# Long Term Plan September 2023

## Year 3

| | Autumn | Spring | Summer |
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| **The Ramsden Ruminator** | **Who lives in a cave like this?** | **What makes the world angry?** | **How much does a Greek earn?** |
| **Class Texts** | 'How to Skin a Bear' (E-book)<br>'Stone Age Boy' by Satoshi Kitamura<br>'How to wash a Woolly Mammoth' by Michelle Robinson and Katie Hindley<br>Non-fiction texts about the Stone Age, Bronze Age and Iron Age | 'The Secret of Black Rock' by Joe Todd-Stanton<br>'Flood' by Alvaro F. Villa<br>'Escape from Pompeii' by Christina Balet<br>'The Ice Palace' by Robert Swindells<br>'The Lion, The Witch and The Wardrobe' by C. S. Lewis<br>Non-fiction texts about natural disasters (volcano eruptions, floods, tsunamis) | 'Beasts of Olympus: Beast Keeper' by Lucy Coates<br>Leo and the Gorgon's Curse by Joe Todd-Stanton<br>The Ancient Greek Mysteries by Saviour Pirotta<br>Aesop's Fables<br>Greek Play Scripts |
| **English: Reading Foci** | **Comparing, contrasting and commenting**<br>To recognise, listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>To use appropriate terminology when discussing texts (plot, character, setting).<br>**Words in context and authorial choice**<br>To check that the text makes sense to them, discussing their understanding and explaining themeaning of words in context.<br>To discuss authors' choice of words and phrases for effect.<br>**Prediction and inference**<br>To ask and answer questions appropriately, including some simple inference questions basedon characters' feelings, thoughts and | **Comparing, contrasting and commenting**<br>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>To use appropriate terminology when discussingtexts (plot, character, setting).<br>**Words in context and authorial choice**<br>To check that a text makes sense to them, discussing their understanding and explaining themeaning of words in context.<br>To discuss authors' choice of words and phrases for effect.<br>**Prediction and inference**<br>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and | **Comparing, contrasting and commenting**<br>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including **Myths and Legends (Aesop's Fables) and Greek Plays.**<br>To use appropriate terminology when discussing texts (plot, character, setting).<br>**Words in context and authorial choice**<br>To check that a text makes sense to them, discussing their understanding and explaining themeaning of words in context.<br>To discuss authors' choice of words and phrasesfor effect.<br>**Prediction and inference**<br>To ask and answer questions appropriately, including some simple inference questions |

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| | motives.<br>To justify predictions using evidence from the text.<br>**Poetry and performance (National Poetry Day)**<br>To begin to use appropriate intonation and volume when reading aloud.<br>To prepare and perform poems that show some awareness of the audience when reading aloud. (**Stone Age Poem for Harvest Festival)**<br>**Non-Fiction**<br>To retrieve and record information from non-fiction texts. | motives.<br>To justify predictions using evidence from thetext.<br>**Poetry and performance (World Poetry Day)**<br>To begin to use appropriate intonation andvolume when reading aloud.<br>To prepare and perform poems that show some awareness of the audience when reading aloud **(Weather Poems)**<br>**Non-Fiction**<br>To retrieve and record information from non-fiction texts. | basedon characters' feelings, thoughts and motives.<br>To justify predictions using evidence from the text.<br>**Poetry and performance**<br>To begin to use appropriate intonation and volume when reading aloud.<br>To prepare and perform poems and play scripts that show some awareness of the audience whenreading aloud. **(Greek Plays)**<br>**Non-Fiction**<br>To retrieve and record information from non-fiction texts. |
| **English: Writing Foci** | **Letters to Tribe Elders: How to Skin a Bear;**<br>**Recounts: Stone Age Day-Bassetlaw Museum;**<br>**Instructions: How to Wash a Woolly Mammoth;**<br>**Persuasive Advert: Iron Age Round House;**<br>**Diary Entry: Life in the Iron Age;**<br>**Poetry: Remembrance Day Poppy Poems.**<br><br>**Planning, writing and editing**<br>To begin to use ideas from their own reading and modelled examples to plan their writing.<br>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. | **Narratives: The Flood;**<br>**Newspaper Reports: Girl Uncovers the Secret of Black Rock;**<br>**Recounts: Worksop Floods; Escape From Pompeii;**<br>**Shape Poetry: volcanoes/tornadoes.**<br><br>**Planning, writing and editing**<br>To begin to use ideas from their own reading and modelled examples to plan their writing.<br>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order tounderstand and learn from its structure, vocabulary and grammar.<br>To begin to create settings, characters and plot in narratives.<br>To proofread their own and others' work to check for errors (with increasing accuracy) | **Playwriting: Greek Play Scripts;**<br>**Instructions: How to Catch a Mythical Beast;**<br>**Non-chronological Report: Greek Gods/Mythical Creatures;**<br>**Balanced Arguments: Should Spartan boys go to the Agoge?/Is Athens or Sparta a better place to live?**<br><br>**Planning, writing and editing**<br>To begin to use ideas from their own reading and modelled examples to plan their writing.<br>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order tounderstand and learn from its structure, vocabulary and grammar.<br>To proofread their own and others' work to checkfor errors (with increasing accuracy) and to make improvements. |

