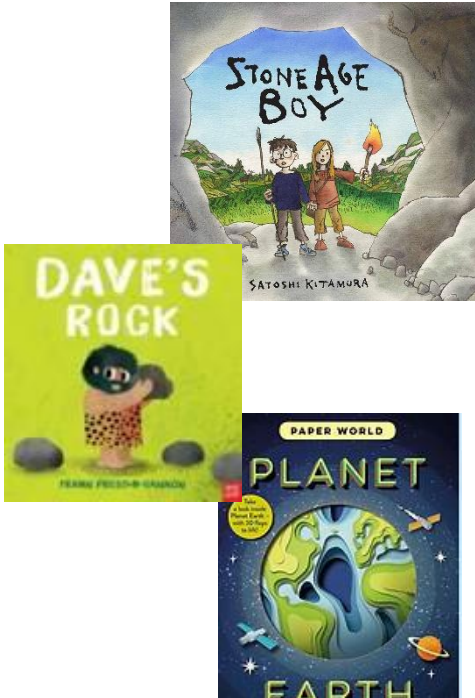
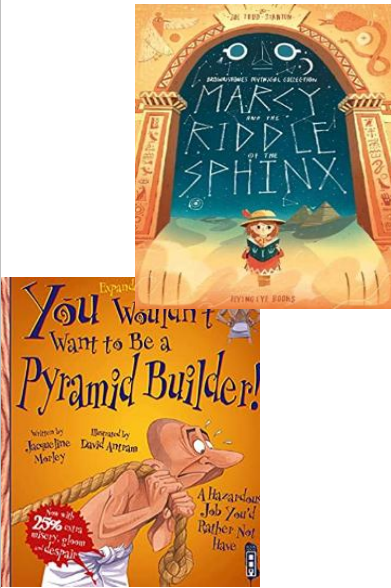




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Plant Power	Don't Tell Titus	Caves and Chasms	Stone Age	Ancient Egypt	Majestic Mountains
					
Above and Beyond opportunities for our children in Year 3...					
Church visit - Bingley Parish link to canals (canal and river trust) The Big Start Oracy Week	Saltire Visit	Poetry week - whole school Money Week	Stump Cross Caverns Stone Age Day	Egypt day Cliffe Castle	Rose Day
Writing  Our children will					
Write setting description of your garden design.	Tourism leaflet to advertise Saltire Narrative writing - speech - Oliver Twist	Create an information page about caves and chasms, using technical vocabulary and describing the features. Character description - The Cave	Write a diary entry as Stone Age boy Narrative writing - Stone Age Boy - write ending	Narrative writing - Write the end of the story - Marcy and the Riddle of the Sphinx	Write the biography of Tenzing Norgay after studying the features of a biography.

Write a postcard home from Stockeld Park, describing what has been seen and done. Write instructions for planting bulbs. <u>Grammar Focus</u> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] <u>Consolidate</u> Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	<u>Consolidate</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] SPeech	<u>Grammar Focus</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <u>Consolidate</u> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	<u>Grammar Focus</u> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <u>Consolidate</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	<u>Grammar Focus</u> Introduction to inverted commas to punctuate direct speech Poem to add to Poems from a Green and Blue Planet (Mountain theme) <u>Grammar Focus</u> Identify and Name using the correct vocabulary: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') <u>Consolidate</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
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Reading



Our children will..













Vocabulary

Infer

Predict

Explain

Retrieve

Summarise

Find and explain the meaning of words in context

Make and justify inferences using evidence from the text

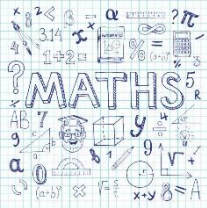
Predict what might happen from the details given and implied

Explain how different aspects of the text affect the reader

Retrieve and record information directly from the text

Summarise the key information and events from the text

Decode new words and work out the meaning by reading around the word Read a wide range of text types and discuss the patterns and	Listen attentively to a longer and a wider range of texts Orally retell what they have read.	Summarise paragraphs and short texts Read for a range of different purposes.	Make inferences about a range of different texts.	Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through	Ask self-directed questions to deepen their understanding of a text. Answer the question stems on a range of different texts.
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structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)				volume, tone, intonation and action.	
Maths  Our children will develop their skills in...					
Place Value Addition / Subtraction	Multiplication / Division	Length / Perimeter Money – link to money week – not using Power maths	Fractions A Mass and Capacity	Fractions B	Time Shape Statistics
Science  Our children will...					
Plants Our children will 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 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		Light Our children will recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change	Forces and Magnets Our children will.... compare how things move on different surfaces notice that some forces need contact between two 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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing	Animals including humans Our children will.... Identify that humans and some animals have skeletons & muscles for support, protection & movement Consider what would happen without skeletons	Rocks and Soils Our children will....compare and group together different kinds of rocks on the basis of 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

