Year 3 Curriculum Overview								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Branch 1:	Branch 2:	Branch 3:	Branch 4:	Branch 5:	Branch 6:		
RE	Creation and	Prophecy and	Galilee to	Desert to	To the Ends of the Earth	Dialogue and		
	Covenant	Promise	Jerusalem	Garden		Encounter		
	Greek Myths	Ice Palace	The Pebble in my	Bill's New Frock	Oliver	The Shaman's		
English			Pocket			Apprentice		
Texts/Writing	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction		
Genres	Formal letter	Story writing	Create a comic	Diary writing as the	Character descriptions	Write setting		
	writing	(setting,	strip/script	character Bill.	from the book.	descriptions		
	Write narrative	character,	To write a	Biography	Write a story with a	Create and prepare		
	for the book we	sequencing,	character	To write a play	dilemma	poetry, showing		
	are studying ()	plot)	description,	script and perform	Continue to recognise	understanding		
	Poetry types- such	Poetry – shape	discussing and	poems	different types of poetry	through intonation,		
	as list poems.	poems.	evaluating similar	Non Fiction	Non Fiction	tone volume and		
	Non Fiction	Non Fiction	writing.	Write an	Write a biography on a	action.		
	Write a news	Write a non	Non Fiction	explanation text	musician / composer of	Non Fiction		
	report on the	chronological	Write a non	(Science) and a set	the Victorian era.	Write a balanced		
	Spartans and	report and	chronological	of instructions	Write a non-	argument following a		
	Athenians.	information	report	To write up and	chronological report	debate		
	Write Greek Fact-	text using	Write an	investigation using	(Geopgraphy)	Write a fact-file on		
	files.	headings and	explanation text	headings and	Write a letter based on	the rainforest		
		sub headings.	(Science)	subheadings	'choices' (Come and	Continue to develop		
		(biography,			See).	the use of simple		
		survival guide)				organisational		
						devices (headings		
						and sub-headings)		
	To use word	To extend the	To use and	To proofread for	To place apostrophes of	To use the present		
English	classes - nouns,	range of	punctuate direct	spelling and	possession and omission	perfect form of verbs		
Grammar	verbs, adjectives,	sentences	speech (i.e.	punctuation errors.	accurately in words.			

We learn to love everyone as <u>Jesus</u> loves us





pronouns and adverbs.with more than one clause by for or 'ar'.inverted than one commas), to use the first to use the first to use the first to echek its peling in a commas), to echek its perfix er', to check its perfix er', to check its to check its perfix er', to check its to check its perfix er', to spell words to check its to spell words to spell words to check its to spell words to spell words them. to spell words to spell words them. to spell words them. to spell words them. to spell words the 's' sound spelt 'ch'. to synot spelt 'ch'. to synot spelt 'ch'. to explore word families based on common words (solve, solution, dissolve, indisso						
To use the correct form of 'a' or 'an'. To begin to use and punctuate comjunctions, inverted increasing and punctuate (accurately in two or three letters of a word to check its spelling in a dictionary.clause by using a wider range of conjunctions, including words.sentences, dictated by the teacher, that include words and punctuation taught so far.for clarity and cohesion and to avoid repetition. To spell words with the prefix 're' (Unit 11 - Oxford Owl).To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.To spell words with the prefix 're' (Unit 11 - Oxford Owl).To spell words sound spelt 'ch' (unit 8).To revise the suffixes 'ed', 'ing', 'er', 'est', 'y, by doubling, swapping for sole the suffix 'f', and words with the 's' sound spelt 'ch'.sentences, dictated by the teacher, that include words and punctuation taught so far.To spell words sound spelt 'ch' (unit 8).To spell words words.To spell words sound spelt 'ch' sound spelt 'ch' to werb to form nouns, words with the 's' sound spelt 'ch', 'n', and words with the 'sh' sound spelt 'ch'.sentences, dictated by the teacher, To spell words (Oxford Owl - sound spelt 'ch'. To explicated focus 3)To spell words sound spelt 'ch'. To add the suffix 'no' to root words (unit 9).sentences, dictated the soft 'n' to root words (unit 9). To add the suffix 'no' to root words (unit 10).sentences, dictated by the teacher, 'to', 'y, by doubling, 'stor' or 'a', 'i', 'o', 'o', 'a', 'i', 'o', 'o', 'a', 'i', 'o', 'o', 'a', 'i', 'o', 'o', 'a', 'i', 'o', 'a', 'i', 'o', 'a', 'i'',	•	with more			0	in contrast to the
