



Autumn Term	
Religious Education	<p><u>The Christian Family</u></p> <ul style="list-style-type: none"> <li>• Can I ask and answer questions about family life?</li> <li>• Can I recognise that we all belong in a family?</li> <li>• Can I answer the question ‘Why should we say thank you for our families?’ in the form of a prayer?</li> <li>• Can I demonstrate my understanding of Christian life in my area? Can I ask and respond to questions about Christian life?</li> <li>• Can I retell the <b>story of Jesus’ baptism</b> through descriptive role play?</li> <li>• Can I make links between our families as our gifts from God and what they provide to us?</li> <li>• Can I ask and answer questions about being a Godparent?</li> <li>• Can I describe some ways in which baptismal promises are lived on by our Godparents?</li> </ul> <p><u>Mary, Mother of God</u></p> <ul style="list-style-type: none"> <li>• Can I retell the story of <b>the Annunciation</b> that is accurate in its sequence and that corresponds to the scripture source used?</li> <li>• Can I express a preference about which visual source best represents <b>the Annunciation</b>?</li> <li>• Can I retell <b>the Visitation</b> story through role play, accurately identifying links to scripture?</li> <li>• Can I describe, with increasing detail, symbols of Advent and recognise their importance?</li> <li>• Can I retell the story of <b>the Shepherds Visit</b> including key information and sequencing in chronological order?</li> </ul>
Collective Worship	Ten:Ten
English -Reading	<p><b>Guided Reading text</b> – The Iron Man by Ted Hughes  <b>Class Reading book</b> – Stone Age Boy by Satoshi Kitamura  <b>Focus:</b>  Can I develop positive attitudes to reading, and an understanding of what I read, by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,</li> <li>• reading books that are structured in different ways and reading for a range of purposes,</li> <li>• using dictionaries to check the meaning of words that I have read,</li> <li>• Identifying themes and conventions in a wide range of books.</li> </ul>