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| | **Structure and organisation**<br>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports, instructional texts and letters.<br>To begin to organise their writing into paragraphs around a theme, with headings and subheadings to aid presentation.<br><br>**Vocabulary, Grammar and Punctuation**<br>To use the full range of punctuation from previousyear groups including full stops, capital letters, exclamation marks and question marks.<br>To use 'a' or 'an' correctly throughout a piece of writing.<br>Word classes: noun, adjective, verb, adverb.<br><br>**Sentence Construction and Tense**<br>To choose the correct tense when writing and be consistent: past/present.<br>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.<br>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.<br>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | and to make improvements.<br>**Structure and organisation**<br>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports and instructional texts.<br>To begin to organise their writing into paragraphsround a theme, with headings and subheadings to aid presentation (**Newspaper Report)**<br><br>**Vocabulary, Grammar and Punctuation**<br>To use the full range of punctuation including full stops, capital letters, exclamation and question marks.<br>To use 'a' or 'an' correctly throughout a piece of writing.<br>Word classes: noun, adjective, verb, adverb.<br><br>**Sentence Construction and Tense**<br>To choose the correct tense when writing and be consistent: past/present.<br>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.<br>To use a range of conjunctions, adverbs andprepositions to show time, place and cause.<br>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **Structure and organisation**<br>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports and instructional texts.<br>To begin to organise their writing into paragraphsaround a theme, with headings and subheadings to aid presentation **(Newspaper report.)**<br><br>**Vocabulary, Grammar and Punctuation**<br>To use the full range of punctuation including full stops, capital letters, exclamation marks and questionmarks with consistency, within their writing.<br>To begin to understand inverted commas to punctuate direct speech.<br>To use 'a' or 'an' correctly throughout a piece of writing.<br>Word classes: noun, adjective, verb, adverb.<br><br>**Sentence Construction and Tense**<br>To use subordinate clauses, extending the range of sentences with more than one clause by using awider range of conjunctions, including when, if, because, and although.<br>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.<br>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |

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| | **Use of Terminology/Vocabulary**<br>To recognise and use the terms tense, noun, noun phrase, adjective, verb, adverb, preposition, conjunction, root word, word family, prefix, suffix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter, apostrophe, comma.<br><br>**Handwriting**<br>To increase the legibility, consistency and quality ofhandwriting.<br><br>**Spelling**<br>Target grp. (Tasmania): Application of Phonics;<br>To spell words with the / eɪ/ sound spelt 'ei', 'eigh', 'ey' or 'aigh' (e.g. vein, weigh, eight, neighbour, they, obey, straight);<br>To spell words with /e: / sound spelt with ear (e.g. earth);<br>To spell some more complex homophones and near-homophones including here/hear, break/brake and mail/male;<br>To create adverbs using the suffix -ly (root word ends in 'y' with more than one syllable);<br>To create adverbs using the suffix -ly (root word ends in 'le');<br>To create adverbs using the suffix -ly (root wordends in 'ic' or 'al');<br>To create adverbs using the suffix -ly (exceptions tothe rules);<br>To apply their growing knowledge of root words and prefixes, including dis-, mis- to | **Use of Terminology/Vocabulary**<br>To recognise and use the terms tense, noun, noun phrase, adjective, verb, adverb, preposition, conjunction, root word, word family, prefix, suffix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter, apostrophe, comma.<br><br>**Handwriting**<br>To increase the legibility, consistency and quality of handwriting.<br><br>**Spelling**<br>Target grp. (Tasmania): Application of Phonics;<br>To spell words with short /i/ sound spelt with 'y' (e.g. myth);<br>To add suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – do not double the final consonant e.g. 'gardening');<br>To add suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant e.g. 'forgotten', 'beginning');<br>To add the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or back');<br>To spell words with a /sh/ sound spelt with 'ch' (e,g, 'chef') and a /k/ sound (e.g. 'echo', 'scheme');<br>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g.' tongue' | **Use of Terminology/Vocabulary**<br>To recognise and use the terms tense, noun, noun phrase, adjective, preposition, conjunction, root word, word family, prefix, suffix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter, direct speech, inverted commas (or 'speech marks')<br><br>**Handwriting**<br>To increase the legibility, consistency and quality of handwriting;<br>Begin to use the diagonal and horizontal strokes that are needed to join letters.<br><br>**Spelling**<br>Target grp. (Tasmania): Application of Phonics;<br>To spell words ending in –ary (e.g. 'February');<br>To spell words with a short /u/ sound spelt with 'o' (e.g. 'month', 'brother');<br>To spell words with a short /u/ sound spelt with 'ou' (e.g. 'young', 'touch', 'trouble');<br>To understand word families based on common words, showinghow words are related in form and meaning;<br>To add suffix –al (e.g. 'natural');<br>To spell words ending with the /zher/ sound spelt with 'sure' (e.g.' measure', 'treasure');<br>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. 'creature', 'picture');<br>To revise silent letters (e.g. 'island', 'answer'); |