form of 'a' or 'an'. To begin to use and punctuate direct speech (i.e. including when, if, commas).using a wider range of aposrophes of possession and omission omission to use the first although.proficiency. To begin to lace aposrophes of possession and omission omission to use the first although.proficiency. To begin to use further 'to begin to use further 'to spell words with the prefix 'sub' 'to spell words with the prefix 'sub' 'to spell words with the prefix 'sub' 'to spell words with the 'sh' spelling in a dirtionary. and suffixes ('dis', mis', 'im') dictionary. and suffixes ('dis', mis', 'im') and suffixes ('dis', mis', 'im') and suffixes ('dis', mis', 'im') and suffixes ('dis', mis', 'im') and adverbs to form nouns, words with the 'sh' sound spelt 'd' sound spelt 'd' to revise to form nouns, words with the 's' sound spelt 'ch', ('dir', and words with the 'sh' sound spelt 'ch', To explore word families based on (solve, solution, dissolve,using a wider proficiency. To explore words and adverbs to pace.proficiency. To begin to place apostrophes of them. to explore words (solve, solution, dissolve,proficiency. To explore words (assel on common words (solve, solution, dissolve,proficiency. To explore words (assel and adverbs to place.by the teacher, To begin to place apostrophes of them. to add the suffix 'ion' to rot words (unit 10).by the teacher, To seell words with To seell words with the short' to spell words forming prostice zone Y3 - Oxford Owl).To write from To seell words to mot root words (unit 10).To to add the suffix 'ion' to rot<	adverbs.	than one	commas), with	memory simple	pronouns appropriately	past tense.
To begin to use and punctuate direct speech (i.e. inverted to meet d commas).range of conjunctions, including when, if, omission accurately in two or three letters of a word dictionary.To begin to place apostrophes of possession and or spell words with the prefix 'sub' (Unit 14 – Oxford Owl).To spell words with the prefix 're' (Unit 11 – Oxford Owl).memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.To use the first to check its spelling in a difty mark, 'im') dictionary.although. (Jay, mis', 'im') and suffixes to spell words ('ous' and 'y') a dding 'ation' to words with the 'sh' sound spelt 'ch' (unit 8).To spell words (out 8).To spell words (Oxford Owl – zone Y3 – Oxford Owl).To spell words forming nouns, words with the 'c' sound spelt 'ch' (unit 8).To spell words (ous' and 'y') and advers to sound spelt 'ch'.To spell words inthe prefix '(as', mis', 'im') to use them. To use the form nouns, words with the 'c' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,To spell words with the short 'I' and advers to prepositions and advers to express time, 'far' to rot' words (unit 9). To explore word families based on common words (solve, solution, dissolve,To spell words with the shifty 'in' to root words (unit 9).To spell words with the shifty 'ion' to root words (unit 9). To add the suffix 'in' to root words (unit 10).To spell words with the prefix 'ion' to 'ot' 'i'''. 'I''' 'I'''''''''''''''''''''''''''''''''''	To use the correct	clause by	increasing	sentences, dictated	for clarity and cohesion	
and punctuate direct speech (i.e. including when, if, because, accurately in two or three to check its prefixes ('un', spelling in a dis', mis', 'im') dictionary.conjunctions, including when, if, because, acturately in words.and punctuation taught so far. To spell words with the prefix 'sub' (Unit 14 – Oxford Owl).prefix 're' (Unit 11 – Oxford Owl).sentences, dictated by the teacher, that include words and punctuation taught so far.To use the first to check its spelling in a dis', mis', 'im') dictionary.To begin to use further yrefixes ('un', 'dis', mis', 'im') and suffixes to spell words understand box to add the'.'To spell words vords (unit 8).To spell words sound spelt 'ch' (unit 11 – OxfordTo spell words owns with the prefix 'and' to root words (unit 9).To spell words sound s'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to	form of 'a' or 'an'.	using a wider	proficiency.	by the teacher,	and to avoid repetition.	To write from
