

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	<p>(Non-fiction) Personal recounts Internet based texts (Non-fiction) Recounts: Newspapers/magazines. I Want My Hat Back-Jon Klassen. First News Online http://www.firstnews.co.uk/ (Narrative) (Narrative) Oliver Twist – Dickens, (Retold by Gill Tavner) Whole Book Unit. Adventures are the Pits – Short Film Literacy Shed Poetry: Similes. The Works 1 and 2 The Lion and the Unicorn - Shirley Hughes</p> <p>1a, 1b, 1c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>(Non-fiction) Persuasive texts Internet based texts Newspapers, magazines, advertising (Non-fiction) Information Texts: Information on Frogs and Toads – Models for Writing Pupil’s Book 3 Website based texts. Poems on a Theme: Poetry to Express Emotion A to Z Michael Rosen</p> <p>1a, 1b, 1c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>(Narrative) Stories set in worlds: Magic Faraway Tree – Enid Blyton Where the Wild Things Are - M. Sendak Harry Potter and the Philosopher’s Stone – JK Rowling (Narrative) Stories with a historical setting Street Child -Bertie Doherty Reading Comprehension (Non-Fiction) Explanation texts Internet based texts The T Shirt Machine – Short Film Something Fishy – Short Film</p> <p>1a, 1b, 1c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c,</p>	<p>(Narrative) Stories from other cultures: Rama and Sita And Wombat Goes Walkabout by Michael Morpurgo Whole Book Unit. (Narrative) Anansi and The Yam Hills Fantastic Mr Fox (Models for writing, pupil’s Book 4) Rainbow Snake Kangaroo and Porpoise Possum Magic - Mem Fox Diary of a Wombat by Jackie French (Narrative) Where the Forest Meets the Sea by Jeannie Baker Playscript</p> <p>1a, 1b, 1c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c,</p>	<p>(Narrative) Stories which raise issues/dilemmas Sam’s Duck - Michael Morpurgo Whole Book Unit. One Man Band – Short Film The Balaclava Story - George Layton Traditional tales</p> <p>1a, 1b, 1c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c,</p>	<p>Poetry - Exploring form Internet Poetry The Works 1 and 2 Information Text (Sports Week sailing) Texts from internet.</p> <p>1a, 1b, 1c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c,</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Punctuation and Grammar</p>	<p>Revisit nouns, verbs, adverbs (eg. Then, next, soon, therefore) and adjectives, revisit consonant and vowel, revisit subordinating and coordinating conjunctions learnt in Y1&2, similes, formation of nouns using a range of prefixes, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, expressing time, place and clause using conjunctions, adverbs or prepositions, word families based on common words, showing how words are related in form and meaning, inverted commas to punctuate direct speech, past tense, exclamation marks, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p style="text-align: center;">10a, 10b, 10c</p>	<p>Revisit nouns, verbs, adverbs (eg. Then, next, soon, therefore) and adjectives, introduction to paragraphs as a way to groups related material, inverted commas to punctuate direct speech, introduction to the present perfect form of verbs and compare them to the simple past, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions, word families based on common words, showing how words are related in form and meaning, colons, exclamation marks, read aloud own writing using appropriate intonation and tone, spell homophones, understand how to use apostrophes in words with regular plurals, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p style="text-align: center;">10a, 10b, 10c</p>	<p>Coordinating and subordinating conjunctions, introduction to paragraphs as a way to groups related material, inverted commas to punctuate direct speech, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions (eg. During, after, in, because of), word families based on common words, showing how words are related in form and meaning, present tense, past tense, exclamation marks, creating settings, characters and plots, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p style="text-align: center;">10a, 10b, 10c</p>	<p>Heading and subheadings to aid presentation, formation of nouns using a range of prefixes, inverted commas to punctuate direct speech, introduction to the present perfect form of verbs and compare them to the simple past, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions, coordinating and subordinating conjunctions, revisit nouns, verbs, adverbs and adjectives, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p style="text-align: center;">10a, 10b, 10c</p>	<p>Revisit nouns, verbs, adverbs and adjectives, the use of the present perfect form of verbs, inverted commas to punctuate direct speech, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions (eg. During, after, in, because of), coordinating and subordinating conjunctions, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p style="text-align: center;">10a, 10b, 10c</p>	<p>Formation of nouns using a range of prefixes, the use of the present perfect form of verbs, inverted commas to punctuate direct speech, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, subordinating clauses, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions (eg. During, after, in, because of), word families based on common words, showing how words are related in form and meaning, heading and subheadings to aid presentation, nouns, verbs, adverbs and adjectives, read aloud own writing using appropriate intonation and tone, spell homophones, understand how to use apostrophes in words with regular plurals, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p style="text-align: center;">10a, 10b, 10c</p>