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| | create negative meanings;<br>To use the first two or three letters of a word to check its spelling in a dictionary;<br>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br><br>**Statutory Spellings: a - c**<br>accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue. | and 'mosque');<br>To use the first two or three letters of a word to check its spelling in a dictionary;<br>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>**Statutory Spellings: d - f**<br>decide, describe, different, difference, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme; famous, favourite, February, forwards, fruit. | To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br><br>**Statutory Spellings: g - l**<br>grammar, group, guard, guide, hear, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library. |
| **English: Spoken Language** | Listen and respond appropriately to questions and viewpoints, adding to what was said and beginning to develop ideas with others.<br>Ask a range of people in different situations appropriate questions, e.g. peers, visitors, on school trips.<br>Make use of vocabulary learnt though discussions/presentations etc.<br>Begin to justify their answers and opinions with simple reasons for their views or choices.<br>Sequence their descriptions, explanations, narratives logically, using a range of complete sentences that show links between ideas, thoughts or feelings.<br>Listen to others responsively in collaborative conversations, staying on topic by building on the initial concept and engaging others with a growing range of gestures and changing intonation to help make their point clear.<br>Use a growing vocabulary to imagine and explore ideas, thoughts and feelings about familiar and some unfamiliar situations and use simple speculative language to share their opinion on what they think might happen.<br>Speak with clear diction, varying volume for different audiences, making more specific vocabulary choices within a range of more complex sentences.<br>Present information or ideas to an audience and perform from memory, adapting their expression and tone and take on and sustain a simple role using suitable language and gestures.<br>Adapt their style and tone to suit different audiences, varying the amount of detail and vocabulary choice to meet the listener's needs.<br>Listen, respond and begin to develop ideas with others, identifying why they agree or disagree and steps to move forward.<br>Begin to choose the correct language and structure appropriate for a growing range of tasks/audience.<br>These skills will be applied through: 1:1 and group reading, whole class reading, comprehension sessions, identifying key vocabulary, VIPERS, 'Read Alouds', 'Think Alouds', teacher modelling intonation and expression, children using different voices for speech, predicting events in a story, discussing book choices and inferring meaning in fiction and non-fiction texts; Rehearsing and reciting poetry and prayers by heart, 'choral speaking', e.g. Harvest, Christmas Services at Church and public speaking in Assemblies, National and World Poetry Day, National Storytelling Week (oral story telling using journey sticks); Riddles of Roman Gods and Goddesses; Boudicca's Battle Cry; Performing playscripts; Role plays and discussions for PSHCE, e.g. Enzo's Egg; Read Write Perform: *Wish You Were Here?*; Rehearsing and performing in woodland amphitheatre; Discussing and explaining in all lessons, including Science, 'Rocket Words'; Rehearsing and composing sentences: writing composition & weekly spellings, dictation sentences; Reading work aloud, conferencing, teacher-peer-whole class; Standard English in SPAG explicitly taught, e.g. was/were; Participating in discussions with visitors/ school trips. | | |

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| **Maths** | **Place value**<br>• Represent numbers to 100<br>• Partition numbers to 100<br>• Number line to 100<br>• Hundreds<br>• Represent numbers to 1,000<br>• Partition numbers to 1,000<br>• Flexible partitioning of numbers to 1,000<br>• Hundreds, tens and ones<br>• Find 1, 10 or 100 more or less<br>• Number line to 1,000<br>• Estimate on a number line to 1,000<br>• Compare numbers to 1,000<br>• Order numbers to 1,000<br>• Count in 50s<br>**Addition and Subtraction**<br>• Apply number bonds within 10<br>• Add and subtract 1s<br>• Add and subtract 10s<br>• Add and subtract 100s<br>• Spot the pattern<br>• Add 1s across a 10<br>• Add 10s across a 100<br>• Subtract 1s across a 10<br>• Subtract 10s across a 100<br>• Make connections<br>• Add two numbers (no exchange)<br>• Subtract two numbers (no exchange)<br>• Add two numbers (across a 10)<br>• Add two numbers (across a 100)<br>• Subtract two numbers (across a 10)<br>• Subtract two numbers (across a 100)<br>• Add 2-digit and 3-digit numbers<br>• Subtract a 2-digit number from a 3-digit number | **Multiplication and Division**<br>• Multiples of 10<br>• Related calculations<br>• Reasoning about multiplication<br>• Multiply a 2-digit number by a 1-digit number – no exchange<br>• Multiply a 2-digit number by a 1-digit number – with exchange<br>• Link multiplication and division<br>• Divide a 2-digit number by a 1-digit number – no exchange<br>• Divide a 2-digit number by a 1-digit number – flexible partitioning<br>• Divide a 2-digit number by a 1-digit number – with remainders<br>• Scaling<br>• How many ways?<br>**Length and Perimeter**<br>• Measure in metres and centimetres Measure in millimetres<br>• Measure in centimetres and millimetres<br>• Metres, centimetres and millimetres<br>• Equivalent lengths (metres and centimetres)<br>• Equivalent lengths (centimetres and millimetres)<br>• Compare lengths<br>• Add lengths<br>• What is perimeter?<br>• Measure perimeter<br>• Calculate perimeter<br>**Fractions**<br>• Understand the denominators of unit fractions<br>• Compare and order unit fractions | **Fractions**<br>• Add fractions<br>• Subtract fractions<br>• Partition the whole<br>• Unit fractions of a set of objects<br>• Non-unit fractions of a set of objects<br>• Reasoning with fractions of an amount<br>**Money**<br>• Pounds and pence<br>• Convert pounds and pence<br>• Add money<br>• Subtract money<br>• Find change<br>**Time**<br>• Roman numerals to 12<br>• Tell the time to 5 minutes<br>• Tell the time to the minute<br>• Read time on a digital clock<br>• Use am and pm<br>• Years, months and days<br>• Days and hours<br>• Hours and minutes – use start and end times Hours and minutes - use durations<br>• Minutes and seconds<br>• Units of time<br>• Solve problems with time<br>**Shape**<br>• Turns and angles<br>• Right angles<br>• Compare angles<br>• Measure and draw accurately<br>• Horizontal and vertical<br>• Parallel and perpendicular<br>• Recognise and describe 2-D shapes<br>• Draw polygons |