Art  Our children will...					
Our children will.... Printing - leaves, flowers and gardens Artists Studied: David Hockney Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing Demonstrate understanding and precision when they have opportunities to.		Our children will...	Our children will.... Drawing -Cave Art Differentiate between a range of media, make comparisons between effects Plan and begin to further develop own ideas Investigate tone by drawing light to dark lines Understand that producing patterns gives textures Study the work of famous artists USING SKETCHBOOKS Records observations and uses them to review and revisit ideas. Develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type. Incorporates previously learned techniques, line, shape, appropriate use of colour Sculpture improve their mastery of art and design techniques, including sculpture, with a range of materials Artists Studied: Barbara Hepworth Have some awareness of three dimensional shape and shade. Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type. Use a variety of materials, inc. newspaper, foil, clay, natural materials, to create sculpture. Know the names of the tools and materials they have used. Develop skills in design and evaluation		Our children will... develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Mountainous Landscapes Experiencing painting with smaller brushes, developing brush control. Explore what happens when secondary colours are mixed including tones and shades Know how to mix brown paint by mixing primary colours together. Be able to create tints with paint by adding white. Create tones with paint by adding black. Explain ideas of how artists have used colour, pattern and shape. Know how to create a piece of art in response to the work of an artist Experiments with tools and techniques, inc. layering, mixing media, scraping through etc. Names different types of paint and their properties. Works on a range of scales e.g. large brush on large paper etc.

			Learn to experiment with a range of textures, using tools and techniques. Joins clay adequately and work reasonably independently. Constructs a simple clay base for extending and modelling other shapes. Neolithic Pinch Pots		
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Geography

As Geographers we will:

<i>Our children will..</i> KAPOW - Are all settlements the same? Focus on Leeds Liverpool Canal, go on local walk (church visit)	<i>Our children will..</i> Create sketch maps of a visited location (Saltiare)	<i>Our children will..</i> Learn the 8 points of a compass Understand how caves, and features of a cave are formed - explore how erosion impacts other areas (coasts, etc)	<i>Our children will..</i> Describe and understand why early people chose to settle in particular areas of Britain (e.g. Skara Brae in the Stone Age). Describe and understand the different types of settlement in early Britain. Understand the importance of the distribution of natural resources in early Britain including minerals. Create videos on iMovie to explain why they have chosen a specific settlement. (Stone Age Day) .	<i>Our children will..</i> Complete a country study of Egypt. Compare Egypt to the U.K Identify key features of the Nile and why it was important to Ancient Egyptians. Create a Right Move for an Ancient Egyptian home, using the water source as a selling point	<i>Our children will..</i> Locate significant mountains and mountain ranges around the UK and the world. Know what a mountain is and explain in simple terms how they are formed. Locate the countries of Europe (including Russia). Understand the physical geography and human geography of Europe, including major cities.
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History

Our children will ask..

	Our children will.. Learn about Sir Titus Salt's rules, what he built for his workers and why, how his practises differed from factory owners in Bradford. Explore the idea that there are different accounts of history Sir Titus Salt - Hero or villain? Distinguish between different sources - compare different versions of the same story Sir Titus Salt Use evidence to understand and explain the actions of people from the past. Use a range of sources to find out about a significant artefacts from a period. Observe small details in artefacts and pictures.		Our children will.. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place Stone Age period in History, relative to previous Year 1 &2 learning. Historical events from the period studied in chronological order (Stone Age, Bronze Age, Iron Age). Use evidence to describe the everyday lives of people in the past. Use artefacts and examples of housing (Skara-Brae), cave paintings, Stone Henge, tools and weapons and how these have developed and changed ways of living.	Our children will.. Use a timeline to place Ancient Egyptians period in History, relative to the Stone Age and previous Year 1 &2 learning. Historical events from the period studied in chronological order: United by King Narmer, first steps of pyramids built, introduction of Gods, through to Queen Cleopatra's reign and Romans conquering Egypt). Use evidence to describe the everyday lives of people in Ancient Egypt. Use artefacts and examples of living, hieroglyphs, The Rosetta Stone, tools and weapons and how these have developed and changed ways of living. Link to Geography with The Nile and uses for transport and irrigation. Use evidence to understand and explain the actions of people from the past including historical figures (Tutankhamun and Howard Carter). Role of the Gods - religion, beliefs (Curse of Tut's tomb, mummification). Begin to use the library and internet to research Select and record information relevant to the study What wonderful things did Howard Carter find?	
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Design and Technology



Our children will..

