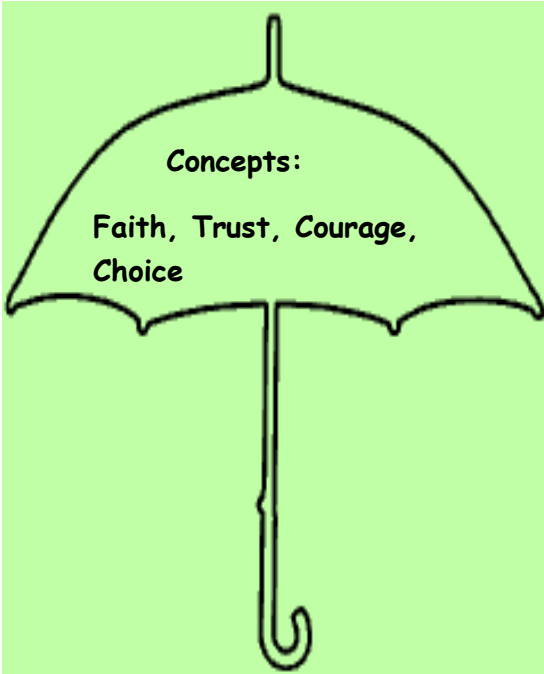


Explore

Geography and DT focus - Italy/Volcanoes

Enquiry question - Why do people live so close to volcanoes?



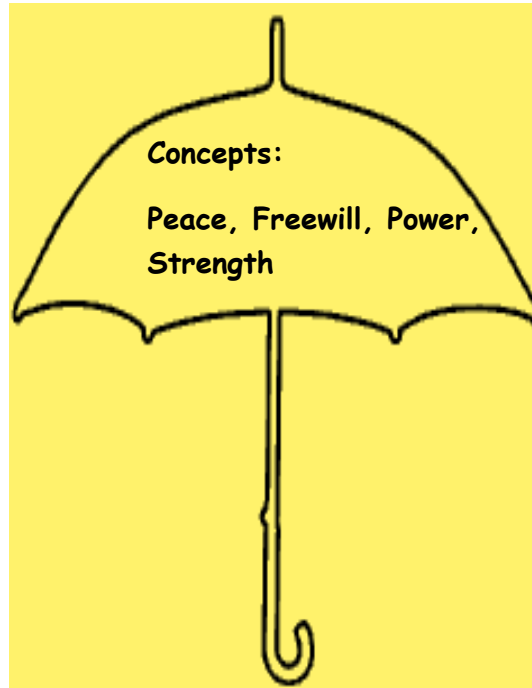
Authentic Outcome:

Volcano Museum-
Blowing up volcanoes,
displaying their work.

Discover

History focus - Anglo Saxons/Vikings

Enquiry question - Is it fair to invade other places/countries?



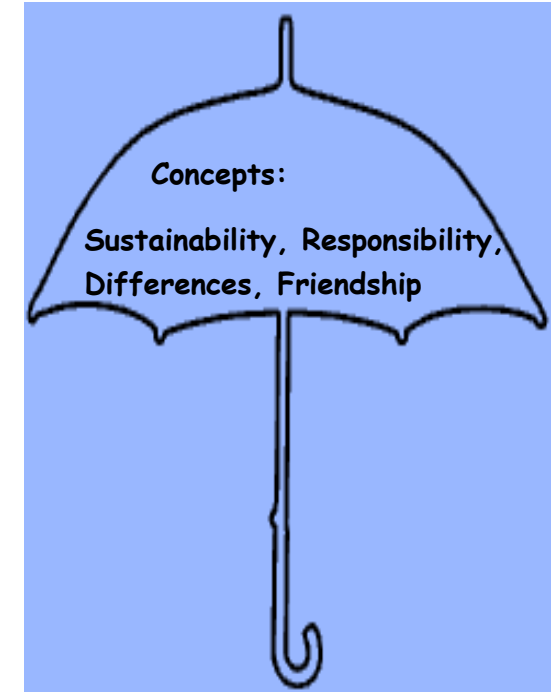
Authentic Outcome:

Viking exhibition and
re-enactment.