direct speech (i.e. inverted commas).including when, if, because, although.possession and omission accurately in words.taught so far. To spell words with the prefix 'sub' (Unit 14 – Oxford Owl).Oxford Owl).by the teacher, that include words and punctuation taught so far.To use the first two or three letters of a word to check its spelling in a 'dis', miry' dictionary.To begin to use further yers's mis', 'im') and suffixes ('ous' and 'ly') and suffixes adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch'.To spell words with the 'sh' sound spelt 'ch' sound spelt 'ch'To spell words with the short 'l' sound spelt 'ch'To spell words forming nouns, words with the 'c' sound spelt 'ch'To spell words understand e.g. myth, gym, prepositions and adverbs to express time, common words (solve, solution, dissolve,To use to add the suffix 'an' to root words (unit 10).To revise the somel to revise the vowel to revise the somel sound spelt 'ch'.To revise the vowel sound spelt 'ch'.To revise the vowel sound's 'a' to 'e' (Extra practice zone '3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone '3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone '3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' ('gh', 'ow', 'oo', 'ar', 'o'r, 'ue' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' ('gh', 'ow', 'oo', 'ar', 'o'r', 'ue' (Extra practice zone Y3 – Oxford Owl).To explore word (solve, solution, dissolve,place.To add the suffix'	To begin to use	range of	To begin to place	that include words	To spell words with the	memory simple
inverted commas). To use the first two or three letters of a word use further to check its spelling in a dictionary. To spell words to spell words (ous' and 'ly')omission accurately in words.To spell words with the prefix 'sub' (Unit 14 – Oxford Owl).To spell the homophones outlined in Special Focus 4 (Oxford Owl).include words and punctuation taught so far.To spell words dictionary. anding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch'. explore word sound spelt 'ch'.To spell words vith the 'sh' sound spelt 'ch' ending 'ation' to verbs to form the'' sound spelt 'ch', and words with the 'sh' and adding 'ation' to the'' c' sound spelt 'ch', and words with the 'sh' and adding 'ation' to the 'c' sound spelt 'ch', and words with the 'sh' and adverbs to sound spelt 'ch'.To spell words with to use e.g. myth, gym, pravaid. To add the suffix 'ion' to root words (unit 10).To spell words with to revise the vowel sound s'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e'	and punctuate	conjunctions,	apostrophes of	and punctuation	prefix 're' (Unit 11 –	sentences, dictated
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To use the first two or three letters of a word to check its spelling in a dictionary.although. To begin to use further prefixes ('un', 'dis', 'mi') and suffixeswords. To spell words with the 'sh' sound spelt 'ch' (unit 8).(Unit 14 – Oxford Owl).Special Focus 4 (Oxford Owl).so of ar.To spell words dictionary.and suffixes ('us' and 'ly') and suffixesTo spell words ('ous' and 'ly') and suffixesTo spell words with the short 'l' sound spelt 'ch' (unit 8).To spell words ('us' and 'ly') and suffixesTo spell words with the short 'l' sound spelt 'Q'To spell words forming or dropping letters from the root word (Extra practice zone Y3 – OxfordTo spell words forming nouns, words with the 'c' sound spelt 'Ch', and words with the 'sh' and adverbs to sound spelt 'ch'.To use conjunctions, prepositions and adverbs to forming nouns, words (unit 10).To add the suffix 'ian' to root words (unit 10).Special Focus 4 (Oxford Owl).Special Focus 4 (Oxford Owl).To spell words forming nouns with the prefix 'aut' (Unit 13 – Oxford Owl).To spell words forming nouns with the prefix 'aut' (Unit 13 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone '13 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone '13 – Oxford Owl).To revise the vowel sound's 'a' to 'e', 'igh', 'ow, 'oo', 'ar', 'or', 'ure' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a', 'ee', 'igh', 'ow, 'oo', 'ar', 'or', 'ure' (Extra practice zone Y3 – Oxford Owl).To spell words forming owith the 'sh' 'an' to	inverted	when, if,	omission	To spell words with	To spell the	include words and
