

YEAR 3	Autumn 1 A HISTORY OF ABSOLUTELY EVERYTHING	Autumn 2 FESTIVALS OF LIGHT	Spring 1 MARVELLOUS MEDICINE	Spring 2 MOUNTAINEERING FOR BEGINNERS	Summer 1 ROMANS	Summer 2 LET'S STICK TO THE NUTS AND BOLTS
Special Events, days, weeks, festivals, assembly	Number Day	Anti-Bullying week Diwali Day Inter Faith Day	Silly Science Workshop – link to writing recipes Safer Internet Week Sleep-Over Mental Health Day	World Book Day Bouldershack Climbing Centre	Roman Fishbourne Palace	Sports Day
Visits Visitors	Southampton Walls & Docks The Mosque	Temple, Synagogue Hannukah	Sleepover at School	Boulder Shack Christian and Buddhist Leader	Fishbourne Palace Church	Southampton Art Gallery Sports Day
Parent Engagement	Published writing Stone Age cave painting	Published poetry Diya lamps Parents' Evening	Scripts – George's Marvellous Medicine	Plants Parents' Evening	Roman Afternoon	Art Gallery
Spoken Language	Frequently listens and responds appropriately to adults and their peers. Frequently uses relevant strategies to build their vocabulary. Frequently ask relevant questions to extend their understanding and knowledge. Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining exploring ideas.	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. eg: Memorise and deliver lines in a performance or play. Frequently uses relevant strategies to build their vocabulary. Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Frequently articulates and justifies answers, arguments and opinions.	Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Frequently articulates and justifies answers, arguments and opinions. Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Frequently uses relevant strategies to build their vocabulary.	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Frequently speaks audibly and fluently with an increasing command of Standard English. Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Frequently uses relevant strategies to build their vocabulary	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. Frequently uses relevant strategies to build their vocabulary. Frequently participates in discussions, presentations, performances, role play, improvisations and debates.	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. Frequently uses relevant strategies to build their vocabulary. Frequently selects and uses appropriate registers for effective communication. Frequently gains, maintain and monitor the interest of the listener(s).
English Texts (Reading and Writing)	1) The Journey Home – Frann Preston-Gannon 2) Greta and the Giants – Zoe Tucker	1) Leon and the Place Between by Angela McAllister 2) The Lighthouse (Animation)	George's Marvellous Medicine – Roald Dahl	Shakleton's Journey – William Gill	1) Escape from Pompeii by Christina Balit	1) Drangonracers – Peter Bunzl
Writing Genre	Narrative: Friendship short story Persuade*: Speech Recount: Roz's Log (Diary)	Advert*: Come to the Circus! Setting Description (Positive Intent) Newsreport: A local community event.	Character descriptions**** Instructions**: Recipe** Narrative: Dialogue	Recount: Explorer's Log Letter****: Informal (to family/friend)*	Non-Chron: Romans in Britain - Horrible Histories style Narrative: Setting and atmosphere ESCAPE STORY	Explanation** Letter****: Formal* Poetry

