

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>WCR Book</b>	<p><b>London</b></p> <p><b>The Royal Rabbits of London</b> Santa Montefiore and Simon Sebag Montefiore</p> <p><b>Katie in London</b> James Mayhew</p>	<p><b>India</b></p> <p><b>Cloud Tea Monkeys</b> - <u>Mal Peet and Elspeth Graham</u></p> <p><b>Malala's Magic Pencil</b> - <u>Malala Yousafzai</u> <u>Kerascoët</u></p> <p><b>The Extraordinary Life of Mahatma Gandhi</b> (Extraordinary Lives) - Chitra Soundar, <u>Dàlia Adillon</u></p>	<p><b>?</b></p> <p><b>The Iron Man</b> Ted Hughes</p> <p><b>Earth Verse</b> Sally M Walker, William Grill</p>	<p><b>Ancient Egyptians</b></p> <p><b>Marcy and The Riddle of The Sphinx</b> Joe Todd-Stanton</p> <p><b>The Legend of Tutankhamun</b> Ben Handicott &amp; Lucy Letherland</p>	<p><b>Rivers</b></p> <p><b>River Stories</b> Timothy Knapman, Ashling Lindsay, Irene Montano</p> <p><b>Rivers</b> Peter Goes</p>	<p><b>Stone Age</b></p> <p><b>Stone Age Boy</b> Staoshi Kitamura</p> <p><b>The Secrets of Stonehenge</b> Mick Manning, Brita Granstrom</p>
<b>English</b>	<p><b>Story writing, instructional writing</b></p> <p><b>Step 4 Writing</b> I can work with others to plan writing, recording ideas using notes of pictures. I can use ideas from other stories to create settings, characters and a plot for my own stories. I can spot and name key features of a text I can think about each sentence before I write it, using simple and compound sentences.</p>	<p><b>Letters, biographies, persuasion</b></p> <p><b>Step 4 Writing</b> I can work with others to plan writing, recording ideas using notes of pictures. I can use ideas from other stories to inspire my own writing. I can spot and name key features of a text I can think about each sentence before I write it, using simple and compound sentences. I can use headings and sub-headings to</p>	<p><b>Character and setting descriptions, story writing- different character perspectives, poetry</b></p> <p><b>Step 4 Writing</b> I can work with others to plan writing, recording ideas using notes of pictures. I can use ideas from other stories to create settings, characters and a plot for my own stories. I can spot and name key features of a text I can think about each sentence before I write it, using simple and compound sentences.</p>	<p><b>Diary/journal writing, chronological reports, explanation</b></p> <p><b>Step 4 Writing</b> I can work with others to plan writing, recording ideas using notes of pictures. I can use ideas from other stories to inspire my own writing. I can spot and name key features of a text I can think about each sentence before I write it, using simple and compound sentences. I can use headings and sub-headings to</p>	<p><b>Non-chronological reports, poetry, fact files</b></p> <p><b>Step 4 Writing</b> I can work with others to plan writing, recording ideas using notes of pictures. I can spot and name key features of a text I can think about each sentence before I write it, using simple and compound sentences. I can use headings and sub-headings to organise my non-fiction writing. I can organise my writing into sections/ paragraphs, writing a</p>	<p><b>Story writing- alternative endings, Newspaper reports, recount</b></p> <p><b>Step 4 Writing</b> I can work with others to plan writing, recording ideas using notes of pictures. I can use ideas from other stories to create settings, characters and a plot for my own stories. I can spot and name key features of a text I can think about each sentence before I write it, using simple and compound sentences.</p>

	<p>I can use headings and sub-headings to organise my non-fiction writing.</p> <p>I can organise my writing into sections/ paragraphs, writing a sequence of sentences for each.</p> <p>I can edit and improve my own and others' writing.</p> <p>I can read my writing clearly and with expression and volume.</p> <p><b>PAG</b></p> <p>1. I can identify main and subordinate clauses.</p> <p>2. I can write sentences with more than one clause, using different subordinating conjunctions such as <i>when, if, because, although</i>.</p> <p><b>Spelling</b></p> <p>1. I can spot and spell homophones and near homophones.</p> <p>2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p>	<p>organise my non-fiction writing.</p> <p>I can organise my writing into sections/ paragraphs, writing a sequence of sentences for each.</p> <p>I can edit and improve my own and others' writing.</p> <p>I can read my writing clearly and with expression and volume.</p> <p><b>PAG</b></p> <p>I can use different conjunctions and adverbs to show time, place and cause.