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<p style="text-align: center;">Big Write</p>	<p>Non-Fiction: A recount in chronological order about my favourite holiday memory Fiction: Newspaper report about the missing rabbit from 'I Want My Hat Back' Fiction: Newspaper report about the bear escaping jail, based on 'I Want My Hat Back' Fiction: Descriptive language, including adjectives and similes, in a poem about a cheetah Fiction: A diary entry as Oliver Twist Non-fiction: Biography on chosen Scientist (Jane Goodall or Charles Darwin – Science Week) Fiction: Character description of Bill Sykes when meeting Oliver Fiction: Character description from The Lion and The Unicorn</p> <p>8a, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 10c, 11a, 11b, 12a</p>	<p>Non-Fiction: A letter using persuasive writing features Non-Fiction: Persuasive writing to create an advert for 'Matilda the Musical' Non-Fiction: Persuasive letter to a friend, from the viewpoint of an evacuee Non-Fiction: Information text about frogs Non-Fiction: Information text to compare and contrast between my imaginary creature and a frog Non-Fiction: Information text about whales Haiku Winter Poem</p> <p>8a, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 10c, 11a, 11b, 12a</p>	<p>Fiction: Description of my journey through The Land of Dreams Fiction: Descriptive language to write a story set in an imaginary world Fiction: Character description or recap of story from 'Something Fishy' using powerful word choices Non-Fiction: An explanation text about how The Air Powered Snow Maker works Non-Fiction: An explanation text about how The Shirt Machine works? Non-Fiction: The Life and Achievements of Mary Jackson (Maths Week) Fiction: Diary entry from the point of view of a poor Victorian child</p> <p>8a, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 10c, 11a, 11b, 12a</p>	<p>Fiction: Write a traditional story from a different culture (Rama and Sita) Fiction: Use adventurous language to complete the story of Zahra Fiction: Retell the story of Anansi and Mrs Guinea fowl using dialogue Fiction: Write a playscript using the correct format Fiction: Write a playscript with scene setting and direction Fiction: Write a cinquain poem?</p> <p>8a, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 10c, 11a, 11b, 12a</p>	<p>Fiction: Thank you letter in character as Sam (Sam's Duck) Fiction: stories that raise dilemmas faced by characters. Retell story from One Man Band Fiction: Diary entry as George from Balaclava Boy Create own story containing a dilemma Non-fiction: persuasive writing. Create a persuasive text on a trip to an overseas country.</p> <p>8a, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 10c, 11a, 11b, 12a</p>	<p>Poetry: writing kennings using exciting verbs. Poetry: Creating Haikus Poetry: Writing poems on summer. Non-fiction: Biography on chosen athlete Non-Fiction: Information text on a sport.</p> <p>8a, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 10c, 11a, 11b, 12a</p>
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Science and Technology	<p>Animals (including humans): Become a team of personal trainers for (real) clients in need of expert, health, dietary and training advice. Develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and even conduct your own research in order to answer your client's questions. Make a presentation tailored to your client's needs that will set them on the road to a healthier lifestyle.</p> <p style="color: #E67E22;">Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2</p>	<p>Impact of Plastic on the World Looking at impact of plastic, Blue Planet II, thinking about alternatives. Advantages and disadvantages of plastic, properties of plastic, recycling in Maidenhead, process of recycling plastic, 'Trash Island' and ethical dilemmas, industry's reaction to plastic pollution</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9</p>	<p>Rocks and Fossils: Compare and group together different kinds of rocks based on their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3</p>	<p>Forces and Magnets: Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3, S6.4, S6.5, S6.6</p>	<p>Light: Create your own shadow puppet play using your expert knowledge and skills on light and shadows. You will make a theatre and puppets for the show in groups and conduct your own investigations on shadows, light, reflections and an introduction to refraction.</p> <p style="color: #E67E22;">Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4, S5.5</p>	<p style="color: #2E8B57;">(POND UNIT)</p> <p>Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2, S2.3, S2.4</p>

	<p>Theme Week Tech challenge: cars powered by elastic band (distance & time)</p> <p>Technology: Moving Skeletons / Monsters pneumatic systems, simple levers</p> <p>Study of: Jane Goodall & Charles Darwin D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>Technology: Design and make an eco-friendly container</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Food Tech: Stained Glass Biscuits</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2, C1, C2, C3</p>	<p>Food Tech: Vegetable soup</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>C1, C2, C3</p> <p>Healthy eating: what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.</p>	<p>Technology: Projects on a Page (Levers and Linkages)</p> <p>Pop up Easter cards Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Study of: Henry Ford (Evolution of motor cars) D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1, D4.2</p>	<p>Technology: Design and make a shadow puppetry theatre</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Food Tech: Projects on a Page (Healthy and Varied Diet)</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2, C1, C2, C3</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Technology: Projects on a Page (Textiles – 2D shape to 3D project)</p> <p>Making a money purse Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1, D4.2</p>