	<p>Can I understand what I read, in books that I can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context,</li> <li>• asking questions to improve my understanding of a text,</li> <li>• Retrieve and record information from non-fiction texts.</li> </ul>
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> <li>• Character Descriptions,</li> <li>• Setting Descriptions,</li> <li>• Diary entries,</li> <li>• Letter writing,</li> <li>• Story writing,</li> <li>• Poetry</li> </ul>
English-EPGS	<p>Autumn Focus:</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Noun Phrases</li> <li>• Commas</li> <li>• Prepositions</li> <li>• Fronted Adverbials</li> <li>• Coordinating and Subordinating Conjunctions</li> </ul>
Maths	<p><b><u>Please see hyperlinks</u></b></p> <p><b>Number: Place Value</b> - <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-1-Number-Place-Value.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-1-Number-Place-Value.pdf</a></p> <p><b>Number: Addition and Subtraction</b> - <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</a></p> <p><b>Number: Multiplication and Division</b> - <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-3-Number-Multiplication-and-Division.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-3-Number-Multiplication-and-Division.pdf</a></p>
Science	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Can I explain how living things obtain food?</li> <li>• Can I state why animals, including humans, need the right type of nutrients?</li> <li>• Can I identify that humans and some other animals have skeletons by investigating skeleton types?</li> <li>• Can I sort animals based on their skeletons?</li> <li>• Can I identify that humans and some other animals have skeletons by identifying parts of the skeleton? Can I identify and name bones?</li> <li>• Can I identify and explain the three main functions of a skeleton?</li> <li>• Can I explain why we need muscles to move?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I set up a simple practical enquiry in the context of investigating pairs of muscles? Can I record my findings?</li> </ul> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Can I notice that some forces need contact between two objects?</li> <li>• Can I compare how things move on different surfaces?</li> <li>• Can I notice that magnetic forces can act a distance to attract some materials and not others?</li> <li>• Can I sort magnetic and non-magnetic materials?</li> <li>• Can I observe how magnets attract or repel each other and attract some materials?</li> <li>• Can I investigate the strength of magnets?</li> <li>• Can I observe how magnets attract some materials?</li> </ul>
Art	<p><b>Stone Age Art</b></p> <ul style="list-style-type: none"> <li>• Can I research and learn about the significance of Stone Age cave art?</li> <li>• Can I research and compare the media and materials used in comparison to what we use today?</li> <li>• Can I study a piece of Stone Age Cave art to uncover its meaning?</li> <li>• Can I create my own Stone Age Cave art using authentic Media?</li> <li>• Can I create my own Stone Age Cave art using modern Media?</li> <li>• Can I compare and evaluate which media worked in the best way?</li> </ul>
Computing	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Can I review coding vocabulary from KS1?</li> <li>• Can I design and write a programme that simulates a physical system?</li> <li>• Can I introduce selection in programming and combine a timer?</li> <li>• Can I understand what a variable is in programming and use this to create a timer?</li> <li>• Can I create a program with an object that repeats actions indefinitely and use a timer to repeat actions?</li> <li>• Can I understand what debugging means and why it must be done?</li> <li>• Can I debug simple programmes?</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Can I know what makes a safe password, how to keep a password safe and the consequences of giving your passwords away?</li> <li>• Can I understand how the internet can be used to help us to communicate effectively?</li> <li>• Can I understand how a blog can be used to help us communicate with a wider audience?</li> <li>• Can I consider if what I read on websites is always true and think about why 'spoof' sites might exist and how to check if they are accurate?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I learn about the meaning of age restriction symbols on digital media and devices and discuss why PEGI restrictions exist?</li> <li>• Can I understand where to turn for help if I see inappropriate content or have inappropriate contact from others?</li> </ul>
Design and Technology	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> <li>• Can I use research to develop a design for a model stone circle? Can I discuss and sketch my design?</li> <li>• Can I choose appropriate materials according to their functions to make my stone circle?</li> <li>• Can I evaluate my product and consider the views of others to improve my work?</li> <li>• Can I understand how key events and individuals in design and technology have helped shape the world?</li> </ul>
Geography	N/A
History	<p><u>Changes in Britain from The Stone Age to The Iron Age</u></p> <ul style="list-style-type: none"> <li>• Can I create a timeline of historical events including The Stone Age, The Bronze Age and The Iron Age?</li> <li>• Can I plot Stone Age sites in Britain on a UK map and understand their significance? (Ongoing – revisit for Bronze Age and Iron Age.)</li> <li>• Can I elaborate on my understanding of The Stone Age by describing the Palaeolithic era through word etymology?</li> <li>• Can I show an understanding of what ‘Doggerland’ was and why it was significant to this period of time?</li> <li>• Can I recognise the similarities and differences between each era of The Stone Age?</li> <li>• Can I refer to my knowledge of the Mesolithic cave paintings to create my own? Can I explain what the significance of each drawing would have been for this era?</li> <li>• Can I summarise the use of technology in the Neolithic era using key vocabulary and facts?</li> <li>• Can I ask perceptive questions about Neolithic life, as well as using prior knowledge to answer these?</li> <li>• Can I begin to acquire knowledge on the Bronze Age and compare this to the Stone Age, identifying similarities and differences?</li> <li>• Can I describe the importance of Stone Circles? Can I recognise the changes and continuity of them from the past to present day?</li> <li>• Can I acquire my own information of the Beaker people using computing resources and explain their importance to a friend?</li> <li>• Can I summarise the tools, beliefs and key aspects of the Bronze Age using evidence to support?</li> <li>• Can I identify key information about the Iron Age?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I use my knowledge of The Stone Age, The Iron Age and The Bronze Age to compare the way they lived?</li> </ul>
<p>Languages (Spanish)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> <li>• Can I say hello, goodbye and tell someone my name in Spanish?</li> <li>• Can I introduce myself in basic terms?</li> <li>• Can I ask someone their name and age? Can I say my age?</li> <li>• Can I say who someone is?</li> <li>• Can I recognise a question?</li> </ul> <p>Autumn 2</p> <ul style="list-style-type: none"> <li>• Can I issue basic commands?</li> <li>• Can I ask someone how they are and say how I am (feelings)?</li> <li>• Can I use low numbers?</li> <li>• Can I say where things are?</li> <li>• Can I name colours, ask the colour of something and say what colour something is?</li> <li>• Can I ask what something is and say what something is?</li> <li>• Can I count to ten and count objects?</li> </ul>
<p>Music</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• Can I use the correct posture, breathing and diction when singing?</li> <li>• Through singing, can I develop: - an accuracy of pitch - an awareness of shape of melody and phrasing - character and style - a knowledge of structure – verse and chorus, call and response</li> <li>• Can I sing a variety of styles of songs?</li> <li>• Can I sing in two parts – as a round or in a harmony?</li> </ul> <p><u>Playing an instrument:</u></p> <ul style="list-style-type: none"> <li>• Can I learn how to look after an instrument and maintain it to a good standard?</li> <li>• Can I learn good posture and basic playing technique?</li> <li>• Can I play a steady beat in a group or independently?</li> <li>• Can I play melodies using a small range of notes?</li> <li>• Can I copy a short melodic phrase by ear?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I maintain a rhythmic or melodic ostinato?</li> <li>• Can I follow symbols or notation for rhythm and pitch?</li> <li>• Can I learn to control the instrument to produce contrasting dynamics?</li> <li>• Create and develop musical ideas?</li> <li>• Can I explore different sounds the instrument can make?</li> <li>• Can I compose actions and/or words to songs?</li> <li>• Can I explore how different musical elements can tell a story, paint a picture or create a mood?</li> <li>• Can I play instruments and sing using 'call and response' and 'question and answer'?</li> <li>• Can I develop improvising skills using rhythms and/or pitch?</li> <li>• Can I create and play an ostinato or simple rhythmic accompaniment and play with a melody?</li> <li>• Can I recognise patterns and repetition in pieces or songs?</li> </ul>
P.E.	<p><u>Circuit Training:</u></p> <ul style="list-style-type: none"> <li>• Can I travel in a variety of different ways?</li> <li>• Can I change the direction, level or speed of travel?</li> <li>• Can I use a range of ball control skills?</li> <li>• Can I control movement using balance and coordination?</li> <li>• Can I use a range of movement skills in a circuit of activities?</li> <li>• Can I compare performances with previous ones and demonstrate personal improvement?</li> </ul>
Personal, Social and Health Education	<p>1 Decision</p> <ul style="list-style-type: none"> <li>• Keeping/Staying Safe</li> <li>• Keeping/Staying Healthy</li> <li>• Growing and Changing</li> </ul>