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| | • Complements to 100<br>• Estimate answers<br>• Inverse operations<br>• Make decisions<br>**Multiplication and Division**<br>• Multiplication – equal groups<br>• Use arrays<br>• Multiples of 2<br>• Multiples of 5 and 10<br>• Sharing and grouping<br>• Multiply by 3<br>• Divide by 3<br>• The 3 times-table<br>• Multiply by 4<br>• Divide by 4<br>• The 4 times-table<br>• Multiply by 8<br>• Divide by 8<br>• The 8 times-table<br>• The 2, 4 and 8 times-tables | • Understand the numerators of non-unit fractions<br>• Understand the whole<br>• Compare and order non-unit fractions<br>• Fractions and scales<br>• Fractions on a number line<br>• Count in fractions on a number line<br>• Equivalent fractions on a number line<br>• Equivalent fractions as bar models<br>**Mass and Capacity**<br>• Use scales<br>• Measure mass in grams<br>• Measure mass in kilograms and grams<br>• Equivalent masses (kilograms and grams)<br>• Compare mass<br>• Add and subtract mass<br>• Measure capacity and volume in millilitres<br>• Measure capacity and volume in litres and millilitres<br>• Equivalent capacities and volumes (litres and millilitres)<br>• Compare capacity and volume<br>• Add and subtract capacity and volume | • Recognise and describe 3-D shapes<br>• Make 3-D shapes<br>**Statistics**<br>• Interpret pictograms<br>• Draw pictograms<br>• Interpret bar charts<br>• Draw bar charts<br>• Collect and represent data<br>• Two-way tables |
| **Maths Vocabulary** | Ascending, descending, 10 or 100 more, 10 or 100 less, hundreds, column addition, column subtraction, exchange, estimate, exchange, mathematical statements, missing number problems, integer scaling problems, correspondence problems, derived facts, tenths, millimetre (mm), perimeter, analogue clock, roman numerals, 12-hour clock, 24-hour clock, a.m./p.m., noon, midnight, leap year, digital, right-angle triangle, heptagon, octagon, polygon, properties, prism, orientations, angles, acute angle, obtuse angle, turn, right angles, half turn, three quarters of a turn, greater than right angle, less than right angle, horizontal lines, vertical lines, perpendicular lines, parallel lines, table, bar chart, one-step problem, two-step problem. | | |
| **Science** | **Rocks and Soils**<br>**(K)** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br>**(K)** Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | **Magnets and Forces**<br>**(K)** Compare how things move on different surfaces.<br>**(K)** Notice that some forces need contact between two objects, but magnetic forces can act at a distance.<br>**(K)** Describe magnets as having two poles | **Plants**<br>**(K)** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br>**(K)** Investigate the way in which water is transported within plants.<br>**(K)** Explore the part that flowers play in the life |

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| | **(K)** Recognise that soils are made from rocks and organic matter.<br>**(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>**(WS)** Setting up simple practical enquiries, comparative and fair tests.<br><br>**<u>Animals including Humans</u>**<br>**(K)** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.<br>**(K)** Identify that humans and some other animalshave skeletons and muscles for support, protection and movement.<br>**(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>**(WS)** Asking relevant questions and using differenttypes of scientific enquiries to answer them.<br>**(WS)** Setting up simple practical enquiries, comparative and fair tests.<br>**(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>**(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.<br>**(WS)** Using straightforward scientific evidence toanswer questions or to support their findings. | **(K)** Predict whether two magnets will attract or repel each other, depending on which poles are facing.<br>**(K)** Observe how magnets attract or repel each other and attract some materials and not others.<br>**(K)** 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.<br>**(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>**(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>**(WS)** Setting up simple practical enquiries, comparative and fair tests.<br>**(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.<br>**(WS)** Using straightforward scientific evidence to answer questions or to support their findings.<br>**(WS)** Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>**(WS)** Asking relevant questions and using different types of scientific enquiries to answer them.<br><br>**<u>Light and Shadows</u>**<br>**(K)** Recognise that they need light in order to see things and that dark is the absence of light. | cycle of flowering plants, including pollination, seed formation and seed dispersal.<br>**(WS)** Asking relevant questions and using different types of scientific enquiries to answer them.<br>**(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>**(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>**(WS)** Using straightforward scientific evidence to answer questions or to support their findings.<br>**(K)** 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.<br>**(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>**(WS)** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.<br>**(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>**(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.<br>**(WS)** Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>**(WS)** Setting up simple practical enquiries, |