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<p>Place & Time</p>	<p>Windsor Physical and human features, building the castle on the River Thames and use of the river, Windsor through time, including the fire in 1994. Timeline of Windsor from early settlement until now. Understands timeline can be divided into BC and AD. Recall and place a range of relevant events on a timeline. 2.5, 2.11, 2.13, 2.14, 2.16 Field Trip – to Windsor Museum</p>	<p>Navigation & Europe Make a compass, Google Maps, Google Earth, using maps to focus on Europe – environmental regions, key physical & human characteristics, countries & major cities, Ordnance Survey maps and contour lines. 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18, 2.19</p>	<p>Victorians Life as a Victorian child, comparing the lives of a rich and poor, Industrial Revolution Crimean War (Florence Nightingale), life in Britain then and now. Timeline of era. 2.6, 2.16, 2.17 Theme Day – Victorian Day</p>	<p>Cliveden House People and use over time, the impact of building the water tower, uses of buildings, history of The National Trust. 2.5, 2.11, 2.13, 2.14, 2.16, 2.17 Field Trip – Cliveden House</p>	<p>Vikings & Anglo-Saxons Hunters and Gatherers, Viking Raids, farming, Viking trade, Viking gods and goddesses. 2.3, 2.4, 2.6, 2.10, 2.11, 2.13, 2.16, 2.17 Arts and Culture Week: Scandinavia</p>	<p>Neolithic/Mesolithic Time Period Moving from hunter gatherers to farming, Charles Darwin. Sustainability – sustainable agriculture. Sports Week (please teach over this time): History through sport – sailing. Understand timelines which are divided into BC and AD. Relate this period back to term one and prior learning in the school r2.6, 2.7, 2.15, 2.16</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Faith & Belief</p>	<p>Theme- Diwali DRE - Key Question- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? PBS – Key Question - To what extent does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person’s identity? AF – Believing/Belonging Objectives- <i>Learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. (Social/Cultural)</i> Religion- Hinduism 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9</p>	<p>Theme-Christmas DRE - Key Question- Has Christmas lost its true meaning? PBS – Key Question - How do religious leaders and sacred texts contribute to believers’ understanding of their faith? - AF – Believing/Behaving Objectives - <i>Learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. (Spiritual/Cultural)</i> Religion- Christianity 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18</p>	<p>Theme-Jesus’ miracles DRE - Key Question- Could Jesus really heal people? Were these miracles or is there some other explanation? PBS – Key Question - How do religious leaders and sacred texts contribute to believers’ understanding of their faith? AF – Believing/Behaving Objectives - <i>Learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. (Spiritual)</i> Religion- Christianity 3.19, 3.21, 3.22, 3.24, 3.25, 3.29</p>	<p>Theme-Easter-Forgiveness DRE - Key Question- What is ‘good’ about Good Friday? PBS – Key Question - How can music and the arts help express and communicate religious beliefs? How well does faith help people cope with matters of life and death? AF – Believing/Belonging Objectives - learning to recall key events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians. (Spiritual/Moral) Religion- Christianity 3.30, 3.32, 3.33, 3.34, 3.35, 3.37, 3.38</p>	<p>Theme-Hindu Beliefs DRE - Key Question- How can Brahman be everywhere and in everything? PBS – Key Question - How can music and the arts help express and communicate religious beliefs? AF – Believing Objectives -learning to understand the Hindu belief that there is one God with many different aspects. (Spiritual) Religion- Hinduism 3.39, 3.41, 3.43, 3.44, 3.45, 3.46</p>	<p>Theme-Prayer and Worship DRE - Key Question- What is the best way for a Sikh to show commitment to God? PBS – Key Question - To what extent does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person’s identity? AF – Believing/Belonging Objectives - learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. (Spiritual/Moral/Cultural) Religion- Sikhism 3.48, 3.49, 3.50, 3.51, 3.52, 3.54, 3.55, 3.57</p>