	Spring Term
Religious Education	<p><u>Called to Change</u></p> <ul style="list-style-type: none"> <li>• Can I reflect on things in my life that bring me happiness and reflect on their positive impact?</li> <li>• Can I know how Jesus called people to change and turn away from sin?</li> <li>• Can I demonstrate my understanding of 'reconciliation'?</li> </ul>

- Can I know about the Sacrament of reconciliation as a celebration of God’s love and forgiveness?
- Can I demonstrate an understanding of what happens during the Sacrament of Reconciliation?
- Can I retell the **story of Zacchaeus**?
- Can I demonstrate my understanding of the parable of the Lost sheep?

**Celebrating the Mass**

**The Last Supper**

- Can I retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used? (Luke 22)
- Can I make links between beliefs and sources, giving reasons for beliefs?

**Beginning of Mass**

- Can I make links between beliefs and worship, giving reasons for actions and symbols?
- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

**Readings at Mass**

- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

**The Offertory & Consecration**

- Can I make links between beliefs and worship, giving reasons for actions and symbols?
- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

**Holy Communion**

- Can I make links between beliefs and worship, giving reasons for actions and symbols?
- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

Collective Worship

**ten:ten resources**  
**Lower KS2 child led collective worship.**  
**Teacher led collective worship.**

English -Reading

**Guided Reading text** – Charlie and the Chocolate Factory by Roald Dahl  
**Class Reading book** – The Christmasaurus by Tom Fletcher

**Focus:**

Can I develop positive attitudes to reading, and an understanding of what I 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 I have read,
- Identifying themes and conventions in a wide range of books.