Create

Arts focus - Iron Man and recycled objects

Enquiry question - Can we do more to save the world?



Authentic Outcome:

Junk modelling and
dramatic
performances.



Year 3	Autumn Term - Key Skills	Spring Term - Key Skills	Summer Term - Key Skills
English (Texts)	<p>When the Giant Stirred by Celia Godkin Pompeii by Karen Ball</p> <p>Class novels - George's Marvellous Medicine The Owl who was afraid of the Dark Spelling : Prefixes - pre, sub, ex Suffixes - ing, ed, er, en Reading words of two or more syllables Read fluently and confidently Recognise alternative sounds for graphemes Comprehension Clarifying Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Inferring Use inference to draw simple conclusions about characters, settings and events Composing Ensure that there is a clear beginning, middle and end in their writing. Develop an idea over several sentences Use adventurous vocabulary and detail to make their writing lively and interest the reader Join sentences with 'or' and 'but' and use 'when', 'if', 'that' and 'because' to extend</p>	<p>The Saga of Erik the Viking Beowulf</p> <p>Class novels - The Sheep-Pig Tom's Midnight Garden Spelling prefixes in-, il-, im- and ir- , dis, re, de, over Word Reading Continue to use phonic knowledge and skills with unfamiliar words Enjoy books and reading Discuss a range of fiction, poetry, plays, non-fiction, reference and text books Read for a range of purposes Comprehension - Vocabulary Knowledge Explain the meaning of words in context Clarifying and Retrieving Check that the text makes sense to them Comprehension - Predicting Predict what may happen and explain using detail from the text Planning Generate ideas for their writing, by combining observations, reading and imagination Planning / Composing Use the underlying structures, grammar and vocabulary of written texts to help</p>	<p>The Iron Man The Sandman and the Turtle (Linked to Sea and Plastic) Class novel - The Lion, Witch and the Wardrobe Class novel - A selection of poetry. Spelling Prefixes inter, super, anti, auto, ation, non Word Reading Continue to use phonic knowledge and skills with unfamiliar words. Use an understanding of morphology and etymology to aid them in reading unfamiliar words Comprehension - Imagining Create sensory images while they read. Asking Questions Ask questions to help their reading make sense and to keep an active engagement with a longer text Inferring Use inference to draw simple conclusions about characters, settings and events Use vocabulary knowledge, including synonyms, to aid inference. Responding to texts Refer back to the text to support their response Planning / Composing Plan, order and organise texts logically Use paragraphs to group related material Create characters and settings using well-chosen words and phrases</p>



<p>sentences Write consistently in 'past' or 'present' tense</p> <p>Join sentences with 'or' and 'but' and use 'when', 'if', 'that' and 'because' to extend sentences</p> <p>Handwriting and presentation</p> <p>Form lower case letters, upper case letters and digits of the correct size relative to one another.</p>	<p>them plan and write their own for specific (often real) audiences and clear purposes</p> <p>Punctuation</p> <p>Use inverted commas</p> <p>Use bullet points</p>	<p>Evaluating</p> <p>Proof-read their work for spelling, grammar and punctuation errors. Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because. Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>
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Maths	<u>Place Value</u> <u>Addition and</u> <u>Subtraction</u>	<u>Multiplication and</u> <u>Division</u>	<u>Money</u>	<u>Fractions</u>
	<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognising the place value of each digit in a three-digit number.</p> <p>Compare and order numbers up to 1000.</p> <p>Identify, represent and estimate numbers using</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including</p>	<p>Count money in pence and pounds. Convert pounds and pence.</p> <p>To add and subtract money.</p> <p>To give change.</p>	<p>Count up and down in tenths.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and show, using diagrams, equivalent</p>



<p>different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Add and subtract numbers mentally.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts and place value.</p>	<p>positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>		<p>fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Solve problems that involve all of the above.</p>
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Science	<u>Prediction & Conclusion writing focus</u>	<u>Rocks & Soils</u>	<u>Plants</u>	<u>Animals incl humans</u>	<u>Forces & Magnets</u>	<u>Light</u>
	<p>Ask relevant questions that can be answered by appropriate scientific enquiry</p> <p>Take accurate measurements using more complex standard units and parts of units.</p> <p>Choose from a range provided, appropriate equipment for measuring and observing including thermometers and data loggers.</p> <p>Plan and carry out simple practical enquires, comparative and fair tests relevant to the questions or ideas they are investigating.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest</p>	<p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>To recognise that soils are made from rocks and organic matter.</p>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p>To 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.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>To compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>To observe how magnets attract or repel each other and attract some materials and not others.</p> <p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</p>	<p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>



