

	Key Learning	Activities Including Writing Opportunities and Numeracy - Application of skills	Speaking and listening	Assessment
English	Genres covered: Character description Instructions Non Chronological Report Balanced Argument Narrative Key text/stories: Chocolate Cake Tell me a Dragon The Tunnel	Year 3 SPaG: Explore, identify and create complex sentences using the conjunctions 'when', 'after', 'before', 'until', 'while', 'since'. Identify, select, generate and effectively use prepositions including 'below', 'beneath', 'above', 'inside', 'through', 'across'. Use perfect form of verbs using have and has to indicate a completed action. Express place and cause using conjunctions (when, before, after, while, so, because) Select, generate and use adverbs for time e.g. meanwhile, next, soon, later and generate and use adverbs using the suffix 'ly'. Use the determiner a or an according to whether the next word begins with a vowel or consonant. Vary sentence openings and vary sentences for clarity. Express time, place and cause using conjunctions. Express time and place using prepositions. Use expended noun phrases to give precise details. Use inverted commas to punctuate direct speech. Select, generate and use adverbs for time e.g soon, after, next Use perfect form of verbs using have and has to indicate a completed action. Explore, identify and create complex sentences using the conjunctions although and if. Year 3 Reading: Identifying main ideas from more than one paragraph and summarising these Drawing inferences such as character's feelings, thoughts and motives. Predicting what might happen.	Year 3: Read and follow increasingly complex instructions. Discuss and evaluate the effectiveness of instructional texts. Analyse a number of report texts orally. Tell stories based on own experience and oral versions of familiar stories. Plan and tell stories, varying voice and intonation to create effects and sustain interest. Plan stories orally. Complete short drama activities based on characterisation.	Termly reading and writing assessments. Updating of individual targets to show progress demonstrated during daily tasks. Identify key areas that need further development.

Maths	Year 3: Number: Place value (within 1000) Number: Addition and subtraction Number: Multiplication and division. X3, x4 and x8 times tables	Data handling in science. Construct and interpret graphs during geography and science. Date chronology in history.	Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.	Termly formal assessments. Arithmetic tests to identify gaps and next steps. Daily maths meeting to pre teach and assess understanding. Updating of individual assessment to show progress demonstrated in daily lessons.
Science	Animals: movement and nutrition Name the 3 key functions of a skeleton Recall key features of a vertebrate, invertebrate, endoskeleton and exoskeleton. Describe the role of joints in the skeleton Name key bones in the human skeleton. Identify the location of key bones in the human skeleton.	Label the skelton Create moving skelton Bone detectives game Group animals: exoskeleton, endoskeleton, hydroskeleton Create tables Scientific research - prosthetics (jobs) Grouping foods - balanced diet Weekly retrieval tasks	Describe how a muscle causes movement. Explain how scientific research has helped with prosthetics. Explain why a particular nutrient group is essential for the body. Summarise key information using secondary sources. Describe some changes to scientific knowledge about nutrition.	Retrieval Powerpoints- end of unit assessment

	Measure the length of different bones. Sort the data into size order. Recall that there are different muscles in the body. Recall that animals, including humans, need to eat food to survive. Describe ways the body uses energy. Identify how energy needs are different between people. Compare the nutritional information on food packaging. Recall some of the seven nutrient groups. Give examples of food that contain a particular nutrient group. Give examples of foods that make up a balanced diet. Compare different meals, explaining which is more balanced. Identify some jobs that require knowledge of nutrition.			
STEM	Bone detectives Jobs	Following instructions Problem solving		

	Movement - skeleton	Science - fair test, investigation and data analysis Evaluation of product. Scientific write-up. Accurate measuring		
History	Kapow: Would you rather live in The Stone Age, The Bronze Age or the Iron Age?	Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods.	Use discussion and conversation to explore and speculate about new ideas Consider and evaluate different viewpoints, attending to and building on the contributions of others Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions

		Explain which period they would prefer to have lived in, providing evidence for their choice.		
Geography	Kapow: Where does our food come from? -Identify that different foods grow in different biomes and say why. -Explain which food has the most significant negative impact on the environment. -Consider a change people can make to reduce the negative impact of food production. -Describe the intentions around trading responsibly. -Explain that food imports can be both helpful and harmful. -Describe the journey of a cocoa bean. -Locate countries on a blank world map using an atlas. -Use a scale bar correctly to measure approximate distances. -Collect data through an interview process. -Analyse interview responses to answer an enquiry question. -Discuss any trends in data collected.	Map work and co-ordinates (grid references) Map work to identify different biomes - talk about the equator Map work to identify countries - linking to trade Environmental issues - which food has the most negative impact (how is it grown) - linked to trade, how does food travel? How can we decrease the impact on the environment? Scale bar - measure the distance different foods will travel Collect data through interview process	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion. Consider and evaluate different viewpoints.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions.
Art	Kapow :Painting and mixed media Prehistoric art	Apply an understanding of human made prehistoric art Understand and use scale to enlarge drawings in different mediums	Verbal reflections about creative decisions. Reflect on successes.	Peer assessment. Retrieval activities and

		Decorate and evaluate packaging		
PE	Tennis (Coach) Ball skills Get set PE		Listen and respond appropriately to adults and peers.	Demonstration of skills in practice and performance situations. Termly assessment.
RE	What does it mean to be a Sikh in Britain today?	Visit a Gurdwara (physical or virtual) Interview a Sikh Explanation Questioning Reading calendars for important dates e.g. Vaishkhi Research Weekly retrieval tasks as starters Discussions Written work	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaboration.	Retrieval activities and ongoing work to show progress and development of skills. Responses and participation in class discussions. Termly assessment.
PSHCE Me, You and the World	Wellbeing -Recognise their own worth -Face challenges positively and set themselves goals -discuss what could affect their mental health -Change/transitions such as moving into Y6 and also	- Visit from officer when completing Operation Encompass -Design posters to raise awareness of the KidSafe Rules and tips. -Diary (for both food and feelings) -Writing down their goals Weekly retrieval PPTs as starters	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions. Update floor book after weekly sessions.

	challenging life events such as death, separation etc. Healthy lifestyles -Plan and prepare a healthy meal -Importance of regular physical exercise Operation Encompass -Healthy relationships Consent -Definition -Trust with professionals -use of assertive voice (Kidsafe link) - Kidsafe	Kidsafe check ins Discussions Role play	Select a variety of words that can be used to talk about similar feelings.	Termly assessment.
Computing	Kapow - Computing systems and networks - Connecting computers (Y3)		Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.
French	Kapow - This is me. School Days	Singing in French Speaking and listening Questioning Written work Role play	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

Global links	- Recycling & renewable resources - Food & famine Global warming	Scarecrow competition Describe scarecrow design and features. Statistics of famine worldwide & global hotspots. ICT research Google Earth	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions.
Career links	- Physio therapist - Becoming a teacher/TA	Interview physiotherapist and teacher/TA Devise interview questions. Use device to record and playback interviews	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions and events.