	<p>Can I understand what I read, in books that I can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context,</li> <li>• asking questions to improve my understanding of a text,</li> <li>• Retrieve and record information from non-fiction texts.</li> </ul>
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> <li>• Character Descriptions,</li> <li>• Setting Descriptions,</li> <li>• Diary entries,</li> <li>• Letter writing,</li> <li>• Story writing,</li> <li>• Poetry,</li> <li>• Non-Chronological Reports,</li> <li>• Newspaper articles.</li> </ul>
English-EPGS	<p>Spring Focus:</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Noun Phrases</li> <li>• Commas</li> <li>• Prepositions</li> <li>• Fronted Adverbials</li> <li>• Coordinating and Subordinating Conjunctions</li> <li>• Prefix and Suffix rules</li> </ul>
Maths	<p><b><u>Please see hyperlinks</u></b>  <b>Number: Multiplication and Division</b> – <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-1-Multiplcation-and-Division.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-1-Multiplcation-and-Division.pdf</a>  <b>Measurement: Money</b> – <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-2-Money.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-2-Money.pdf</a>  <b>Statistics</b> – <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-3-Statistics.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-3-Statistics.pdf</a>  <b>Measurement: Length and Perimeter</b> - <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-4-Length-and-Perimeter.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-4-Length-and-Perimeter.pdf</a>  <b>Number – Fractions</b> - <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-5-Fractions.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-5-Fractions.pdf</a></p>
Science	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify the functions of different parts of flowering plants and describe their functions?</li> <li>• Can I explore what plants need for life and growth by investigating what plants need to grow well?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I set up an investigation and record findings using simple scientific language, drawings and diagrams by observing and recording plant growth?</li> <li>• Can I investigate the way in which water is transported within plants?</li> <li>• Can I explore the part that flowers play in the life cycle of flowering plants, including and understanding pollination, seed formation and seed dispersal?</li> <li>• Can I explore the part that flowers play in the life cycle of flowering plants, ordering the stages of this?</li> </ul> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>• Can I recognise that we need sources of light in order to see?</li> <li>• Can I recognise and investigate which surfaces reflect light?</li> <li>• Can I focus on how shadows are created by natural light and plan an investigation to show how they may change throughout the day?</li> <li>• Can I recognise that light from the sun can be dangerous and that there are ways to protect ourselves from it?</li> </ul>
Art	<p><u>European Landscapes and Architecture</u></p> <ul style="list-style-type: none"> <li>• Can I recap on my KS1 skills to successfully transition shades between light and dark, creating a variation in colour? Can I apply this to landscape drawings?</li> <li>• Can I use my knowledge of drawing techniques such as blending and shadow, to create an image of a landscape?</li> <li>• Can I use a range of Medias such as chalk, wax crayons and pencil to create architectural designs?</li> <li>• Can I research European architecture, showing an understanding as to why and how it was created and the impact that it has made on the world today?</li> </ul>
Computing	<p><u>Typing</u></p> <ul style="list-style-type: none"> <li>• To introduce typing terminology.</li> <li>• Understand the correct way to sit at the keyboard.</li> <li>• To learn how to use the home, top and bottom row keys.</li> <li>• To practice and improve typing for home, bottom, and top rows.</li> <li>• To practice the keys typed with the left hand.</li> <li>• To practice the keys typed with the right hand.</li> </ul> <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> <li>• To create pie charts and bar charts</li> <li>• To use the 'more than', 'less than' and 'equals' tools</li> <li>• To introduce the Advanced mode of 2Calculate and use coordinates.</li> </ul>
Design and Technology	<p><u>Making a Volcano</u></p> <ul style="list-style-type: none"> <li>• Can I know how air pressure can be used to produce and control movement?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, and prototype?</li> <li>• Can I think about design and mechanism and change according to progress?</li> <li>• Can I select from and use a wider range of tools and equipment to perform practical tasks?</li> <li>• Can I understand how to incorporate a pneumatic system?</li> <li>• Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work?</li> </ul>
Geography	<p><u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> <li>• Can I correctly plot our focus Volcanoes onto a map of the world?</li> <li>• Can I investigate the meanings and definitions of key words in relation to volcanoes?</li> <li>• Can I create a timeline of geographical events showing the chronological order of when our focus volcanoes last erupted?</li> <li>• Can I describe and understand key aspects of physical geography in the context of what is under the Earth's surface?</li> <li>• Can I describe and understand key aspects of physical geography in the context of volcanoes?</li> <li>• Can I describe and understand key aspects of physical geography in the context of earthquakes?</li> <li>• Can I show an understanding of the key aspects of earthquakes, focusing on their tectonic plates and epicentre?</li> <li>• Can I create a board game to play showing my knowledge of earthquakes and volcanoes?</li> </ul> <p><u>Europe and Russia</u></p> <ul style="list-style-type: none"> <li>• Can I locate Europe and Russia on a world map, accurately?</li> <li>• Can I describe and understand key aspects of human geography the context of landmarks?.</li> <li>• Can I create a timeline of when these were built?</li> <li>• Can I use this prior knowledge to compare the human geography of these countries?</li> <li>• Can I focus on the distribution of natural resources such as food throughout the context of Europe and Russia?</li> </ul>
History	<u>N.A this term.</u>
Languages (Spanish)	<ul style="list-style-type: none"> <li>• <u>Alphabet</u></li> <li>• <u>School day</u></li> <li>• <u>Day out</u></li> <li>• <u>Weather</u></li> </ul>
Music	<p><u>Styles of Music</u></p> <ul style="list-style-type: none"> <li>• Development of instrumental and technical ability through learning pieces of greater difficulty. Greater</li> </ul>

requirement of finger independence. Learn a piece in the style covered.

- Vocal development: Sing a Major and Minor arpeggio ascending and descending, with focus on tone and ear training. Learn to sing a song of the style covered.
- Continuation of studying rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest.

### History of Music

- Continued development of instrumental ability through learning new pieces and pieces covered in Term 2 Part 1.
- History of music (focus on style covered in Term 2 Part 1) with brief overview of music history timeline. Covering related pioneering artists, life and times of particular era, effects and influences on current music/artists.
- Vocal development: Sing a Major and Minor arpeggio ascending and descending in different keys, with focus on tone and ear training. Continue to develop song from term 2 part 1 and learn to sing modern day pop song.
- Learn to play chords related to a piece already being covered. Variation on chord shapes used to accommodate the different abilities within the class.
- Continuation of studying rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest.

P.E.

3 point movements

Hockey

Fitness

Personal, Social and Health Education

**One decision**