	<p>improvements and raise further questions.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>		<p>formation and seed dispersal.</p>		<p>identify some magnetic materials.</p> <p>To describe magnets as having two poles.</p> <p>To predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
Geography	<p><u>Using maps to locate countries and features</u></p> <ul style="list-style-type: none"> • Describe the layers of earth using key vocabulary • Locate tectonic plates on a map • Locate key mountain ranges around the world • Discuss the climate of mountains and explain why this may be the case • Locate volcanoes around the world. • Discuss what you have notice about the location of volcanoes and the edges of tectonic plates • Investigate the similarities and differences between a volcanic 					



	<p>region of Italy and a region of the UK.</p> <ul style="list-style-type: none"> • Find the regions using a map, an atlas and a globe. What are the skills you need to use each of these? • Compare the key human and physical geographical features of a region of UK and a volcanic region of Italy e.g. Sicily • Saying how they are similar and different. How can you present this information in different ways (e.g. Carroll and Venn diagrams) • Research the different climate zones in each country. • Research the average temperature for each of the countries and create a chart to show this. • Observe aerial view photographs to compare countries and climate zones • Use the compass points to describe the countries in relation to each other 		
DT	<p><u>Making a volcano and creating a dish from Italy</u></p> <p>How to make a strong, stiff shell structure (make a volcano)</p>	<p>Make a money pouch</p> <p>Weaving</p>	<p>Healthy food e.g. smoothie</p>



	Food preparation (make a pizza/bruschetta)				
	Design and make a pudding pizza.				
History			<p style="text-align: center;"><u>Anglo-Saxons and Vikings</u></p> <p>Place events in chronological order of dates/terms, e.g. <i>Second World War, Victorian- covering periods before Saxons in the different ages.</i></p> <p>Begin to give a few reasons for, and results of, main historical events and changes to expand knowledge base enabling a developing understanding of links between events and developments within/across periods.</p> <p>Identify some of the different ways of representing the past and give reasons for this.</p> <p>Make simple deductions from sources and use a range to learn from.</p> <p>To select and organise relevant historical information.</p> <p>To use historical vocabulary.</p>		
Music	Whole school	Whole school	Whole school	Whole school	<p style="text-align: center;"><u>Rhythms and patterns</u></p> <ul style="list-style-type: none"> • To think about what the lyrics mean • To discuss how a song makes them feel



	<p>Ludwig Van Beethoven: Symphony no.5 1st movement (1808)</p> <p>All pieces of music and lesson plans can be found at BBC Ten pieces</p>	<p>Pyotor Ilyich Tchaikovsky: The Nutcracker - Waltz of the flowers Russian Dance (1892)</p> <p>All pieces of music and lesson plans can be found at BBC Ten pieces</p>	<p>Vaughan Williams: The Lark Ascending (1914)</p> <p>All pieces of music and lesson plans can be found at BBC Ten pieces</p>	<p>Gustav Holst: Mars from The Planets (1914)</p> <p>All pieces of music and lesson plans can be found at BBC Ten pieces</p>	<ul style="list-style-type: none"> • Listen carefully to other people's thoughts about the music • Copy rhythm patterns, create rhythm patterns • Copy back a rhythm without notation • Copy back a rhythm with notation (crotchet and crotchet rests - crotchet = 1 beat) • Sing in unison and in two simple parts • Play a one note part on a recorder from memory or using notation • Play a one note part on a recorder in time to a song • Improvise a piece of music using one, two or three notes on a recorder • Help create at least one simple melody using 1, 3 or 5 different notes • Choose what to perform, record it and say how they were feeling • Rehearse and perform their part within the context of the song • Sing songs with more than one part 	
	<p style="text-align: center;">Topic links</p> <p>Sing Up- Have a blast with volcanoes; TES song 'Walking on lava'; Hamilton Trust - representing volcanoes through music. Disney - Lava</p>				<p style="text-align: center;">Whole school</p> <p>Benjamin Britten: Storm interlude (1945)</p> <p>All pieces of music and lesson plans can be</p>	<p style="text-align: center;">Whole school</p> <p>Anna Clyne: Night Ferry (1980)</p> <p>All pieces of music and lesson plans can be found at BBC Ten pieces</p>