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Arts and Creativity	<p>Music: Listening & Appraising - Recognise styles of music and instruments and discuss the dimensions of music (Pulse, rhythm, pitch, dynamics & tempo) Singing - Sing songs with multiple parts. Learn about singing in a group, working as an ensemble. M2.1, M2.3, M2.5, M2.6 Theme: Let Your Spirit Fly R&B music</p>	<p>Music: Playing - Continue to learn to play tuned percussion instruments in a group/band/ensemble. Begin to understand formal musical notation. (Glockenspiels) Improvisation – Explore and create own responses, melodies and rhythms. M2.1, M2.2, M2.3, M2.4, M2.5 Theme: Glockenspiel Stage 1 Introduction to playing the glockenspiel</p>	<p>Music: Listening & Appraising - Find the pulse within the context of different songs/music with ease (Pulse, rhythm, pitch, dynamics & tempo) Singing - Continue to learn about singing in a group, working as an ensemble. Begin to listen to and recall sounds with increasing aural memory. M2.1, M2.3, M2.5, M2.6 Theme: Bringing Us Together Disco style music</p>	<p>Music: Playing - Continue to learn to play tuned percussion instruments in a group/band/ensemble. Begin to understand formal musical notation. (Recorders) Improvisation – Explore and create own responses, melodies and rhythms. M2.1, M2.2, M2.3, M2.4, M2.5 Theme: Reflect, Rewind and Replay Bringing together musical learning to compose own melodies.</p>	<p>Music: Composition & Playing – Continue to create own responses, melodies & rhythms. Begin to record these using formal notation. (Glockenspiels) M2.1, M2.2, M2.3, M2.4, M2.5, M2.6 Theme: The Dragon Song Playing & improvising to a song about friendship, respect and kindness</p>	<p>Music: Listening & Appraising - Recognise styles of music and instruments and discuss the dimensions of music (Pulse, rhythm, pitch, dynamics & tempo) Singing - Continue to learn about singing in a group, working as an ensemble. M2.1, M2.3, M2.5, M2.6 Theme: Three Little Birds Reggae music, Bob Marley Musician Study: Carlton Barrett, Reggae Drummer.</p>
	<p>Art: Appraisal & Appreciation Study the work of a famous artist, architect or designer in history and describe their work. Give reasons for opinions when looking at their work. Create own responses to work of the artist A2.1, A2.3 Theme: Claude Monet, painting with light brush strokes, 'The Houses of Parliament', 'Sea'</p>	<p>Art: Skills & Technique Drawing Explore drawing and shading skills, and experiment with tones using pencil, chalk or charcoal. Describe tones as warm and cold. A2.1, A2.3 Theme: Plastics – drawings of recycled plastics, impact on sea, cartoon draw</p>	<p>Art: Exploring Media Experiment with layering different materials to create a range of effects. Create collages using overlapping and layering and a mix of media A2.1, A2.3 Theme: Victorians – silhouettes, black and white, colour</p>	<p>Art: Appraisal & Appreciation Understand that artistic works are made by craftspeople of different cultures and times. Give reasons for opinions when looking at their work. Create own responses to work of the artist. A2.1, A2.3 Theme: John Constable, Victorian landscape painter</p>	<p>Art: Skills & Technique Explore watercolour and other painting techniques to create different effects such as bleeds, washes, scratches and splashes A2.1, A2.3 Theme: Edvard Munch – The Scream</p>	<p>Art: Exploring Media Create printed art using variety of techniques including printing blocks relief, press and fabric printing and rubbings. Theme: Plants – plant rubbings, fabric paint flowers, flowers pressings, flower printing</p>

	<p>Drama: Oracy</p> <p>Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D2.7, D2.8</p> <p>Theme: Hot seating and conscience alley – Science news report on how food goes through the body</p>	<p>Drama: Drama</p> <p>Use some drama strategies to explore stories or issues. D2.4, D2.5, D2.6, D2.7, D2.8</p> <p>Theme: Topical issues related to Europe e.g. Refugee camps in Calais</p>	<p>Drama: Drama</p> <p>Present events and character through dialogue to engage the interest of an audience D2.4, D2.7, D2.8, D2.9</p> <p>Theme: Acting out of Oliver by Charles Dickens</p>	<p>Drama: Drama</p> <p>Identify and discuss qualities of others' performances, including gesture, action. D2.1, D2.3, D2.5, D2.8, D2.10</p> <p>Theme: Act out The Last Supper</p>	<p>Drama: Oracy</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds Learn choral piece D2.7, D2.8, D2.9</p> <p>Theme: Viking chant for Arts and Culture</p>	<p>Drama: Oracy</p> <p>Sustain conversation, explain or giving reasons for their views or choices Learn choral piece</p> <p>Theme: Faith and Belief - Debate on whether made up stories tell the truth</p>
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Citizenship and Ethics	<p>Rights to an Education What it means to be a good citizen inside and outside of school. Our nightmare school vs our dream school. Growth Mindset. Learning Charter Setting goals (assembly led) Being Safe: Road Safety - Road Safety Officer, Railway safety Caring friendships: ups and downs, working through problems to repair friendships Mental Well-being & Physical Health & Fitness: The benefits of exercise Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Rule and Law Democracy Mutual respect and tolerance Picture News Weekly Lesson Starter Covid-19 Hygiene and safety measures One Decision: Keeping & Staying Safe One Decision: Computer Safety Five Ways of Wellbeing: Keep Learning – Introduction to ‘5 ways’ and Setting Goals</p> <p>2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.18, 2.20, 2.22, 2.23, 2.24, 2.25, 2.26, 2.28, 2.29, 2.30, 2.32, 2.34, 2.36, 2.38</p>	<p>Taking Responsibility in School COP Lesson: Linked to the annual conference Safeguarding: Peer on Peer - understand why we are responsible for our actions and behaviour. Safeguarding: Grooming & Sexting Being safe: Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Plastic in the world – making our own choices (link to S&T) Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not. Same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. Mutual respect and tolerance Rule of law Picture News Weekly Lesson Starter One Decision: Keeping & Staying Safe One Decision: Being