two or three letters of a word to check its spelling in a dictionary.To begin to use further prefixes ('un', 'dis', mis', 'im')To spell words with the 'sh' sound spelt 'ch' (unit 8).Owl).Owl).To spell words forming nouns with the prefix 'arti' (Unit 12 – Oxford Owl).To spell words forming nouns with the prefix 'arti' (Unit 12 – Oxford Owl).To revise the suffixes ('d', 'ing', 'er', 'est', 'y, by doubling, swapping or dropping letters from the root word (Extra practice zone Y3 – Oxford Owl).Owl).To spell words forming nouns with the prefix 'super' (Unit 13 – Oxford Owl).To revise plural and singular nouns (Extra practice zone Y3 – Oxford Owl).understand verbs to form nouns, words with the 'c' sound spelt' 'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,To spell words the 'c' south spelt 'ch', and words prepositions, prepositions, prepositions, prepositions, ian' to root words (unit 10).Owl).To revise the vowel sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,To spell words the 'ch' south spelt 'fan' to root words (unit 10).Owl).To spell words forming nouns with the prefix 'for i orot words (unit 10).To revise the vowel sound spelt 'ch'. To explore word families based on common wordsTo spell words the 'ch' and adverbs to prace.To spell words the suffix 'for i orot words (unit 10).Owl).To revise the sound spelt 'for' 'for i orot words (unit 10).Dowl).To revise the sound	commas).	because,	accurately in	the prefix 'sub'	homophones outlined in	punctuation taught
letters of a word to check its spelling in a dictionary.use further prefixes ('un', 'dis', mis', im') and suffixeswith the 'sh' sound spelt 'ch' (unit 8).To revise the suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word (Extra practice zone Y3 – Oxford Owl).To spell words forming nouns, with the prefix 'anti' (Unit 12 – Oxford Owl).To spell words that are often misspelt.To spell words ending in 'ture', homophones, adding 'ation' to verbs to form the''.(Oxford Owl – e.g. myth, gym, prepositions 'fon' to root with the 'sh' and adverbs to sound spelt 'ch'.To spell words forming or dropping letters from the root word (Extra practice zone Y3 – Oxford Owl).To spell words forming nouns, with the prefix 'anti' (Unit 12 – Oxford Owl).To revise plural and singular nouns (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds spelt 'ch' and adverbs to families based on common words (solve, solution, dissolve,To use express time, place.To add the suffix 'fan' to root words (unit 10).To revise the vowel sound's 'to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sound's 'to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sound's 'to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sound's 'to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sound's 'to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sound's 'to 'e' (Extra practice zone Y3 – Oxford Owl).	To use the first	although.	words.	(Unit 14 – Oxford	Special Focus 4 (Oxford	so far.
to check its spelling in a dictionary.prefixes ('un', 'dis', mis', 'im')sound spelt 'ch' (unit 8).suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word (Extra practice sound spelt 'ch')nouns with the prefix 'anti' (Unit 12 – Oxford Owl).are often misspelt.To spell words ending in 'ture', homophones, adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch', and wordsTo use e.g. myth, gym, pyramid.To revise the vowel sound spelt 'ch' (Unit 30To revise the vowel sound spelt 'g' from the root word (Extra practice sound spelt 'ch', ion' to rootTo revise the vowel sound spelt 'g' from the root word (Dwl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To spell word's or 'a'', 'o'', 'a'', 'a'' 'o'', 'a''To revise the vowel sound's 'a'', 'ee', 'igh', 'ow', 'oo', 'a'', 'o'', 'a'', 'a'' to root word's (unit 10).To revise the vowel sound's 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To spell word's or 'a'', '	two or three	To begin to	To spell words	Owl).	Owl).	