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| | | **(K)** Notice that light is reflected from surfaces.<br>**(K)** Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br>**(K)** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br>**(K)** Find patterns in the way that the size of shadows change.<br>**(WS)** Setting up simple practical enquiries, comparative and fair tests.<br>**(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>**(WS)** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br>**(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>**(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | comparative and fair tests.<br>**(WS)** Using straightforward scientific evidence to answer questions or to support their findings.<br>**(WS)** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. |
| **Science Vocabulary** | Solar, renewable energy, scientific investigation, prediction, plausible, record, results, data, table, graph, acid, alkali, PH, method, practical, conclusion, evidence, explanation, compare, enquiry, baking, measurements, fair test, control experiment, variable, conclusive, scientific knowledge, equipment, diagram, collated, nutrition, carbohydrate, protein, vitamin, mineral, nutrition label, portion, energy, balanced, diet, vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton, humerus, vertebrate, ulna, radius, tibia, fibular, endoskeleton, vertebrate, skull, rib-cage, spine, muscle, contract, hamstrings, biceps, diaphragm, igneous rocks, intrusive igneous rocks, extrusive igneous rocks, crystals, magma, sedimentary rock, metamorphic rock, limestone, marble, sandstone, weathering, chemical weathering, physical weathering, biological weathering, acid rain, appearance, texture, submerged, erosion, receding, fossil, extinct, sediment, embedded, amber, decompose, fragments, clay soil, chalky soil, sandy soil, force, contact force, non-contact force, air resistance, friction, motion, surface, resistance, texture, tilt, magnet, attract, repel, bar magnet, horseshoe magnet, magnetism, magnetic, magnetic field, iron, steel, non-contact force, magnetism, attract, non-magnetic materials, recycle, compass, magnetic needle, magnetic north, direction, orienteering, nutrients, fertiliser, nursery, potassium, stunted, chlorophyll, stomata, xylem, photosynthesis, UV light, xylem, | | |

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| | phloem, absorb, stomata, transpiration, anther, stigma, style, filament, reproduction, pollination, pollen, nectar, seed dispersal, pollinator, germination, vulnerable, anchor, sapling, formation, light, source, natural, artificial, reflect, vitamin D, ultraviolet rays, sunburn, exposure, protection, fluorescent, high visibility, reflective, surface, materials, shadow, opaque, sundial, rays, blocks, position, cast, opposite, direction, length, size, shape, closer, further, puppet. | | |
| **Learning Outside The Classroom** | Collect stones to create cave inspired paintings.<br>Bassetlaw Museum Visit: Stone Age Survival Skills. Use an open fire to explore Stone Age cooking.<br>Trip to Creswell Crags. | Magnetic objects hunt.<br>Investigating shadows outdoors. | Investigating plants and planting their own plants.<br>To use the four points of a compass to give directions. |
| **History** | **<u>The Stone Age to the Iron Age</u>**<br>Develop an understanding of the changes in Britain from the Stone Age to the Iron Age by:<br>Sequencing several events or artefacts to create a timeline from the Stone Age to the Iron Age;<br>Studying the Neolithic Stone Age village, Skara Brae, to develop a knowledge of the houses and lifestyles of people from the Stone Age and to find out about their everyday lives;<br>Using a range of sources to find out about the Bronze Age and make predictions about objects from that period;<br>Identifying and giving reasons for different ways in which the past is represented through the study of different sources for the Iron Age;<br>Placing the times studied on a timeline;<br>Comparing with our life today and noting key similarities and differences (including farming, art and culture) between then and now;<br>Distinguishing between different sources and comparing versions of the same events;<br>Observing small details with studying artefacts and pictures. | | **<u>Ancient Greeks</u>**<br>To study Greek life and their achievements and influence on the western world by:<br>Using a range of sources including stories, photographs and artefacts to examine the legacy of Greek culture including art and architecture on later periods in British history, including the present day;<br>To understand how the Ancient Greeks were governed by a democratic system and how this links to democracy in the UK today;<br>To know where and when the Olympic games first began;<br>To learn about Ancient Greek Gods and Goddesses and the importance of these on daily life by selecting and recording relevant information;<br>Beginning to use the library and internet for research into Greek life and culture;<br>Identifying reasons for and results of people's actions in relation to The Battle of Marathon;<br>Distinguishing between different sources and comparing versions of the same story in relation to the Battle of Troy. |

