

Year 3	Autumn Term	Spring Term The Way of the Cross	Summer Term Multiplication Tables Check
<b>Religious Education</b>	<b>Scripture, Teaching, Worship, Life</b> (Adapted The Way, the Truth and the Life) <ul style="list-style-type: none"> <li>• Reconciliation</li> <li>• Celebrating the Mass</li> <li>• Preparation for First Holy Communion</li> <li>• World faiths and religions</li> </ul>	<b>Scripture, Teaching, Worship, Life</b> (Adapted The Way, the Truth and the Life) <ul style="list-style-type: none"> <li>• Reconciliation</li> <li>• Celebrating the Mass</li> <li>• Preparation for First Holy Communion</li> <li>• World faiths and religions</li> </ul>	<b>Scripture, Teaching, Worship, Life</b> (Adapted The Way, the Truth and the Life) <ul style="list-style-type: none"> <li>• Celebrating Easter and Pentecost</li> <li>• Being a Christian</li> <li>• Preparation for First Holy Communion</li> <li>• World faiths and religions</li> </ul>
<b>English</b>	<b>CLPE: Power of Reading</b>  <b>Traditional Tale: How the Stars Came to Be by Poonam Mistry</b> <b>Human Theme: Achieving a Goal / Working with others</b>  Reading: Experience, Knowledge, Skills and Strategies <ul style="list-style-type: none"> <li>• Make personal connections Form intertextual links Respond to illustration Visualise Develop inference and deduction Make predictions Reading for information – skim, scan, note-take and summarise Ask, answer and evaluate questions Story Mapping and narrative structure Investigate point of view Empathise Develop fluency through performance</li> </ul>	<b>CLPE: Power of Reading</b>  <b>Contemporary picture book: Milo Imagines The World by Matt de la Peña/Christian Robinson</b> <b>Human Theme: Considering Unconscious Bias</b>  Reading: Experience, Knowledge, Skills and Strategies <ul style="list-style-type: none"> <li>• Respond to illustration Visualise Empathise Ask, answer and evaluate questions Clarify and define vocabulary Make predictions Close reading and text marking Looking at Language Develop inference and deduction Character comparisons Make personal connections Form intertextual links Story Mapping and narrative structure</li> </ul>	<b>CLPE: Power of Reading</b>  <b>Contemporary picture book: The Comet by Joe Todd-Stanton</b> <b>Human Theme: Managing emotion</b>  Reading: Experience, Knowledge, Skills and Strategies <ul style="list-style-type: none"> <li>• Respond to Illustration Develop inference and deduction Develop personal, critical &amp; evaluative response Make predictions Looking at language Consider authorial intent Empathise Make personal connections Develop visual literacy Develop fluency through performance Skim, scan, note-take and summarise</li> </ul> Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency

	<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p> <ul style="list-style-type: none"> <li>Etymology and morphology Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (with comma) Subjunctive forms Adverbs or modal verbs for degrees of possibility Active and passive voice Figurative language, including metaphor, simile, personification Emotive Language Direct speech punctuation</li> </ul> <p>Extended Writing</p> <ul style="list-style-type: none"> <li>Information Writing Narrative - Original Pourquoi Story</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Classic Picturebook: The Great Kapok Tree by Lynne Cherry</b>  <b>Human Theme: Environmentalism</b></p> <p>Reading: Experience, Knowledge, Skills and Strategies</p> <ul style="list-style-type: none"> <li>Visualise Reading for information – skim, scan, note-take and summarise Ask, answer and evaluate questions Look at language Close reading</li> </ul>	<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p> <ul style="list-style-type: none"> <li>Figurative language including metaphor, simile, personification Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (with comma) Conjunctions, adverbs and prepositions to expressing time, place and cause Subjunctive forms Adverbs or modal verbs for degrees of possibility Punctuation for effect and cohesion Revise complex code</li> </ul> <p>Extended Writing</p> <ul style="list-style-type: none"> <li>Poetry Personal Narrative Persuasive Writing</li> </ul> <p><b><u>Spring 2</u></b></p> <p><b>CLPE: Power of Reading</b></p> <p><b>Poetry Collection: Werewolf Club Rules Joseph Coelho / John O’Leary</b>  <b>Human Theme: Belonging and Identity</b></p> <p>Reading: Experience, Knowledge, Skills and Strategies</p> <ul style="list-style-type: none"> <li>Review Complex Code – link spelling and reading Support fluency with rhythm and rhyme Respond to illustration Visualise</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions, adverbs and prepositions to expressing time, place and cause Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (demarcated with comma) Pronoun to aid cohesion and avoid repetition