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dictionary. To spell words ending in 'ture', homophones, adding 'ation' to verbs to form nouns, words with the 's' sound spelt 'ch'. To explore word families based on dissolve, dictionary. To spell words ('ous' and 'ly') and understand how to add them. To use special focus 3) e.g. myth, gym, the 's' sound spelt 'ch'. To explore word families based on dissolve, dictionary. To spell words ('ous' and 'ly') and understand how to add them. To use conjunctions, the 's' sound spelt 'ch'. To explore word families based on dissolve, dictionary. To spell words ('ous' and 'ly') and understand how to add them. To use conjunctions, the 's' sound spelt 'ch'. To explore word families based on dissolve, dictionary. To spell words ('ous' and 'ly') and understand how to add them. To use conjunctions, the 's' sound spelt 'ch'. To explore word families based on dissolve, dictionary. To add the suffix (solve, solution, dissolve, dictionary. To spell words (solve, solution,	to check its	prefixes ('un',	sound spelt 'ch'	suffixes 'ed', 'ing',	nouns with the prefix	are often misspelt.
To spell words ending in 'ture', homophones, adding 'ation' to verbs to form('ous' and 'ly') and understand how to add e.g. myth, gym, pyramid.with the short 'l' sound spelt 'y' (Dxford Owl – e.g. myth, gym, pyramid.or dropping letters from the root word (Extra practice zone Y3 – Oxford Owl).To spell words forming nouns with the prefix 'super' (Unit 13 – Oxford Owl).singular nouns (Extra practice zone Y3 – Oxford Owl).nouns, words with the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,To use express time, place.yramid. To add the suffix 'ian' to root words (unit 10).To revise the vowel sound s'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).	spelling in a	'dis', mis', 'im')	(unit 8).	'er', 'est', 'y', by	'anti' (Unit 12 – Oxford	
ending in 'ture', homophones, adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,	dictionary.	and suffixes	To spell words	doubling, swapping	Owl).	To revise plural and
homophones, adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'Ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,understand how to add them.(Oxford Owl – special focus 3) e.g. myth, gym, pyramid.(Extra practice zone Y3 – Oxford Owl).'super' (Unit 13 – Oxford Owl).Oxford Owl).To revise the vowel sounds 'a' to 'e' (ion' to root words (unit 9).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).	To spell words	('ous' and 'ly')	with the short 'l'	or dropping letters	To spell words forming	singular nouns (Extra
adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch', and wordshow to add them.special focus 3) e.g. myth, gym, pyramid.zone Y3 – Oxford Owl).Owl).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). To revise the vowel sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl). To revise the vowel sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl). To revise the vowel sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl). To wellTo revise the vowel sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl). To well sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl). To well sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl).To add the suffix ian' to root words (unit 10).To words (unit 10).Owl).To well sound spelt 'ch'. Extra practice zone Y3 – Oxford Owl). Owl).issolve,place.words (unit 10).words (unit 10).words (unit 10).words (unit 10).words (unit 10).	ending in 'ture',	and	sound spelt 'y'	from the root word	nouns with the prefix	practice zone Y3 –
verbs to form nouns, words with the 'c' sound speltthem. To usee.g. myth, gym, pyramid.Owl).To revise the vowel sounds 'a' to 'e' (the 'c' sound speltconjunctions, prepositionsTo add the suffix 'ion' to rootTo revise the vowel sounds 'a' to 'e' (To revise the vowel sounds 'a' to 'e' (with the 'sh' 	homophones,	understand	(Oxford Owl –	(Extra practice	'super' (Unit 13 – Oxford	Oxford Owl).