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| **Geography** | | **Ring of Fire:**<br>**Location Knowledge**<br>Begin to use junior atlases to locate continents, oceans in relation to the Ring of Fire.<br>Use atlases as a source of information to investigate where the Ring of Fire is located and analyse evidence, beginning to draw conclusions about its location;<br>**Human and physical geography**<br>Begin to use junior atlases to locate the geographical features, including mountains and volcanoes.<br>To understand how volcanoes are formed and erupt.<br>**Geographical skills and fieldwork**<br>Begin to ask/initiate geographical questions when investigating what causes earthquakes, tsunamis, tornados and volcanoes to erupt;<br>Locate places on larger scale maps;<br>Understand why a key is needed for maps. | |
| **Art and Design** | **Stone Age Art**<br>Use their sketchbook to record visual information of cave paintings from different sources including stories, photos, NF books;<br>Plan, refine and alter their drawings as necessary;<br>Experiment with a range of media e.g. paint, stone, clay etc. to make cave art;<br>Experiment with different effects and textures, including thickened paint, overlapping and layering etc. to create cave paintings; | **Sketching extreme weather scenes**<br>To experiment with different grades of pencil when sketching a Hokusai-style tidal wave;<br>To draw for a sustained period of time at their own level.<br>To explore movement when sketching art based on extreme weather.<br>**Wind Art**<br>To mix a variety of colours and know which primary colours make secondary colours to create their wind art paintings; | **Design and make an Ancient Greek Urn**<br>Plan, design and make models;<br>Use a variety of techniques, including printing, dying weaving, etc. when making their Greek urn;<br>Experiment with a variety of materials, objects and techniques including layering to create their urn;<br>Develop skills in cutting and joining;<br>Investigate art, craft and design in the locality and in a variety of genres;<br>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; |

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| | Work on their own and collaboratively with others on projects in 2 or 3 dimensions to make cave paintings.<br>**Sketching**<br>Draw for a sustained period of time at their own level when sketching (woolly mammoths);<br>Adapt their work according to their views and describe how they might develop it further. | Use a developed colour vocabulary to discuss their own and their peers' art work;<br>Work confidently with a range of scales e.g. thin brush on small picture;<br>To explore the use of pattern and shape within their art work;<br>To compare their own work with that of others and to evaluate their paintings;<br>Compare ideas, methods and approaches in their work and say what they think and feel about it. | Annotate their work in a sketchbook;<br>Name the tools and materials they have used;<br>Construct a simple clay base for extending and modelling other shapes. Join these additional clay pieces adequately and work reasonably independently;<br>Make a simple papier-mâché Greek urn. |
| **DT** | **Stone Age Stew**<br>Know that a healthy diet is made from a variety and balance;<br>Follow procedures for safety and hygiene and know why these are in place;<br>To know that to be healthy, food and drink are needed to provide energy;<br>Know how to use a rage of techniques such as peeling, chopping, slicing, grating, mixing and spreading;<br>Know that food is grown and reared and caught in UK and the world. | **Kites**<br>Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world;<br>Analyse who designed and made a product, where the product was made and whether or not a product can be recycled;<br>Choose materials for both practical and aesthetic reasons;<br>Select tools and equipment suitable to the task;<br>To identify strengths and areas for development in their products by peer assessing their kites. | **Greek Salad**<br>Taste testing the different components, discussing nutrition and beginning to know how food is grown. Using a range of techniques: peeling chopping and slicing.<br>**Ancient Greek Weapon (Catapult)**<br>Study how mechanical systems such as pulleys create movement.<br>Use annotated sketches, cross-sectional drawings and diagrams to develop ideas of their Greek weapon;<br>Generate realistic ideas, focusing on the needs of the user;<br>Select appropriate materials which are suitable for the task. Explain their choice of material and components according to functional properties;<br>Describe the purpose of their product;<br>Measure, mark out, cut and shape materials and components, including construction materials and kits; |

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| | | | Accurately apply a range of finishing techniques, including those from art and design;<br>Investigate how well products have been designed, how well products have been made and materials chosen, how well the products serve their purpose and meets the needs of the user;<br>Explain how particular parts of their product work;<br>Explain how to use mathematics to help design and make products that work. |
| **Music** | Sing a widening range of songs of varying styles and structures with a wider vocal range, tunefully and with expression;<br>Perform with dynamic contrast: p and f;<br>Perform a range of action songs confidently and in time, with awareness of pulse/rhythm;<br>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes;<br>Internalise sounds by singing parts of a song 'in their heads';<br>Practise, rehearse and present performances with an awareness of the audience in the **Harvest and Christmas (Christingle) Church Services.**<br><br>Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians using **BBC Ten Pieces: Night on a Bare Mountain (Mussorgsky) and In the Hall of the Mountain King (Grieg) (Link to Stone Age Topic),** | Learn about the different properties and sounds of un-tuned percussion instruments;<br>Apply word chants to rhythms, understanding how to link each syllable to one musical note by composing 4 beat word rhythms based on the **Topic of Weather** and selecting instruments to describe visual images;<br>Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians using **BBC Ten Pieces: Storm (Britten)**, using the music as stimulus for own composition;<br>Create music that describes contrasting moods and emotions in response to different stimuli e.g. stories, paintings, photographs;<br>Create textures by combining sounds in different ways, to create different moods;<br>Begin to understand graphic notation (and dot notation to show higher or lower pitch) by creating sounds in response to symbols and creating their own symbols as part of a class score about **Extreme Weather**, composing and | Identify ways sounds are used to accompany a song using **BBC Schools Radio Ancient Greek Myths and Legends: Persephone & Hades; Orpheus & Eurydice; Theseus & the Minotaur; King Midas & the Golden Touch; Perseus & the Trojan Horse; Odysseus & the Cyclops;**<br>Listen with attention to detail and recall sounds with increasing aural memory;<br>Identify and recall rhythmic and melodic patterns;<br>Identify and play repeated patterns found in a variety of music (ostinato);<br>Perform a repeated pattern to a steady pulse and distinguish between pulse and rhythm.<br><br>Develop an understanding of the history of music by discussing **Music and Musical Instruments in Ancient Greece;**<br>Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre and texture can be organised within musical structures and used to communicate different moods and effects. |