<p>Grammar and Punctuation</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Expressing time, place and cause using conjunctions to extend a sentence eg: Fill the bucket with water while you count out the seeds.</p> <p><u>Place Sentence</u> Use a place conjunction, adverb or preposition to open a sentence. Eg: Behind the door, place a towel on the radiator.</p> <p><u>Time Sentences</u> Use a time conjunction, adverb, or preposition to open a sentence eg: Afterwards you will need to check the bucket.</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Extending sentences with a wider range of conjunctions including: and, but, so, because</p> <p><u>With A...Sentence</u> Use the phrase “With a...” followed by an action to create an opening (subordinate) clause. Eg: With a sigh of relief, the commotion was over.</p>	<p>Review following Y2 content: Statement, command, question or exclamation sentences.</p> <p>Y3 Content: Expressing time, place and cause using conjunctions to begin a sentence eg: While you count out the seeds, Fill the bucket with water.</p> <p><u>When the... Sentence</u> Use the conjunction “when” followed by an action starting with ‘the’ to create a subordinate clause. Eg: When the sunset, Greta returned home.</p>	<p>Introduce fronted adverbials</p> <p>Extending sentences with a wider range of conjunctions including: although, if, when</p> <p><u>Speech Sentences</u> Use inverted commas; a comma, exclamation mark or question mark and a said synonym to show a simple speech sentence eg: “Go for it” exclaimed Heidi.</p> <p><u>When, If, Although Sentences</u> Use When, if, or although to extend a sentence with a subordinate clause or use When, if or although to start a subordinate clause to open a sentence. Eg: I left my coat at home although it was raining OR Although it was raining, I left my coat at home.</p>	<p>Use of the present perfect form of verbs: he has gone out to play</p> <p><u>Emotion Sentences</u> Use an emotion adjective to open a sentence followed by a comma eg: Annoyed, Keisha followed her mother home.</p>	
<p>Phonics/Spelling</p>	<p>Recap necessary Y2/1 PHONICS The /ʌ/ sound spelt ou</p>	<p>Recap necessary Y2/1 PHONICS Prefixes: un, re Words with the /ei/ sound spelt ei, eigh, or ey</p>	<p>The suffix -ly Homophones and near-homophones (see year 2 selection in NC App 1)</p>	<p>Adding suffixes (-ed, -ing) by doubling the final consonant eg: forget – forgetting Possessive apostrophe with plural words</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words eg: Egypt, pyramid Homophones and near-homophones (y3/4 selection of NC App 1)</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable Possessive apostrophe with plural words Prefixes: anti, super</p>
<p>Story Escape</p>	<p>The Wild Robot</p>	<p>Claude at the Circus – Alex T Smith</p>	<p>Matilda – Roald Dahl</p>	<p>Red Panda Rescue – Jess Butterworth</p>	<p>The Firework-maker’s Daughter – Philip Pullman</p>	<p>How to Train your Dragon – Cressida Cowell</p>
<p>Banister Book Bear</p>	<p>Winter’s Child – Angela Mcallister and Grahame Baker-Smith</p>					
<p>Poetry</p>		<p>Question and Answer Poetry Registration- Alan Ahlberg Cool School – Michael Rosen What is Pink – Christian Rossetti</p>		<p>Haikus and Tankas Seaview Jaiku – John Foster Windy Day – John Foster Haiku Riddle – Celia Warrant Silver Aeroplane – John Foster The Penny Black – John Foster Two Tanka Riddles - Marain Swinger</p>		<p>Performance Poetry</p>
<p>Mathematics</p>	<p>Numbers to 1000 Addition and Subtraction</p>	<p>Multiplication and Division</p>	<p>Length Mass Volume Review and Revision</p>	<p>Money Time</p>	<p>Picture and Bar Graphs Fractions</p>	<p>Angles Lines and Shapes Perimeter Review and Revision</p>
<p>Science</p>	<p>Rocks</p>	<p>Light</p>	<p>Animals including Humans</p>	<p>Plants</p>	<p>Longer Enquiry (light or plants)</p>	<p>Forces and Magnets</p>

Religious Educaiton	Authority (Is) Special books – Bible and Qu’ran Special	Symbols of light (H) Diwali, Christmas, Hannukah Sacred places (H) Places of worship Temple, Synagogue	Identity (S) Baisakhi Gurudwara	Suffering (Ch) Eucharist suffering Visitor Love	Neighbour (Ch) Church Community	
History	A History of Everything: The Stone Age to Iron Age (LKS NC)		Iron! (LKS NC)		The Romans impact on Britain (LKS NC)	
Geography		The UK		Mountains		The Coast
Art	The Drawing Journey Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	Drawing & Sketchbooks Gestural Drawing with charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. Disciplines: Drawing, Sketchbooks	The Drawing Journey Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	Surface & Colour Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork. Disciplines: Printmaking, Collage	The Drawing Journey Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	Working in Three Dimensions Making Animated Drawings Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets. Disciplines: Drawing, Animation, Sketchbooks
Design Technology	Cross Stich and Applique Textiles		Electronic Charm Digital World		Eating Seasonally Cooking and Nutrition	
Computing	Computing Systems and Networks - Connecting Computers	Programming A - Sequencing Sounds	Creating Media - Stop-frame Animation	Data and Information - Branching Databases	Creating Media - Desktop Publishing	Programming B - Events and Actions in Programs
Online Safety	Health, Wellbeing and Lifestyle	Online Relationships (Anti-bullying week)	Online Reputation Self-image and Identity (Safer Internet Day)	Online Bullying	Copyright and Ownership	Managing Online Information Privacy and Security
Personal, Social, Health and Relationships	Caring friendships	Respectful relationships	Families and people who care for me	Health and prevention Healthy Eating, physical health and fitness Mental Wellbeing	Belonging to a community British values	Money and work Being safe
Leader In Me	Creating a leadership classroom Habit 1 – Be Proactive	Habit 1 – Be proactive Habit 2 – Begin with the end in mind	Habit 3 – Put first things first Habit 4 – Think win-win	Habit 4 – Think win-win Habit 5 – Seek first to understand then to be understood	Habit 6 – Synergise Habit 7 – Sharpen the saw	More ways to lead (beyond habit 7)
Music	Each child will begin a two year programme with one instrument. Children explore a variety of learning steps which include key musical expectations including; playing; reading, playing and writing notation; composing music; singing; listening and appraising live performances from a arrange of genres.					
Physical Education	Basketball / Netball Dance	Dance Dance	Volleyball Gymnastics	Tag rugby Gymnastics	Athletics OAA	Strike and field Athletics
French	Phonetics 1 Early Language Teaching	I am Learning... Early Language Teaching	Animals Early Language Teaching	Instruments Early Language Teaching	I am Able... Early Language teaching	Fruits Early Language Teaching
	French Listening	French Speaking		French Reading	French Writing	French Grammar

	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'
--	--	--	--	---	---