nouns, words with the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,To use pyramid. To add the suffix 'ion' to root words (unit 9). To add the suffix 'ian' to root words (unit 10).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). sounds 'ay,' 'ee', 'igh', 'ow', 'oo', 'ar', 'or', 'ure' (Extra practice zone Y3 – Oxford Owl).Note: the 'c' sound spelt 'ch', and words words (unit 9). To explore word families based on common words (solve, solution, dissolve,To use to use to use to use to in' to root words (unit 10).To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl). Sounds 'ay,' 'ee', 'igh', 'ow', 'oo', 'ar', 'or', 'ure' (Extra practice zone Y3 – Oxford Owl).	adding 'ation' to	how to add	special focus 3)	zone Y3 – Oxford	Owl).	
the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,	verbs to form	them.	e.g. myth, gym,	Owl).		To revise the vowel
'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,prepositions and adverbs to express time, cause and place.'ion' to root words (unit 9). To add the suffix 'ian' to root words (unit 10).Extra practice zone Y3 – Oxford Owl). 'or', 'ure' (Extra practice zone Y3 – Oxford Owl).'or', 'ure' (Extra words (unit 9). To add the suffix 'ian' to root words (unit 10).'or', 'ure' (Extra practice zone Y3 – Oxford Owl).	nouns, words with	To use	pyramid.	To revise the vowel		sounds 'ay,' 'ee',
with the 'sh' and adverbs to sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve, were solution, dissolve, were solution and adverbs to express time, cause and place. Words (unit 10). Y3 – Oxford Owl). Y3 – Oxford Owl). Y3 – Oxford Owl).	the 'c' sound spelt	conjunctions,	To add the suffix	sounds 'a' to 'e' (ʻigh', ʻow', ʻoo', ʻar',
sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve,	'ch', and words	prepositions	'ion' to root	Extra practice zone		'or', 'ure' (Extra
To explore word cause and fian' to root words on place. words (unit 10). common words (solve, solution, dissolve, words (unit 10).	with the 'sh'	and adverbs to	words (unit 9).	Y3 – Oxford Owl).		practice zone Y3 –
families based on common words (solve, solution, dissolve, place. words (unit 10). unit 10 unit 10 unit 10 unit 10 <	sound spelt 'ch'.	express time,	To add the suffix			Oxford Owl).
common words (solve, solution, dissolve,	To explore word	cause and	'ian' to root			
(solve, solution, dissolve,	families based on	place.	words (unit 10).			
dissolve,	common words					
	(solve, solution,					
insoluble)	dissolve,					
	insoluble)					

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Maths Science	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Animals including humans	Calculations: Multiplication and division (basic and further) Forces and Magnets.	Measurement: Length Measurement: Mass Rocks and Soils To recognise,	Measurement: Volume Measurement: Money Measurement: Time Rocks and Soils (cont'd)	Statistics: Pictographs and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry : Properties of Shapes Light and Shadows To recognise what is a	Geometry: Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures Plants To identify and
	To recognise all animals need air, food and water to survive, what re the different types of food and nutrients, that a healthy balanced diet leads to healthy active people. To recognise the different types of skeletal systems. – vertebrates and invertebrate, the function of the skeleton and muscles. (Working scientifically to include fair and	To observe how magnets attract or repel each other and attract some materials and not others To compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed To recognise that soils are made from rocks and organic matter (Working scientifically to include fair testing and observing over time, predicting, recording data	To research who Mary Anning was and what she discovered. (Big Question) To investigate and compare which soils absorb the most water and choose how to record results. (Big Question) To use observation techniques and an identification tree to find the name of some rocks. (Big Question) Working scientifically to include comparative	light source, types of light sources, why we need light, how does light travel, how are shadows formed. (Working scientifically to include fair testing and research, predicting, recording data analysing, and drawing conclusions)	describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To 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 To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of