</p> <p><b>Spelling</b></p> <p>1. I can spell words with prefixes where the spelling of the root word does not change.</p> <p>2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can talk about how words can have different meanings.</p> <p>I can read and join in discussions about a range of longer texts, expressing what I think and like.</p>	<p>I can use headings and sub-headings to organise my non-fiction writing.</p> <p>I can organise my writing into sections/ paragraphs, writing a sequence of sentences for each.</p> <p>I can edit and improve my own and others' writing.</p> <p>I can read my writing clearly and with expression and volume.</p> <p><b>PAG</b></p> <p>1. I can explain what verb tenses are.</p> <p>2. I can use the present perfect form of verbs.</p> <p><b>Spelling</b></p> <p>1. I can spell words with suffixes, knowing when I need to double the last letter.</p> <p>2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can talk about how words can have different meanings.</p> <p>I can read and join in discussions about a range</p>	<p>organise my non-fiction writing.</p> <p>I can organise my writing into sections/ paragraphs, writing a sequence of sentences for each.</p> <p>I can edit and improve my own and others' writing.</p> <p>I can read my writing clearly and with expression and volume.</p> <p><b>PAG</b></p> <p>I can use possessive apostrophes in words with a regular plural.</p> <p><b>Spelling</b></p> <p>1. I can put a possessive apostrophe in words with a regular plural.</p> <p>2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can talk about how words can have different meanings.</p> <p>I can read and join in discussions about a range of longer texts, expressing what I think and like.</p>	<p>sequence of sentences for each.</p> <p>I can edit and improve my own and others' writing.</p> <p>I can read my writing clearly and with expression and volume.</p> <p><b>PAG</b></p> <p>I can usually use different prepositions to show time, place and cause in my writing.</p> <p><b>Spelling</b></p> <p>1. I can spot word families and talk about how the words are related by spelling.</p> <p>2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can talk about how words can have different meanings.</p> <p>I can read and join in discussions about a range of longer texts, expressing what I think and like.</p> <p>I can spot and talk about key themes.</p> <p>I can usually self-evaluate my own understanding of what I have read.</p>	<p>I can use headings and sub-headings to organise my non-fiction writing.</p> <p>I can organise my writing into sections/ paragraphs, writing a sequence of sentences for each.</p> <p>I can edit and improve my own and others' writing.</p> <p>I can read my writing clearly and with expression and volume.</p> <p><b>PAG</b></p> <p>I can use speech marks to show dialogue.</p> <p><b>Spelling</b></p> <p>1. I can use a dictionary and the first three letters of a word to check my own spelling.</p> <p>2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can talk about how words can have different meanings.</p> <p>I can read and join in discussions about a range of longer texts, expressing what I think and like.</p> <p>I can spot and talk about key themes.</p>
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<b>Maths</b>	<p><b>Power Maths</b></p> <p><b>Securing Step 3 / Exploring Step 4</b></p> <p><b>Place Value within 1000</b> <b>Addition and Subtraction 1</b></p>	<p><b>Power Maths</b></p> <p><b>Exploring Step 4</b></p> <p><b>Addition and Subtraction 2</b> <b>Multiplication and Division 1</b></p>	<p><b>Power Maths</b></p> <p><b>Securing Step 4</b></p> <p><b>Multiplication and Division 1</b> <b>Money</b> <b>Statistics</b></p>	<p><b>Power Maths</b></p> <p><b>Securing Step 4</b></p> <p><b>Length</b> <b>Fractions 1</b></p>	<p><b>Power Maths</b></p> <p><b>Achieving Step 4</b></p> <p><b>Fractions 2</b> <b>Time</b></p>	<p><b>Power Maths</b></p> <p><b>Achieving Step 4 / Exceeding Step 4</b></p> <p><b>Angles and properties of shapes</b> <b>Mass</b> <b>Capacity</b></p>
<b>History / Geography</b>	<p><b>Focus: Geography G12, G19</b> Geography Explore map features</p>	<p><b>Focus: Geography G11, G15, G16</b> Geography Locality comparison</p>	<p><b>Focus: Geography G15</b> Describe and understand key aspects of physical</p>	<p><b>Focus: History H12</b> History</p>	<p><b>Focus: Geography G15</b> Geography</p>	<p><b>Focus: History H5</b> History</p>

	Landmarks of London	Where is India? Indian Mountains	geography: Climate zones, biomes and vegetation	An in-depth study of Ancient Egypt. What are they famous for? Historical figures	Study Nile and Comparison to a local river Enquiry at Drews Pond	Stone Age. Role of architects in finding clues about the past
