b>Letter</b></p>	<p>light from the sun can be dangerous and that there are ways to protect their eyes.          * recognise that shadows are formed when the light from a light source is blocked by a solid object.          * find patterns in the way that the size of shadows change.</p> <p>H - Sun and Shadows</p> <p><b>Writing across the curriculum: Fact file on Lights and Shadows</b></p>	<p><b>Nappy Challenge (Next 4 weeks nappy challenge)</b></p>		<p>that have lived are trapped within rock.          * recognise that soils are made from rock and organic matter.</p>	<p>requirements for 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          * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>H - Growth of plants  <b>Trip - Pizza Express, Where food comes from and how it is grown - tomatoes, basil, olives etc</b></p> <p><b>Writing across the curriculum - recount</b></p>
<b>Computing</b>	<p>Computing systems and networks –          Connecting computers</p>	<p>Creating Media -          Stop-frame animation</p>	<p>Programming A -          Sequencing sounds</p>	<p>Data and information          Branching databases</p>	<p>Creating Media -          Desktop publishing</p>	<p>Programming B -          Events and actions in programs</p>

<p><b>History / Geography</b></p>	<p><b><u>Black History</u></b>  <b><u>Windrush 75</u></b>  <b><u>Arrival</u></b>          What were their first impressions of the UK?          How did expectations of life in Britain match the reality?          How did people decide where to live and set up home?          How did people adapt to the British climate?</p>	<p><i>Geography</i></p> <p><b><u>Our Local Area: Stratford</u></b>          Compare and contrast another area in London          'See how the other half Live'</p> <p><i>Writing across the curriculum - explanation text</i></p> <p><i>Retrieval -</i></p>	<p><i>History</i></p> <p><b><u>Stone Age to the Iron Age in Britain</u></b>          Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age - a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age.</p> <p>For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p>	<p><i>Geography</i></p> <p><b><u>Mountains, Rivers and Coasts</u></b></p>	<p><i>History</i></p> <p><b><u>Ancient Greece</u></b>          Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The second part of the unit focuses on the continuing legacy of Ancient Greeks, and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on</p>	<p><i>History &amp; Geography</i></p> <p><b><u>International Studies</u></b>          Children will focus on learning the History and Geography of a chosen country in preparation for international celebrations.</p>
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			<p>Writing across the curriculum - A diary entry from a child living in Stone age Britain.</p> <p>Retrieval -</p>		<p>developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> <p>Retrieval -</p> <p>Writing across the curriculum - letter</p>	
PE	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
Music	<p><b>First Notes:</b> b &amp; a</p> <p>MAV: Performing pieces using different rhythms on a single note.</p>	<p><b>First Notes:</b> b, a &amp; g</p> <p>MAV: Focus on group and part singing - Christmas performance.</p>	<p><b>Combining First Notes:</b> b, a &amp; g</p> <p>MAV: Performance of the piece 'B, A And G Come Together'</p>	<p><b>First Notes, different rhythm:</b> Exploring pieces with b, a &amp; g</p> <p>MAV: Focus on group, individual and part singing - Easter performance.</p>	<p><b>More Notes:</b> c and f</p> <p>MAV: Performance of 'Make it Funky'</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>
PSHE	Exploring the Mission Statement	Anti- bullying	Citizenship Online Safety	Online Safety	International Cultures	RSHE / Journey in Love

<b>French</b>	<u>Greetings</u> <ul style="list-style-type: none"> <li>Greeting each other</li> <li>Introducing themselves</li> <li>Counting up to 10</li> <li>Introducing their immediate family</li> </ul>	<u>Greetings and counting</u> <ul style="list-style-type: none"> <li>Greeting each other</li> <li>Introducing themselves</li> <li>Counting up to 10</li> <li>Introducing their immediate family )</li> </ul>	<u>Body parts/clothing/Months</u> <ul style="list-style-type: none"> <li>Identifying body parts</li> <li>Counting up to 31</li> <li>Identifying items of clothing</li> <li>Naming the months of the year</li> <li>Talking about birthdays</li> </ul>	<u>Animals</u> <ul style="list-style-type: none"> <li>Saying animal vocabulary</li> <li>Asking about pets</li> <li>Describing animals using adjectives</li> <li>Using prepositions</li> </ul>	<u>Food</u> <ul style="list-style-type: none"> <li>Naming common foods</li> <li>Expressing likes and dislikes</li> <li>Saying what they are eating</li> <li>Naming cutlery</li> <li>Saying what they would like to have</li> <li>Understanding cooking instructions</li> </ul>
<b>Art</b>	<b>Black History</b> Use drawing skills (lines, use of colour - pencils, pastels) to represent culture of study.	<b>LO: To design and create a model landmark.</b> *Discuss pictures of local landmarks. Discuss what the landmarks are used for - how are they suitable for their purpose? *Explore pictures of architect's work: David Adjaye & Zaha Hadid, Aquatics	<b>LO: To create stone-age paints</b> *Explore origins of paint with children - paints would have come from natural materials. What natural materials make the best paints? Why? *Chn create a recipe for paint that could be made in stone-age times. *Chn create and use stone-age paints to create images of		<b>International</b> Use collage to represent culture of study.

		<p>Centre. What makes this landmark good - how it looks, how useful it is...?</p> <p>*Chn to think about what they like doing most. What type of building can they do this in?</p> <p>*Chn to design a perfect landmark for doing their favourite activity in. Create a 3D model of the landmark (working in pairs/threes, choosing best design) using white card, straws, white matchboxes.</p> <p>Explore how to change the shape of the materials used, using tabs to join.</p> <p>*(MA?) Use photos of local landmarks to decorate model.</p>	<p>animals (cave paintings). Create paints using water &amp; PVA glue mixed with charcoal and chalk.</p> <p>Work on tea-stained/brown paper.</p>		
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<b>DT</b>	<b>Electrical Systems</b> <u>Focus</u> <b>Simple circuits and switches</b> Children can design, make and evaluate an illuminated Advent wreath	<b>Structure</b>  Greek Temple	<b>Food</b> <u>Focus</u> Link to International Topic Country
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