Responsible Five Ways of Wellbeing: Give – Linked to Responsibilities to the community</p> <p>2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.23, 2.25, 2.28, 2.31, 2.32, 2.34, 2.36</p>	<p>Children in the Past Understanding different sides of an ethical dilemma and what choices to make. The workhouse, Victorian matchmakers, link to Cliveden House (P&T) Lesson linked to Children’s Mental Health Week (February) Being safe: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Individual Liberty Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Relationships Five Ways of Wellbeing: Connect – Linked to Respecting people who are different and Children’s Mental Health Week. 2.1, 2.2, 2.3, 2.11, 2.12, 2.18, 2.25, 2.26, 2.32, 2.36, 2.37</p>	<p>Disability Recognising the barriers people with disabilities might experience and explore solutions that might help. Safeguarding: Discrimination / Faith Abuse Respectful Relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Influential person case study: Tanni Grey Thompson Mutual respect and tolerance Individual liberty Picture News Weekly Lesson Starter One Decision: A World without Judgment Five Ways of Wellbeing: Give – Linked to our ethical decisions 2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.18, 2.25, 2.29, 2.32, 2.36</p>	<p>Democracy – The Vote What is democracy? What are the basic institutions locally and nationally? The different types of elections held in the UK. The General Election, exploring: our right to vote, how candidates and parties gain votes and what happens once elected. What is a Dictatorship? Respectful relationships the importance of permission-seeking and giving in relationships with friends, peers and adults Democracy Individual Liberty Picture News Weekly Lesson Starter One Decision: Our World - Linked to Political Systems Five Ways of Wellbeing: Take Notice – Linked to Health & Wellbeing (being present) + Overview of the Five Ways to Wellbeing with practical lessons on safeguarding your wellbeing (yoga, art, meditation) 2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.14, 2.16, 2.25, 2.32, 2.33, 2.36</p>	<p>Deforestation Effects of deforestation alternative use for the rainforest link to Neolithic/Mesolithic Time Period (link to P&T) – Then & Now Palm oil use Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Feelings & Emotions Five Ways of Wellbeing: Active – Linked to Sports Week 2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.25, 2.26, 2.31, 2.32, 2.34, 2.36</p>
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Physical Health	<p>Invasion Games- Football Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance - Victorian Dance From Oliver the Musical Pick a Pocket/ Food Glorious Food Mime, dancing in unison, related to period culture P - perform dances using a range of movement patterns, including those from different cultures and times. (cross curricular – Victorians) C – Develop taught phrases by varying space, levels and dynamics A – Evaluate own and others work suggesting areas of improvement. 1a, 1c, 1d, 1e</p>	<p>Hockey Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance – Exploring dance genres over time Mime, dancing in unison, related to period culture P – perform dances using varied formation and musical cues. C- manipulate and develop movement using isolated body parts. A – Identify how the movement has been manipulated using dance vocabulary. 1a, 1c, 1d, 1e</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue Safeguarding: Water Safety 2a, 2b, 2c</p>	<p>Cricket running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue Safeguarding: Water Safety 2a, 2b, 2c</p>

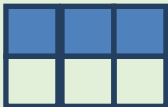
<p>Emotional Health</p>	<p>S&T: Food and keeping healthy S3.1 Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet C&E Growth Mindset. Benefits of exercise Safeguarding & Being Safe: Road Safety - Road Safety Officer, Railway safety Caring friendships: ups and downs, working through problems to repair friendships Mental Well-being & Physical Health & Fitness: The benefits of exercise Mental Wellbeing: there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Relationships Education: Online Relationships - ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online</p>	<p>C&E Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are responsible for our actions and behaviour. Mental wellbeing: there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Being safe: Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not. Same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1, C3 Healthy eating: what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. Being safe: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Mental wellbeing: how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>C&E Disability Recognising the barriers people with disabilities might experience and explore solutions that might help. Respectful Relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Mental Well-being: self-care techniques Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>S&T: Projects on a page – healthy and varied diet Mental well-being: talking about feelings, emotion and appropriate behaviour. Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Respectful relationships the importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships: that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Education outside the classroom: Mobile Caving</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing and Education Technology</p>	<p>Design Sid's Top Tip poster (Online Safety) Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. Understand how the Internet can be used to help us to communicate effectively. Learn about the meaning of age restrictions symbols on digital media and devices. <i>Relationships Education: Online Relationships - ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online (link to C&E)</i> 2.6</p>	<p>Use Word Document to Produce a Fact File (Touch-Typing) Introduce typing terminology. Understand the correct way to sit at the keyboard. Learn how to use the home, top and bottom row keys. Practise and improve typing for home, bottom and top rows. Practise the keys typed with the left hand. Practise the keys typed with the right hand 2.5, 2.7</p>	<p>Classify Rocks according to their characteristics (Branching Database) Sort objects using just YES/NO questions. Create a branching database of the children's choice. 2.6</p>	<p>Use 2code to create a program with an object that repeats actions indefinitely. (Coding) Use the design to write the code for the program. Combine a timer in a program with selection. Use a variable to create a timer. Explore the use of the repeat command and how this differs from the timer 2.1, 2.2, 2.3</p>	<p>Create fact file using Word Document or PowerPoint and share it on outlook365 (E-mail) Think about the different methods of communication. Open and respond to an email. Write an email to someone, using an address book. Add an attachment to an email <i>Online relationships: that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</i> 2.4, 2.7 Linked to P&T - Using a 3D Printer to make a Viking Long Boat or shield</p>	<p>Combining Text and Graphics Enter data into a graph and answer questions. Solve an investigation and present the results in graphic form. Link to sailing in Sports Week Use PurpleMash and Excel <i>Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i> 2.6</p>
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<p>P4C</p>	<ol style="list-style-type: none"> 1. Do you think that Rama was justified in killing Ravana for kidnapping Sita? (Faith and Belief: Diwali) 2. Should pupils be allowed to wear whatever they want to school? (Citizenship and Ethics: Rights) 3. Castles do not serve a real purpose anymore – should they therefore be destroyed? (Place and Time: Windsor Castle) 4. Should all children have to go to school? (Citizenship and Ethics: Rights) 5. What would it be like if numbers didn't exist? (Maths: Number) 6. If you had to choose either exercise or healthy food forever, which one would you select? (S&T) 	<ol style="list-style-type: none"> 1. Would you rather read an article in an actual newspaper or read it online? (Literacy: Internet based texts) 2. Would you rather receive one big present or 5 small presents at Christmas? (Faith and Belief: Christmas) 3. Is it your grown-up's fault if you forget to bring in your homework on time? (Citizenship and Ethics: Taking responsibility) 4. Will it really change anything if we recycle plastic? (Science: Plastic pollution) 5. In what ways could you reduce your plastic usage? (Science: Plastic pollution) 6. Would you rather live in a house with square windows or circular windows? (Maths: 2D shapes) 	<ol style="list-style-type: none"> 1. Would you rather have been a chimney sweep or work in a factory during Victorian times? (Literacy: Oliver Twist) 2. Would you have more friends if you were rich or poor? Who are more likely to be greedy, rich people or poor people? Enterprise Maths Week. 3. Which is the most important Victorian invention – a telephone, steam train or electricity? Place and Time (Victorians) 4. Is it more important to be kind or honest? Citizenship and Ethics 5. Should people have to be taxed to pay for schools and libraries? British Values 6. Should corporal punishment be used in school as in Victorian times? Place and Time 	<ol style="list-style-type: none"> 1. What is more important skill or perseverance? (C&E) 2. What makes a true friend? (Faith and belief) 3. Can computers be creative? (ICT) 4. Is it right to clear forests for farmland? (C&E) 5. How can we celebrate the variety of different cultures in Britain today? (C&E/British Values) 6. What is more appealing to you: modern or traditional art? (Art) 	<ol style="list-style-type: none"> 1. Do you think that 18 is the right age to vote? (C&E) 2. What would life be like if there was no sunlight? (S&T) 3. If you were a Viking God or Goddess, what would your name be and what would you be responsible for? (P&T) 4. Do you think the Vikings had the right to invade Britain? (P&T) 5. Is it true that you have to look athletic to be athletic? (PE) If you were Prime Minister for a day, what one law would you pass and why? (C&E) 	<ol style="list-style-type: none"> 1. If you could be any flower, what would you be and why? (S&T) 2. Should forests be cleared to produce palm oil? (C&E) 3. Is it important to learn to swim even if you don't live near water? (PE) 4. Is it important to still remember the achievements of people who died long ago? (P&T) 5. Imagine if neolithic man had used a mobile phone. How would life have been different? (P&T) 6. If you could invent a sport for Sports Day, what would it be? (PE)