				found at BBC Ten pieces	
				Topic links	
				Charanga unit- bringing us together (friendship); SingUp songs: Recycle it, Don't throw it away, The conservation rap.	
Art	Linked to Volcanoes	Linked to Vikings		<p style="text-align: center;">Sketching</p> <ul style="list-style-type: none"> To create sketchbooks to record observations and use the, to review and revisit. To improve their mastery of art and design techniques-drawing, painting, sculpture with a range of materials. <p>Drawing</p> <ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people - particularly faces <p>Colour</p> <ul style="list-style-type: none"> colour mixing 	



			<ul style="list-style-type: none"> • Make colour wheels • Introduce different types of brushes • techniques- apply colour using dotting, scratching, splashing <p>Texture</p> <ul style="list-style-type: none"> • weaving • Tie dying, batik <p>Form</p> <ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • understanding of different adhesives and methods of construction • aesthetics <p>Pattern</p> <ul style="list-style-type: none"> □ pattern in the environment □ design □ using ICT □ make patterns on a range of surfaces □ symmetry 	
Computing	<p><u>Coding E Safety</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in</p>	<p><u>Online safety</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content</p>	<p><u>Branching databases</u></p> <p>Select, use and combine a variety of software (including internet</p>	<p><u>Spreadsheets</u></p> <p><u>Multimedia Presentations</u></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>



	<p>programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>		<p>and contact.</p> <p style="text-align: center;"><u>Emails</u></p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>		<p>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
PSHE	<p style="text-align: center;"><u>Coping after COVID-19</u></p> <p>Book: The Invisible String. Conflicting feelings Self-regulation Mindfulness Book: How to Grow a Brain / The Most Magnificent Thing The power of yet</p>	<p style="text-align: center;"><u>Relationship values</u></p> <p>How to be a good friend CONSENT - (IT'S MY BODY) My body my choice BE YOURSELF - Know your mind Book: Kamal is always hungry</p>	<p style="text-align: center;"><u>Drug awareness</u></p> <p>Smoking · Why do people smoke · Physical effects of smoking · Smoking and society Why do we exercise? Choking · Poisons</p>	<p style="text-align: center;"><u>Celebrating democracy</u></p> <p>Activity Passport: Make something out of wood What is racism?</p>	<p style="text-align: center;"><u>Inspirational people</u></p> <p>When I grow up, I want to be...</p>	<p style="text-align: center;"><u>Money matters</u></p> <p>Saving, budgeting and spending.</p>



		Gender stereotypes				
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RE	<p><u>Christianity, Judaism and Islam</u></p> <p>Umbrella Question - Theology focus: Where do religious beliefs and practices come from?</p> <p>The baptism of Jesus. What happens at a Christian baptism. God as 'three in one'. The story of Moses and why he is an important figure to Jewish people. The story of the prophet Muhammad and was why he is an important figure to Muslim people. To talk about why the Grace is so important to Christians. To talk about how the Seder meal reflects the Jewish people's understanding of God.</p>	<p><u>Christianity, Judaism and Islam</u></p> <p>Umbrella Question - Philosophy focus: Is seeing believing?</p> <p>Why Holy Week is important to Christians. What happens in churches during Holy Week. Why Jewish people celebrate Passover. Why the Exodus is so important to Jewish people. How the revelation of the Qur'an helps Muslim people to understand the nature of Allah. The importance of the city of Makkah in the life of the prophet Muhammad.</p>	<p><u>Christianity, Judaism and Islam</u></p> <p>Umbrella Question - Human and social science focus: How is understanding of the world influenced by religious belief?</p> <p>Why Christians believe that God created the world and the nature of God from Genesis 1. Why Christians seek God's guidance and are stewards of God's world Where the Torah comes o talk about how the Torah helps Jewish people to understand God. The different parts of the synagogue. Why the history of the Ka'aba is so important to Muslims. How the city of Makkah influences the life of a Muslim person.</p>	
PE	<p><u>Orienteering</u></p> <p>Orientate a map using features of the area and using a control marker. Plan effectively to visit as many control markers in a given time Plan effectively, taking safety and danger into account. Work cooperatively with a small team or partner to navigate a course. Communicate clearly to solve problems.</p>	<p><u>SAQ Leadership in sport</u></p> <p>Show good body mechanics when traveling through equipment. Apply technical information to movement with and without</p>	<p><u>Tennis</u></p> <p>Understand basic rules of tennis. Consolidate throwing actions and practice catching. Strike a tennis ball using their</p>	<p><u>Swimming</u></p> <p>Perform safe self-rescue in different water based situations To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>