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comparative	To describe	analysing, and	testing, identifying	flowering plants,
testing,	magnets as	drawing	and classifying and	including pollination,
.	-	-		seed formation and
identifying and	having 2 poles	conclusions)	research,	
classifying,	To predict		predicting,	seed dispersal
predicting,	whether 2		recording data	(Working
recording data	magnets will		analysing, and	scientifically to
analysing, and	attract or		drawing	include identifying
drawing	repel each		conclusions	and classifying,
conclusions)	other,			pattern seeking,
	depending on			observing over time
	which poles			and research,
	are facing			predicting, recording
	To recognise			data analysing, and
	how different			drawing conclusions)
	surfaces affect			
	the			
	motion of			
	an object,			
	types of			
	forces,			
	friction,			
	gravity,			
	resistance			
	(Working			
	scientifically to			
	include			
	comparative			
	testing,			
	identifying			
	and			
	classifying,			
	pattern			
		l		

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Computing	Connecting computers Learning about digital devices (parts and types), input, process and output, connecting computers, computer networks.	seeking, predicting, recording data analysing, and drawing conclusions) Sequencing Sounds Introduction to coding (Scratch software), creating and sequencing code, designing algorithms and programming, combining motions and	Desktop Publishing Test and images, fonts, content layout and design, templates, purpose of desktop publishing	Branching Databases Creating a branching database, yes/no questions, attributes, organising objects in a tree structure, using the database to answer questions, pictograms.	Stop Frame Animation Creating simple animation techniques in the style of flip books, developing stop frame animations using software, designing and refining animations using storyboards, enhancing design by adding animation effects.	Events and Actions in Programs To recognise events and actions in coding (Scratch software), using sprite moves, drawing lines, adding features, debugging, creating a project.
		motions and sounds.				
History/Geography	Journey to Greece History Famous figures (Homer, Alexander the Great), Olympics, the birth of democracy,		The Stone Age History Lindow Man Cheshire stone age man, Stone	Three Giant Steps (Dover, France and Canada) Geography To learn about	Victorians History Victorian life, famous figures (Queen Victoria, Dr Barnardo) industry	Rainforests of SE Asia Geography Global: S E Asia – Forests of Borneo/
	Greek Society – Ath Geography Map work, compari European country, I Trade	son to	Age civilisation, settlements and tools UK	coasts/mountains/l akes/rivers/physica l features/capital cities/climate using maps	and wealth.	deforestation/climate change/conservation – Palm Oil project

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			Locations stone age sites (Skara Brae).			
Art/DT	DT Heathy meals PAOP Healthy and Varied Diet	Art Greek Art using shading techniques.	Art Stone Age Art Cave paintings using watercolours	Art: French Artists including Monet (Impressionist Art) DT: Levers POAP: Levers and linkages	Art Study of William Morris incl art/ Silhouettes and shading DT: design a Victorian trinket	Art Sketching – canopies and native animals and their habitat
Music	Listen and Appraising: Three Little Birds	Improvisation	Recorder	Sharing Musical experiences (musical style and meaning)	Learning more about musical styles (listening and singing)	Recorder
PE	Football	Hockey Gymnastics	Tennis Fitness	Tennis Athletics	Rugby Rounders	Rugby Forest School
French	Commencer Getting started - Greetings, name and age. La Rentrée	Le calendrier Calendar Bonfire night / Noel	Les animaux Pets Bonne Année Happy New year	Le Carnaval et Pâques Carnival and Easter La fête des mères Mother's Day	Le Géant affamé The Hungry Giant	Allons pique-niquer Going on a picnic Bastille Day
PHSE	Healthy and Wellbeing Healthy Eating Link to science and DT – designing a 'Eatwell Plate'	Relationships Anti-bullying week 'Reach out'	Health & Wellbeing Children's Mental Health week, Online Safety Day.	Living in the Wider world Community week	Living in the Wider world Keeping Safe Health & Well being Mental Health week	Living in the Wider world My money week

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