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<p>Mandarin</p>	<p>Can I review greetings from KS1? Can I greet people and ask their name? I know my Chinese name and can answer questions with my name? Can I ask and answer how someone is and give thanks? Can I ask and answer how someone is and give thanks? Can I have an extended conversation in Mandarin?</p>	<p>Can I count from 0-10 and recognise some Chinese characters for numbers? Can I learn about Chinese calligraphy and the basic strokes 'héng' and 'shù'? To learn how to write the numbers 1 and 2 writing the strokes in the correct position? Can I review the stroke order rules 'top to bottom' and 'left to right'? Can I review 'heng' and 'shu' to know the stroke order rule 'horizontal before 'vertical' when writing the number 10? Can I learn 'piě' and 'nǎ' to know the stroke order rule 'left before right' when writing the number 8? Can I make a Chinese Christmas Card?</p>	<p>Can I learn the word 年 to say the year of different animals? Can I learn the idea of 'pinyin linkwords' while learning the zodiac animals? Can I learn about pinyin (initials and finals) and how to use the 'pinyin cheat sheet'? Can I learn the simple vowels (a, o, e, i, u, ü) and their combinations? Can I learn about Chinese tones? Can I review Chinese tones by using pinyin?</p>	<p>Can I review how to count up to 19 by learning the months of the year in Chinese? Can I review how to pronounce the '月' correctly and how to write the character 月? Can I learn how to count up to 99 in Chinese? Can I review how to count up to 99 in Chinese? Can I learn and practice the Chinese tongue twister "Four is Four, Ten is Ten"? Can I review pinyin and tones and how to count up to 99?</p>	<p>Can I learn about the origins of Chinese characters? Can I learn more about the history of Chinese characters? Can I learn and apply the Chinese method and how it links to the study of pictographs? Can I learn that Chinese characters are made of building blocks? Can I learn the Chinese poem "Thoughts in the Silent Night"? Can I learn the poem and recognise different characters and radicals in the poem?</p>	<p>Can I review all content covered so far throughout KS2? Can I review all content covered so far throughout KS2? Can I review all content covered so far throughout KS2? Can I review all content covered so far throughout KS2? Can I complete an End Of Year Assessment? Can I Mandarin games?</p>
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Maths	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	
	Number and Place Value Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number e.g. 10 more than 395	Number and Place Value Apply partitioning related to place value using varied and increasingly complex problems e.g. $146 = 100$ and 40 and 6, $146 = 130$ and 16	Number and Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens e.g. $476 + 50$ a three-digit number and hundreds. two-digit numbers where the answer could exceed 100	Number and Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Addition and Subtraction Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction	MEASUREMENT Measurement measure, compare, add and subtract length (m/cm/mm); mass (kg/g); volume/capacity (l/ml) e.g. Read 300ml on a scale labelled every 200ml. Order a set of containers by capacity, using a measuring jug and water to check. Know the approximate capacity of a cup, a jug, a bucket...
	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Solve number problems and practical problems involving place value and rounding.	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations including those related to measure	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations including those related to measure	add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. Ali is saving 80p each week, to buy a toy costing £5; how many weeks will it take him?
	Identify, represent and estimate numbers using different representations including those related to measure e.g. using place value cards to show $985 = 900 + 80 + 5$; tally marks; base 10 apparatus.	Addition and Subtraction Add and subtract numbers with up to three digits	Apply partitioning related to place value using varied and increasingly complex problems	Add and subtract numbers with up to three digits, using formal written methods of columnar addition	Apply partitioning related to place value using varied and increasingly complex problems	Apply partitioning related to place value using varied and increasingly complex problems	add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. Ali is saving 80p each week, to buy a toy costing £5; how many weeks will it take him?
	Read and write numbers to at least 1000 in numerals	Estimate the answer to a calculation and use inverse operations to check answers e.g. $702 - 249$ is approximately $700 - 250 = 450$; check $453 + 249 = 702$	Read and write numbers to at least 1000 in numerals and in words e.g. three hundred and forty-six	Estimate the answer to a calculation and use inverse operations to check answers	Read and write numbers to at least 1000 in numerals and in words	Read and write numbers to at least 1000 in numerals and in words	add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. Ali is saving 80p each week, to buy a toy costing £5; how many weeks will it take him?
	Compare and order numbers up to 1000	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. investigate the numbers which could go in the boxes when $2 \times \quad = 7 +$	Compare and order numbers up to 1000	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. There are 46 boys and 58 girls in Year 3, but 12 children are away; how many Year 3 children are at school?	Compare and order numbers up to 1000	Compare and order numbers up to 1000	add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. Ali is saving 80p each week, to buy a toy costing £5; how many weeks will it take him?
	Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds e.g. $858 - 300$ two-digit numbers where the answer could exceed 100 e.g. $99+1$	Multiplication and Division Recall and use multiplication and division facts for the 3 and 4 multiplication tables	Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Multiplication and Division Develop efficient mental methods, for example, using commutativity and multiplication and division facts to derive related facts	Addition and Subtraction Solve number problems and practical problems involving place value and rounding	Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens e.g. $824 - 30$ a three-digit number and hundreds two-digit numbers where the answer could exceed	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour digital

<p>parts and in dividing one-digit numbers or quantities by 10 e.g. 3 cakes shared between 10 children gives $\frac{3}{10}$ each.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. find $\frac{1}{3}$ of 9 beads, then $\frac{2}{3}$ of 9 beads</p> <p>understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5</p> <p>Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators e.g. $\frac{1}{2} = \frac{3}{6}$</p>  <p>Solve problems that involve fractions e.g. Amy ate $\frac{1}{4}$ of her 12 sweets and Ben ate $\frac{1}{2}$ of his 8 sweets, who ate more sweets?</p> <p>GEOMETRY Properties of Shape Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in</p>	<p>$2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times 7 = 70$ and multiplication and division facts to derive related facts e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$ to derive $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$</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 methods e.g. 22×3</p> <p>Solve problems, including missing number problems, involving multiplication and division e.g. $90 = 3 \times$</p> <p>MEASUREMENT Measurement Measure, compare, add and subtract: length (m/cm/mm) e.g. how much ribbon is left when 36cm is cut from 1m? Which is longer: $6\frac{1}{2}$cm or 62mm? 5m or 450cm? Measure and draw lines to the nearest $\frac{1}{2}$ cm. Know the approximate length of a book, a room, a handspan...</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. I buy 2 packs of sweets for 75p each; how much change will I get from £2?</p> <p>Tell and write the time from</p>	<p>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 e.g. 34×5 or $64 \div 4$</p> <p>Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Connect tenths to place value, decimal measures and to division by 10 e.g. $\frac{7}{10} = 0.7$</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. there are 8 marbles and three of them are red; what fraction of the marbles are red?</p> <p>Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5</p> <p>Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using</p>	<p>involving multiplication and division e.g. $240 = \quad \times 4$</p> <p>MEASUREMENT Measurement Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour digital clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>Compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>STATISTICS Use and Interpret Data Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</p> <p>Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and</p>	<p>100 e.g. $68 + 47$</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, place value, and more complex addition and subtraction e.g. investigate the numbers which could go in the boxes</p> <p>Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Develop efficient mental methods, for example, using commutativity e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ and multiplication and division facts to derive related facts</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 e.g. 46×8 or $81 \div 3$</p> <p>Solve problems, including missing number problems, involving multiplication and division, including integer</p>	<p>clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>Compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>GEOMETRY Properties of Shapes Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them</p> <p>Recognise that angles are a property of shape or a description of turn</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Describe the properties of shapes using accurate</p>
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<p>different orientations; and describe them e.g. number of faces, edges and vertices (singular: vertex), e.g. guess my shape: it has a square face and four triangular faces (square-based pyramid)</p> <p>Competency: Time Facts</p>	<p>an analogue clock e.g. draw hands on a clock face to show 'ten to four', making sure the hour hand is located correctly</p> <p>Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>Compare durations of events, for example to calculate the time taken by particular events or tasks</p> <p>STATISTICS Use and Interpret Data Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</p> <p>Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p> <p>Interpret data presented in many contexts</p> <p>Competency: 2D Shapes</p>	<p>diagrams, equivalent fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators e.g. put in order $\frac{3}{8}$, $\frac{1}{8}$, $\frac{7}{8}$, $\frac{5}{8}$</p> <p>Solve problems that involve fractions</p> <p>MEASUREMENT Measurement Measure, compare, add and subtract: length (m/cm/mm) mass (kg/g) e.g. find 3 vegetables which weigh between 100g and 300g. Read 250g on a scale labelled every 100g. Which is heavier: 1kg 300g or $1\frac{1}{2}$kg? Know the approximate mass of a book, an apple, a baby, a man...</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. I have a £2 coin, two £1 coins, three 50p coins, a 20p and seven 5p coins; how much more do I need to make £10?</p> <p>Maths Week Create a line graph (R) Financial Literacy Profit and Loss</p>	<p>pictograms and tables.</p> <p>Interpret data presented in many contexts</p> <p>GEOMETRY Properties of Shapes Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them</p> <p>Recognise that angles are a property of shape or a description of turn</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles e.g. sort triangles into those with an obtuse angle and those without</p> <p>Competency: Fractions of Amounts</p>	<p>scaling problems (e.g. change a recipe for 2 people to make enough for 6 people) and correspondence problems in which n objects are connected to m objects. e.g. 3 hats and 4 coats, how many different outfits? Or Share 6 cakes equally between 4 children.</p> <p>Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Connect tenths to place value and decimal measures (not restricted to decimals between 0 and 1) and to division by 10 e.g. $\frac{13}{10} = 1.3$</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. find $\frac{4}{5}$ of 30</p> <p>Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5</p> <p>Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators</p>	<p>language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>STATISTICS Use and Interpret Data Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</p> <p>Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p> <p>Interpret data presented in many contexts</p> <p>Sports Week: Creating line graphs with own data i.e. distances recorded from javelin throws.</p> <p>Competency: Roman Numerals</p>
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