<b>Science</b>	<b>Human Classification</b> 6. Can tell you that humans need the right types of food and nutrition and name the different food groups. 7. Can tell you the names of parts of the human skeleton and explain its role in movement, support and protection. 8. Can name some of the major muscles and explain their role in movement, support and protection.	<b>Light</b> 12. Can recognise that they need light in order to see things and that dark is the absence of light 13. Can notice that light is reflected from surfaces 14. Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes 15. Can recognise that shadows are formed when the light from a light source is blocked by an opaque object 16. Can find patterns in the way that the size of shadows change	<b>Biology</b> 1. Can tell you what the roots, stem or trunk of a plant does. 2. Can tell you what the leaves and flowers of a plant do. 3. Can tell you why different plants need different amounts of water, light and heat to grow and stay healthy. 4. Can tell you how water is transported in plants. 5. Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	<b>Magnets</b> 17. Can describe magnetic force and how magnets repel and attract each other. 18. Can tell you some materials which are magnetic and some which are not magnetic. 19. Can group together materials based on whether they are magnetic or not. 20. Can tell you about the poles of a magnet and predict whether two magnets will repel or attract each other just by looking at which way the poles are facing. 21. Can compare how things move on different surfaces	<b>Flowers</b> 5. Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	<b>Rock Classification</b> 9. Can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 10. Can describe in simple terms how fossils are formed when things that have lived are trapped within rock 11. Can recognise that soils are made from rocks and organic matter
<b>Religious Education (Discovery R.E scheme)</b>	Discovery: Diwali  Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	UC Concept: Incarnation  What is Trinity? Christianity	UC Concept: Creation/Fall  What do Christians learn from the Creation story?	UC Concept: Salvation  Why do Christians call the day Jesus died Good Friday?	Discovery RE: Hindu belief  How can Brahman be everywhere and in everything?	Discovery RE: Pilgrimage to the River Ganges  Would visiting the River Ganges be special to a non-Hindu?
<b>Jigsaw PSHE</b>	<b>Being in My world</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Art / Design</b>	DT making Dream Jars Design, Make, Evaluate & Improve. - Produce designs with a clear purpose having explored needs, food packaging  Construction - Select appropriate techniques to construct products  Textiles	Art: Rangoli Patterns printing Print using two colours - Be able to adapt and improve designs and prints - Use correct stitch to join materials felt stocking or angel deco	Art: Drawing: Landscapes Still Life - Sketch lines and shapes from first hand observation	DT: Create a Shaduf Design, Make, Evaluate & Improve - Select materials carefully to suit the design and use  Historical Inspiration - Know the work of some recognised designers in all areas of study (including pioneers in horticultural techniques to stimulate ideas for designs)	Environmental Art: Andy Goldsworthy - Sketch lines and shapes from first hand observation	Art: Cave Painting - Mix secondary / tertiary colours and tones - Understand how to use light pencil marks, then a wash and then adding layers and detail. - Be able to experiment with and explore brush strokes

	- Add decorative finish using a suitable technique					
<b>Sport / Dance</b>	Complete PE	Complete PE	Complete PE	Complete PE	Complete PE	Complete PE
<b>Computing (Knowsley Scheme of Work)</b>	Computer Science Big Robots (Knowsley Scheme)	Information Technology Curriculum Link – Science (Types of Plants)	E-Safety My Online Life	Digital Literacy Online Detectives (Knowsley Scheme)	Information Technology Curriculum Link – English (Word Processing Factfiles)	Computer Science Dancing Robot (Knowsley Scheme)
<b>Music</b>	Music Express Human Body Building	Music Express Singing French Food and Drink	Music Express In the past China	Music Express Ancient Worlds (Adapt for Egypt)	Music Express Time and Communication	Music Express Sounds and Poetry
<b>MFL (Southend Scheme)</b>	Bonjour, je parle français! (Hello, I speak French)	Bonjour, je parle français! (Hello, I speak French)	Je me présente (Let me introduce myself)	Je me présente (Let me introduce myself)	En Famille (In my family)	En Famille (In my family)