	<p style="text-align: center;"><u>Dance</u></p> <p>Copy and repeat routines in short phrases and perform with confidence. Create short sequence of movements showing imagination and creativity, linking phrases smoothly. Explore and perform actions creatively in response to music stimulus. Demonstrate the ability to move fluently with variation in speed, height and direction. Create and perform routines for different dance styles. Analyse others performances and their own, identifying strengths and areas of their performance they would improve</p>	<p>equipment. Use the balls of the feet to complete equipment. Bend knees to gain a good start and change of direction. Complete equipment with a smooth body motion.</p>	<p>hand or small racquet. Strike a ball with some control and accuracy. Apply tactical skill and thinking to small games. Perform a forehand shot. Hold the tennis racquet with the correct grip.</p> <p><u>Gymnastics</u> Create routines with up to 8 elements: change of direction, rolling actions, travelling, counter balances, counter tension balances, jumps and clear body shape. Choose appropriate skills to suit the performance. Link movements in a routine together smoothly, with</p>	<p style="text-align: center;"><u>OAA/outdoor athletics</u></p> <p>Perform different techniques for throwing over a distance. Throw with accuracy to hit a target within javelin and shot put. Perform a fluent sprinting start technique and link smoothly to a running motion. Perform the handover of a baton within a relay competition fluently. Perform a range of jumping techniques for standing long jump and speed bounce. Develop the technique to perform a triple jump. Discuss ways to improve technique and performance.</p>
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		precision and accuracy. Apply routines to a range of equipment, moving at different heights.	
French	<p><u>Names & Greetings, Numbers</u></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate songs, stories, poems and rhymes.</p> <p>Describe people and things orally and in writing.</p> <p>Use familiar vocabulary, phrases and basic language structures.</p> <p>Learn and write phrases.</p> <p>Listen attentively to spoken language by joining in and responding.</p> <p>Engage in short conversations. (S/L)</p> <p>Ask and answer questions. (S/L)</p> <p>Seek clarification and help.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words and phrases</p> <p>Speak in sentences.</p>	<p><u>Days of the week and colours</u></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate songs, stories, poems and rhymes.</p> <p>Describe people and things orally and in writing.</p> <p>Use familiar vocabulary, phrases and basic language structures.</p> <p>Learn and write phrases</p> <p>Listen attentively to spoken language by joining in and responding.</p> <p>Engage in short conversations. (S/L)</p> <p>Ask and answer questions. (S/L)</p> <p>Seek clarification and help.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words and phrases</p> <p>Speak in sentences.</p>	<p><u>Body parts & animals</u></p> <p><u>Describe a monster</u></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate songs, stories, poems and rhymes.</p> <p>Describe people and things orally and in writing.</p> <p>Use familiar vocabulary, phrases and basic language structures.</p> <p>Learn and write phrases</p> <p>Listen attentively to spoken language by joining in and responding.</p> <p>Engage in short conversations. (S/L)</p> <p>Ask and answer questions. (S/L)</p> <p>Seek clarification and help.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words and phrases</p> <p>Speak in sentences.</p>





William Martin CofE Schools and Nursery & St James CofE Primary School
2020-21 Planning for Year 3