Paragraphs to group related material Punctuation for effect and cohesion Regular and irregular pluralisation</li> </ul> <p>Extended Writing</p> <ul style="list-style-type: none"> <li>Writing in Role: Diary Information Text Extended Narrative</li> </ul> <p><b><u>Summer 2</u></b></p> <p><b>Classic Novel: Charlotte’s Web by E.B. White / Garth Williams</b>  <b>Human Theme: Coping with change</b></p> <p>Reading: Experience, Knowledge, Skills and Strategies</p> <ul style="list-style-type: none"> <li>Respond to Illustration Develop inference and deduction Make predictions Summarise Ask, answer and evaluate questions Making personal connections Form intertextual links Empathise Investigate point of view Reading for information – skim, scan, note-take and summarise Build stamina</li> </ul>
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	<p>Make personal connections Form intertextual links Respond to Illustration Make predictions Clarify and define vocabulary Develop fluency through performance</p> <p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p> <ul style="list-style-type: none"> <li>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (demarcated with comma) Figurative language, including metaphor, and simile Conjunctions, adverbs and prepositions to expressing time, place and cause Modal verbs for degrees of possibility Use of tense Direct speech punctuation</li> </ul> <p>Extended Writing</p> <ul style="list-style-type: none"> <li>Explanation Text Debate - Argument Writing</li> </ul>	<p>Develop fluency through performance Make predictions Develop inference and deduction Form intertextual links Make personal connections Looking at language Consider authorial intent</p> <p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p> <ul style="list-style-type: none"> <li>Language and word play: homophones Onomatopoeia, alliteration, assonance Figurative language, including metaphor, simile, personification Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Using language for intent and effect Visual patterns in rhyming words – onset and rime Rhyme – sound and visual patterns Syllabification for spelling Revise consonant cluster</li> </ul> <p>Extended Writing</p> <ul style="list-style-type: none"> <li>Poetry in a range of forms</li> </ul>	<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p> <ul style="list-style-type: none"> <li>Third person narrative voice Conjunctions, adverbs and prepositions to expressing time, place and cause Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (with comma) Figurative language, including similes Pronoun to aid cohesion and avoid repetition Commas to separate clauses Direct Speech punctuation Compound and complex sentences</li> </ul> <p>Extended Writing</p> <ul style="list-style-type: none"> <li>Information Text: Fact File Explanatory Text: Life on the Farm Newspaper Report</li> </ul>
<b>Maths</b>	<p><b>HFL Essential Maths (Autumn Block)</b></p> <ul style="list-style-type: none"> <li>Place Value and regrouping</li> <li>Counting on and back in one, Tens and Hundreds</li> <li>Estimation, Magnitude and rounding</li> <li>Mental Fluency, addition, subtraction</li> <li>Fact families and applying the inverse</li> <li>Written addition and subtraction</li> </ul>	<p><b>HFL Essential Maths (Spring Block)</b></p> <ul style="list-style-type: none"> <li>Multiplication 3, 4 and 8 times tables including counting</li> <li>Division 1,2,3,5,4 and 8 times tables</li> <li>Multiplication- strategy, associative and distributive laws</li> <li>Statistics- pictograms and scaled bar charts</li> </ul>	<p><b>HFL Essential Maths (Summer Block)</b></p> <ul style="list-style-type: none"> <li>Division problem solving -sharing and division</li> <li>Division - two and three digit numbers by one digit numbers including halving</li> <li>Multiplication, division and fractions- scaling and correspondence problems</li> </ul>

	<ul style="list-style-type: none"> <li>• problem solving - worded problems</li> <li>• Statistics- interpreting bar charts and tables</li> <li>• Angles, right angles and estimation</li> <li>• Perpendicular and parallel lines, vertical and horizontal lines</li> <li>• 2-D shape- properties and drawing</li> <li>• Perimeter including problem solving - using written and mental methods</li> <li>• Arithmetic &amp; fluency sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division word problems</li> <li>• Fractions - finding fractions of discrete and continuous quantities</li> <li>• Ordering and comparing fractions</li> <li>• adding and subtracting fractions with the same denominator</li> <li>• Fractions- problem solving and unit and non unit fractions</li> <li>• Multiplication- multiplying multiples of Ten</li> <li>• multiplication - formal written multiplication</li> <li>• Arithmetic &amp; fluency sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Division -long division</li> <li>• Time - hours, minutes, seconds, days, weeks, months and years</li> <li>• Telling the time digital and analogue</li> <li>• Securing the four operations with whole numbers including problem solving</li> <li>• Place value and decimals- ten times greater and smaller, regrouping, estimating, comparing and rounding</li> <li>• Measuring and problem solving</li> <li>• 3-D shape - building and identifying properties</li> <li>• Arithmetic &amp; fluency sessions</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>Movement &amp; Nutrition</b></li> <li>• <b>Forces &amp; Magnets</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rocks &amp; Soil</b></li> <li>• <b>Light &amp; Shadows</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plant Reproduction</b></li> <li>• <b>Making Connections</b></li> </ul>
<b>Computing</b>	<b>Purple Mash Units</b> <ul style="list-style-type: none"> <li>• 3.1 Coding</li> <li>• Online Safety</li> </ul>	<b>Purple Mash Units</b> <ul style="list-style-type: none"> <li>• 3.5 Email</li> <li>• Online safety</li> </ul>	<b>Purple Mash Units</b> <ul style="list-style-type: none"> <li>• 3.9 Presenting</li> <li>• Online safety</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• <b>Drawing:</b> Growing artists</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Craft and design:</b> Ancient Egyptian scrolls</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sculpture and 3D:</b> Abstract shape and space</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>• <b>Textiles:</b> Cross stitch and appliqué</li> <li>• <b>Structures:</b> Constructing a castle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cooking and Nutrition:</b> Eating Seasonally</li> <li>• <b>Digital World:</b> Electronic Charm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mechanical System:</b> Pneumatic Toys</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Why do people live near volcanoes?</li> </ul>	<ul style="list-style-type: none"> <li>• Who lives in Antarctica?</li> </ul>	<ul style="list-style-type: none"> <li>• Are all settlements the same?</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• British History 1: Would you prefer to live in the Stone age, Iron age, Bronze age?</li> </ul>	<ul style="list-style-type: none"> <li>• British history 2: Why did the Romans settle in Britain?</li> </ul>	<ul style="list-style-type: none"> <li>• What did the ancient Egyptians believe?</li> </ul>

<b>Modern Foreign Language</b>	<b>Language Angels</b> <ul style="list-style-type: none"> <li>• I'm learning French</li> <li>• I am able... /I know how</li> </ul> -Ongoing French Dictionary work -Additional MFL resources - Purple Mash	<b>Language Angels</b> <ul style="list-style-type: none"> <li>• Ancient Britain</li> <li>• Seasons</li> </ul> -Ongoing French Dictionary work -Additional MFL resources - Purple Mash	<b>Language Angels</b> <ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• Ice Cream</li> </ul> -Ongoing French Dictionary work -Additional MFL resources - Purple Mash
<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>Creating compositions in response to an animation</b> (Theme: Mountains)</li> <li>• <b>Ballads</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pentatonic melodies and composition</b> (Theme: Chinese New Year)</li> <li>• <b>Adapting and transposing motifs</b> (Theme: Romans)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jazz</b></li> <li>• <b>Traditional instruments and improvisation</b> (Theme: India)</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Invasion Games</li> <li>• Gymnastics</li> <li>• Striking &amp; fielding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Net/wall activities</li> <li>• Gymnastics</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• P.E specialist Swimming lessons.</li> <li>• Athletics</li> <li>• Striking &amp; fielding</li> </ul>
<b>PSHE</b>	<b>CREATED AND LOVED BY GOD</b> Religious understanding <ul style="list-style-type: none"> <li>• The Sacraments</li> </ul> <b>CREATED AND LOVED BY OTHERS</b> Religious understanding <ul style="list-style-type: none"> <li>• Jesus my friend</li> </ul>	<b>Wellbeing Week</b> <b>TEN TEN</b> <b>Created to love others</b> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• When things feel bad</li> <li>• Sharing online</li> <li>• Drugs, alcohol and tobacco</li> <li>• First aid heroes</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>• Chatting online (Classroom shorts)</li> <li>• Safe in my body</li> <li>• Rights and responsibilities (Classroom Shorts)</li> </ul>	<b>TEN TEN</b> <b>Created to live in community</b> <b>Religious understanding</b> <ul style="list-style-type: none"> <li>• A community of love</li> <li>• What Is the Church</li> </ul> <b>Living in the wider world</b> <ul style="list-style-type: none"> <li>• How do I love others</li> </ul> <b>RSE:</b> Working together + Classroom shorts