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| | exploring orchestral instruments and sections of the orchestra. | playing descriptive music in groups, making improvements to their work. | |
| **RE** | **<u>Beliefs and Questions</u>**<br>To learn about Bible stories that lie behind the celebrations of Harvest, Christmas, Easter (at Easter time), Pentecost.<br>To know about contemporary practices in relation to these four festivities.<br>To know about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit (incl. the 'fruit of the Spirit' – Galatians)<br><br>**<u>Religion, Family and Community: Prayer</u>**<br>To learn about the practice, meaning and importance of the 5 daily Islamic prayers.<br>To know about the meaning and use of the Lord's Prayer in Christianity and about prayer at a mosque or a church.<br>To learn about beliefs about Allah / God and prayer in the different religions. | **<u>Worship and Sacred Places</u>**<br>To learn about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.<br>To know 4 key terms in relation to each building.<br>To identify similarities between the places of worship.<br>To connect features of the buildings to religious beliefs, teachings, practices and ways of living. | **<u>Inspirational People from the Past</u>**<br>To know at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam).<br>To explore examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.<br>To explore examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. |
| **PHSE/ Citizenship/ RSE** | **<u>Relationships – Be Yourself</u>**<br>To be able to talk about what makes me special.<br>To name some of the different feelings I have and describe how they feel.<br>To explain what makes me happy.<br>To be able to explain the things that make me unhappy or cross and have ideas about what to dowhen experiencing those feelings.<br>To be able to describe how change and loss makeme feel.<br>To be able to share what I think and feel with confidence. | **<u>Living in the Wider World – Aiming High</u>**<br>To identify achievements and suggest how myactions can help me to achieve.<br>To identify personal goals and suggest actions thatI can take to achieve them.<br>To explain how a positive learning attitude canhelp me to learn new things.<br>To identify the skills and attributes needed to do certain jobs.<br>To understand that we should all have equal opportunities to follow our career ambitions.<br>To discuss what job I might like to do when I growup and what skills I will need to achieve this. | **<u>Living in the Wider World – Money Matters</u>**<br>To explain what skills are needed for a range of jobs and why people go to work.<br>To explain the different ways people pay for things.<br>To discuss financial risk and borrowing and explain some consequences of this.<br>To explain choices we have about spending money.<br>To explain how adverts try to influence our spending and why they do this.<br>To explain ways I can keep track of what I spend and why it is important to do this. (**Link: Branching Out)** |

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| | **Health and Wellbeing – Think Positive**<br>To understand that having a positive attitude isgood for our mental health.<br>To recognise and manage positive and negativethoughts effectively.<br>To understand that some changes can be difficult but there are things we can do to cope.<br>To be able to use mindfulness techniques to keepcalm.<br>To be able to identify uncomfortable emotionsand manage them effectively.<br>To be able to apply a positive attitude towards learning and take on new challenges. | **Relationships – VIPs**<br>To explain the importance of respecting my VIPs.<br>To explain how to make and keep fabulous friends.<br>To identify my own support network.<br>To demonstrate strategies for resolving conflicts.<br>To identify what bullying is.<br>To know what to do if someone is being bullied. | **Health and Wellbeing – It's My Body**<br>To know I can choose what happens to my bodyand that I can get help with any concerns.<br>To know how to keep my body healthy.<br>To know why it is important to get enough sleep.<br>To understand the importance of hygiene and what to do if I feel unwell.<br>To know how to take medicine safely and keepsafe around drugs.<br>To know how to make better choices and choose healthy habits. |
| **MFL (BSL/French)** | **BSL**<br>Fingerspelling<br>Numbers 1-10<br>Numbers 11 – 100<br>Colours<br>Directional verbs<br>Facial expression<br>Questions<br>Places<br>Jobs<br><br>**French**<br>**Unit 1 – Cultural unit – Where is France?**<br>Where is France?<br>What major cities are there in France?<br>What is Paris like?<br>**Unit 2 – Numbers and Alphabet**<br>Numbers to 30<br>The alphabet<br>Correct pronunciation<br>**Unit 3 – All About Me**<br>Various ways of greeting each other | **Unit 4 – My Home?**<br>Rooms in the home<br>Basic adjectives to describe the home and the rooms<br>Describing where they live<br>**Unit 5 – Colours**<br>Basic colours and colours of the rainbow<br>Correct pronunciation of each colour<br>Links – are any colours the same or different in English?<br>**Unit 6 – Animals**<br>Family pets<br>Likes and dislikes<br>Introducing your pet<br>**Unit 7 – Food**<br>Simple foods<br>Foods found on a simple café menu<br>Create their own menu<br>Visit the butchers and bakers<br>**Unit 8 – Calendar**<br>Days of the week<br>Months of the year | **Unit 10 – Shopping**<br>Currency<br>Asking how much something is<br>**Unit 11 – Holidays and Celebrations**<br>Singing Happy Birthday<br>Talking about their own birthday<br>Learning words to do with festivals and events<br>Learning vocabulary about holidays<br>**Unit 12 – My Town**<br>Words to describe their town<br>Words to describe shops and features of their town<br>Transport – including transport vocabulary<br>**Unit 13 – Weather**<br>What's the weather today?<br>What's the weather this week?<br>What's the weather this year?<br>Using maps to talk about weather in different places<br>**Unit 14 – Sports**<br>Simple sports<br>Simple phrases to describe what sports they play |

