

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, imaginin g 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, magining 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)	1) Tell me a Dragon – Jackie Morris 2) How to Train your Dragon – Cressida Cowell	1) The Firework-maker's Daughter – Philip Pullman	1) Escape from Pompeii by Christina Balit 2) Boudicca Betrayed! Grammarsaurus Letter	1) George's Marvellous Medicine – Roald Dahl
Writing Genre	Narrative : Friendship short story Recount : Roz's Log (Diary) Persuade *: Speech for Sustainability	Advert *: Come to the Circus! Setting Description (Positive Intent) Diary : Community Help	Poetry – Simile Poem Dragon (Character) descriptions **** Instructions ** How to look after your Dragon	Letter ****: Informal (to family/friend)* Narrative : Dialogue	Non-Chron : Celts vs Romans in Britain Speech : Boudicca's Message to the People Narrative : Setting and atmosphere ESCAPE STORY	Poetry : Making a potion Letter ****: Formal* Letter of Complaint Narrative : Additional Chapter.
Grammar and Punctuation	a/an conjunctions, adverbs, prepositions – time, place, cause Headings and sub-headings Paragraphs – grouping related ideas	Verbs – Present Perfect Paragraphs – grouping related ideas Possessive apostrophe with regular plurals word families	Headings and sub-headings – presentation Verbs – Present Perfect Possessive Apostrophe with regular plurals	Paragraphs – grouping related ideas Conjunctions, adverbs word families Begin to use commas after fronted adverbials	Inverted commas, direct speech Conjunctions, adverbs Headings and sub-headings Possessive Apostrophe with irregular plurals Begin to use commas after fronted adverbials	A/an prepositions – time, place, cause Forming nouns Paragraphs – grouping related ideas

Spelling (The Spelling Book)	Recap necessary Y2/1 PHONICS The /ʌ/ sound spelt ou	Recap necessary Y2/1 PHONICS Prefixes: un, re Words with the /eɪ/ sound spelt ei, eigh, or ey	The suffix –ly Homophones and near-homophones (see year 2 selection in NC App 1)	Adding suffixes (-ed, -ing) by doubling the final consonant eg: forget – forgetting Possessive apostrophe with plural words	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)	Adding suffixes beginning with vowel letters to words of more than one syllable Possessive apostrophe with plural words Prefixes: anti, super
Storytime Escape	The Wild Robot	Claude at the Circus – Alex T Smith	Dragonracers – Peter Bunzl	The Firework-maker’s Daughter – Philip Pullman	Queen of Darkness – Tony Bradman	Charlie and the Chocolate Factory - Roald Dahl
Banister Book Bear	Winter’s Child – Angela Mcallister and Grahame Baker-Smith					
Guided Reading Text	The Wild Robot – Peter Brown	Rama and Sita – Malachy Doyle	Dragonracers – Peter Bunzl	A range of Non-Fiction about Explorers	Queen of Darkness – Tony Bradman	Charlie and the Chocolate Factory - Roald Dahl
Mathematics	Numbers to 1000 Addition and Subtraction	Multiplication and Division	Length Mass Volume Review and Revision	Money Time	Picture and Bar Graphs Fractions	Angles Lines and Shapes Perimeter Review and Revision
Science	Rocks	Light	Animals including Humans	Plants	Longer Enquirey (light or plants)	Forces and Magnets
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	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Drawing & Sketchbooks</u> Gestural Drawing with charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. Disciplines: Drawing, Sketchbooks	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Surface & Colour</u> Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork. Disciplines: Printmaking, Collage	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Working in Three Dimensions</u> 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	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
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...'	