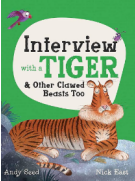

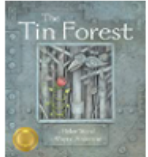











Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b></p>	<p>Learning Journey 1 Interview with a tiger</p>  <p><b>Key writing statements</b> Use sentences with different forms Extend range of sentences with more than one clause Discuss writing similar to that which they are planning to write. <u>Alex Wharton our class poet</u></p>  <p>Use relevant strategies to build their vocabulary. Speak audibly and fluently with an increasing command of Standard English, Gain, maintain and monitor the interest of the listener(s).</p>	<p>Learning Journey 1 The Tin Forest</p>  <p><b>Key writing statements</b> Create settings, characters and plots. Improve grammar, vocabulary and pronouns. Organise paragraphs. Use conjunctions, adverbs and prepositions to express time and cause. Rehearse sentences orally and build rich vocabulary. Use adverbs (then, next, soon, therefore).</p>	<p>Learning Journey 1 The Barnabus Project</p>  <p><b>Key writing statements</b> Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure., vocabulary and grammar. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices (for example headings and subheadings) .Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use inverted commas to punctuate direct speech</p>	<p>Learning Journey 1 The Night Box</p>  <p><b>Key writing statements</b> Plan writing by discussing writing similar to what they are planning to write to understand and learn from its structure, vocab and grammar. Discuss and record ideas. Read aloud their own writing to a group or whole class, using prosody.</p>	<p>Learning Journey 1 Charlotte's Web</p>  <p><b>Key writing statements</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write, organising paragraphs around a theme. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Proof-read for spelling and punctuation errors</p>	<p>Learning Journey 1 The True Story of the Three Little Pigs</p>  <p><b>Key writing statements</b> Organise paragraphs around a theme. Use simple organisational devices [for example, headings and subheadings]. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech. Use adverbs and prepositions to express time, place and cause</p>
	<p>Learning Journey 2 Text: The Big Book of the Blue</p>	<p>Learning Journey 2 Fanatical about Frogs</p>		<p>Learning Journey 2 The Promise</p>	<p>Learning Journey 2 Arthur and the Golden Rope</p>	<p>Learning Journey 2 The Dragon Snatcher</p>

	 <p><b>Key writing statements</b> Extend the range of sentences. Vocabulary choices from generic to specific. Use prepositions. Use further prefixes and suffixes. Use conjunctions to express time and cause.</p>	 <p><b>Key writing statements</b> Explore vocabulary linked to describing the impact of lack of water and wildlife. Vocabulary choices from generic to specific. Write a series of linked sentences, organise into paragraphs. Write an increasing range of sentence structures. Increase confidence to edit and evaluate own work, making improvements where needed.</p>		 <p><b>Key writing statements</b> Description is expanded through an appropriate and precise range of vocabulary. Use expanded noun phrases to add description. Extend the range of sentences with more than one clause. Describe settings, characters and plot. Use conjunctions to express time and cause.</p>	 <p><b>Key writing statements</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use prepositions (during, in, because of). Use conjunctions (before, after, while, so, because). Use adverbs (then, next, soon, therefore). Use paragraphs as a way to group related material. Assess effectiveness of their own and others' writing and suggesting improvement.</p>	 <p><b>Key writing statements</b> Use inverted commas for direct speech. Propose changes to grammar and vocabulary to improve consistency, including the use of pronouns in sentences. Express time place and cause using conjunctions such as when, before, after, while, so, because. Use paragraphs to organise writing.</p>
<b>Maths</b>	Place value within 1000 Addition and subtraction within 1000	Addition and subtraction within 1000 Multiplication and division x3, x4, x8	Multiplication and division x3, x4, x8 Measure (length and perimeter)	Fractions (basic) Mass and Capacity	Fraction (+ - =) Money Time	Shape Statistics
<b>History</b>	Does Fred Flintstone help us to understand Stone Age life?			Who were better builders - Egyptians or Bronze Age Britons?		
<b>Geography</b>	Why do people choose to live near a volcano?		Island to Island! -Journey from the IOW to the Galapagos Islands		What is the difference between Parkhurst Forest and the Amazon Rainforest?	
<b>Science</b>	Rocks and soils Big question: What is the earth made from?	Magnets Big question: What is a magnet?	Animals, skeleton and movement Big question: Why do we have a skeleton?	Solids, liquids and gases Big question: How can I identify materials based on their properties?	Plants and their food production Big question: How do plants make their food?	Light Big question: Why can you see your reflection in a mirror but not on the floor?

<b>Computing</b>	Connecting Computers	Branching Databases	Sequencing Sounds (NS) Stop-Frame Animation (NCH)	Stop-Frame Animation (NS) Sequencing Sounds (NCH)	Events and Actions in Programs (NS) Desktop Publishing (NCH)	Desktop Publishing (NS) Events and Actions in Programs (NCH)
<b>Art</b>	George Seurat		Famous buildings focusing on Christopher Wren		William Morris	
<b>DT</b>		<b>Mechanical systems- Linkages and levers</b> Design, make and evaluate a moving card for a parent/guardian for a celebration purpose.		<b>Food - healthy and varied diet</b> Making a healthy hand held, feast fit for a Pharaoh (Governor)		<b>Textiles - 2d shape to 3d project</b> Design, make and evaluate a William Morris inspired money wallet /purse to be sold in a gift shop.
<b>Music</b>	Let Your Spirit Fly	Performance Carol Concert	Ocarina	KS2 Production Bringing us Together	The Orchestra The music of Mozart	3 Little Birds Reggae
<b>Spanish</b>	Letters and Sounds, Numbers 1-10 Simple greetings and instructions What do I have in my pencil case?		Extending greetings How am I feeling? Naming and describing animals using colours		Numbers (10, 20, 30, 40, 50, 60, 70, 80, 90, 100) What day is it? Naming fruit and vegetables What does a Hungry Caterpillar eat?	
<b>PE</b>	Tag Rugby - Intro  Swimming	Invasion Games: Hockey  Swimming	Invasion Games: Netball Sportshall Athletics  Gymnastics: Shape	Cross Country/HRF  Dance: Matilda	Athletics (Sports Day)  Orienteering	Striking and Fielding - Stool Ball  Net Games: Tennis
<b>RE</b>	Jesus' teaching and Teaching of the Buggah Concept: Message	Angels Concept: Images	Holi Concept: Good and Evil	Key Events of Holy Week Concept: Love	Creation Stories Concept: Creation	Raksha Bandhan Concept: Protection
<b>PSHE</b>	Me and My Relationships.	Valuing Differences.	Keeping Myself Safe.	Rights and Responsibilities	Being My Best.	Growing and Changing.