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| | Introducing yourself and asking questions | Correct pronunciation<br><br>**Unit 9 – Clothing**<br>Basic items of clothing<br>School uniform<br>Introduce body parts – main limbs | **Unit 15 – School**<br>Introduction to school days in France<br>Lessons<br>Likes and dislikes of lessons<br>Different jobs<br>The classroom |
| **PE** | **Multi Skills**<br>Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness.<br>**Cross Country**<br>Pupils will learn the correct ways to run for a long-distance event such as cross country, focusing on breathing and maintaining a level of pace for a long run.<br>**Football**<br>Pupils will be able to explain the rules of the game;<br>Pupils will be drilled in their dribbling, passing and shooting before being put into small sided games following FA guidelines to put the skills into practice;<br>Pupils who excel will choose the most appropriate tactics to use in a game and also work alone or as part of a team to regain possession of the ball. | **Multi Skills**<br>Pupils will continue to learn the correct techniques for throwing and kicking and continueto develop spatial awareness.<br>**Tag rugby**<br>Pupils will learn to develop their handling, tackling, attacking and defending skills through drills;<br>Pupils will then extend this into small sided games;<br>Pupils who excel will demonstrate appropriate positioning and tactics to cause a problem for the opposition.<br>**Netball**<br>Pupils will be drilled in different passing and shootingtechniques;<br>They will then look to bring these into free role game scenarios;<br>Pupils who excel will be introduced into netball positions, learning how to move the ball swiftly to cause a problem for the opposition in games. | **Competitive Games**<br>Apply the basic principles of attack and defence;<br>Control their body in accordance with the strategy of the given game.<br>**Kwik Cricket**<br>Pupils will learn how to bat, bowl and field through various drills following ECB guidelines as well as the basic rules for scoring;<br>They will then look at implementing this into different cricket games such as French Cricket and Caterpillar Cricket.<br>**Rounders**<br>Pupils will be learn the basic rules of the game and will be coached in batting and fielding skills;<br>Pupils will then be introduced into playing gamesof Rounders with games such as 10 Base Rounders (to develop their fielding skills) and Home Run Rounders (to develop their running in between bases.) |
| | **Swimming and Water Safety**: until February.<br>Swim competently, confidently and proficiently over a distance of at least 25 metres;<br>Use a range of strokes effectively;<br>Perform safe self-rescue in different water-based situations. | | |
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| **Computing** | **<u>Computing systems and networks – Connecting computers</u>**<br><br>To explain how digital devices function.<br><br>To identify input and output devices.<br><br>To recognise how digital devices can change the way we work.<br>To explain how a computer network can be used to share information.<br>To explore how digital devices can be connected.<br>To recognise the physical components of a network.<br><br>**<u>Creating Media – Animation</u>**<br>To explain that animation is a sequence of drawings or photographs.<br>To relate animated movement with a sequence of images.<br>To plan an animation.<br>To identify the need to work consistently and carefully.<br>To review and improve an animation.<br>To evaluate the impact of adding other media to an animation. | **<u>Programming A – Sequence in music</u>**<br>To explore a new programming environment.<br>To identify that commands have an outcome.<br>To explain that a program has a start.<br>To recognise that a sequence of commands can have an order.<br>To change the appearance of my project.<br>To create a project from a task description.<br><br>**<u>Data and information – Branching databases</u>**<br>To create questions with yes/no answers.<br>To identify the object attributes needed to collect relevant data.<br>To create a branching database.<br>To explain why it is helpful for a database to be well structured.<br>To identify objects using a branching database.<br>To compare the information shown in a pictogram with a branching database. | **<u>Creating media – Desktop publishing</u>**<br>To recognise how text and images convey information.<br>To recognise that text and layout can be edited.<br>To choose appropriate page settings.<br>To add content to a desktop publishing publication.<br>To consider how different layouts can suit different purposes.<br>To consider the benefits of desktop publishing.<br><br>**<u>Programming B – Events and actions</u>**<br>To explain how a sprite moves in an existing project.<br>To create a program to move a sprite in four directions.<br>To adapt a program to a new context.<br>To develop my program by adding features.<br>To identify and fix bugs in a program.<br>To design and create a maze-based challenge. |