Make a Healthy Lunch (Autumn I) - Select from and use a wider range of tools and equipment to perform practical tasks accurately. - 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. Salads – what can we grow? Cress – add to salads	Stone Age Clothes – Stone Age Fashion Show - 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. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - 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. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand how key events and individuals in design and technology have helped shape the world.	Design and make an Egyptian Shaduf (Summer) - 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. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - 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. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world
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Computing



<https://teachcomputing.org/curriculum/key-stage-2>

Our children will...

<u>Computer Science</u> <u>CS10</u> Understand that all computers allow data to be input, processed and output. <u>CS11</u> Understand all computer systems need programs / software to work. <u>CS12</u> Decompose and sequence a range of algorithms & programs.	<u>Data Handling</u> <u>DH6</u> Collect and organise information to find answers to questions. <u>DH7</u> Create different graphs that show data for different purposes across the curriculum. <u>DH8</u> Store and access data using a database.	<u>Computer Science</u> <u>Scratch</u> <u>CS13</u> Create and refine programs that use simple inputs and output to control events. <u>CS14</u> Understand and use the concept of repetition to write more efficient code.	<u>Media</u> <u>Stone Age Stop Motion</u> <u>M12</u> Combine and refine text, sound and graphics to communicate information for a given audience. <u>M13</u> Recognise the key features of different types of information/genres and use appropriate layouts <u>M14</u> Understand how audio can enhance multimedia projects including radio and films by creating/choosing appropriate audio to fit a given context	<u>Media</u> <u>Mountains Powerpoint</u> <u>M15</u> Capture, create and enhance new and existing digital images to communicate ideas <u>M16</u> Plan and create a simple animation <u>M17</u> Understand that evaluation and improvement is a vital part of a design process and technology allows changes to be made quickly and efficiently (no resources, discuss in class)	<u>Computer Science</u> <u>CS10</u> Understand that all computers allow data to be input, processed and output. <u>CS11</u> Understand all computer systems need programs / software to work. <u>CS12</u> Decompose and sequence a range of algorithms & programs.
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Character and culture (R.E. P.S.H.E. R.S.E.)



Our children will ask...

<u>PSHE</u> Family and Relationships <u>RE</u> How do different people express their spirituality? <u>British Values</u> Respect <u>Celebrations</u> Harvest Festival, Halloween, Black History Month, rosh hashanah	<u>PSHE</u> Economic wellbeing <u>RE</u> How do ancient stories influence modern celebrations? <u>British Values</u> Tolerance <u>Celebrations</u> World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	<u>PSHE</u> Health and Wellbeing <u>RE</u> How does the Bible help Christians to live a good life? <u>British Values</u> Rule of Law New Year resolutions <u>Celebrations</u> Epiphany, Holocaust Memorial Day, Chinese New Year Money Week	<u>PSHE</u> Safety and the changing body <u>RE</u> How does the Bible help Christians to live a good life? <u>British Values</u> Individual Liberty <u>Celebrations</u> Children's Mental Health Week, Safer Internet Day, International Women's Day, Lent, Easter, Ramadan	<u>PSHE</u> Citizenship <u>RE</u> How do Jews use stories to remember God's covenant? <u>British Values</u> Democracy <u>Celebrations</u> St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week	<u>PSHE</u> Transition lessons and Recap <u>RE</u> How do Jews use stories to remember God's covenant?
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P.E.



Athletics (recapping fundamental skills). Outdoor Adventurous Activity (I) Swimming (NC & above and beyond)	Invasion Games (Tag Rugby) Invasion Games (Netball)	Gymnastics (I) Dance (I)	Net and Wall (Tennis) Net and Wall (Badminton/ table tennis)	Striking and Fielding (Cricket) Striking and Fielding (Rounders)	Dance (2) Athletics (I)
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Music



Jazz	Pentatonic melodies and composition (theme: Chinese new year)	Traditional instruments and improvisation	Developing singing techniques	Creating composition in response to an animation (Theme: Mountains)	Ballads
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La phonétique (Phonics & Pronunciation) J'apprends le français (I Am Learning French)	Les animaux (Animals)	Instruments	I am able to... I know how to...	Les fruits (Fruits)	Ice creams
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