



Mill Hill Primary Academy  
Long Term Plan – Year 3  
2025- 2026



Autumn	
Reading	Writing
<ul style="list-style-type: none"> <li>• <b>Word Reading</b></li> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• <b>Reading: Comprehension</b></li> <li>• <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• <i>Understand what they read, in books they can read independently, by:</i></li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing: Transcription</b></li> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• <b>Writing: Composition</b></li> <li>• <i>Plan their writing by:</i></li> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> <li>• <i>Draft &amp; write by:</i></li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• <i>Evaluate &amp; edit by:</i></li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• <b>Writing: Vocabulary, Grammar &amp; Punctuation</b></li> <li>• <i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> </ul>

	<ul style="list-style-type: none"> <li>Learning the grammar for years 3 and 4 in English Appendix 2</li> <li><i>Indicate grammatical and other features by:</i></li> <li>Using commas after fronted adverbials</li> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> <li>Using and punctuating direct speech</li> </ul>
<p style="text-align: center;"><b>Maths</b></p> <p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>Compare and order numbers up to 1,000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1,000 in numerals and in words</li> <li>Solve number problems and practical problems involving these ideas</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>A three-digit number and 1s</li> <li>A three-digit number and 10s</li> <li>A three-digit number and 100s</li> </ul> </li> <li>Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>Estimate the answer to a calculation and use inverse operations to check answers</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p style="text-align: center;"><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings</li> </ul>
<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae <b>(NC)</b> <ul style="list-style-type: none"> <li>Bronze Age religion, technology and travel, for example, Stonehenge <b>(NC)</b> <ul style="list-style-type: none"> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture <b>(NC)</b></li> </ul> </li> </ul> </li> <li>Know how Britain changed between the beginning of the stone age and the iron age. <ul style="list-style-type: none"> <li>Know the main differences between the stone, bronze and iron ages. <ul style="list-style-type: none"> <li>Know what is meant by hunter-gatherers.</li> </ul> </li> </ul> </li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>UK</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>

<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• About great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><b>Design &amp; Technology</b></p> <p style="text-align: center;">Design</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p style="text-align: center;"><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform <a href="#">practical tasks</a> accurately</li> <li>• 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</li> </ul> <p style="text-align: center;"><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Emails</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>•</li> </ul> <p style="text-align: center;"><b>Route Planners</b></p> <ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul> <p style="text-align: center;"><b>Branching databases</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Recorder builder (improvisation)</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Multi skills</b></p> <ul style="list-style-type: none"> <li>• To build on the fundamentals of running, jumping, throwing and catching in isolation and in combination</li> </ul> <p style="text-align: center;"><b>African dance</b></p> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> </ul>	<p style="text-align: center;"><b>Spanish</b></p> <p style="text-align: center;"><b>Phonetics 1 &amp; I am learning Spanish</b></p> <p style="text-align: center;"><b>Phonetics lesson 1</b></p> <ul style="list-style-type: none"> <li>• To find Spain on a map, say how you feel, count from 1-10 and learn 10 colours</li> </ul> <p style="text-align: center;"><b>Vegetables</b></p> <ul style="list-style-type: none"> <li>• In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</li> </ul>



<p style="text-align: center;"><b>PSHE</b> <b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• I recognise my worth and can identify positive things about myself and my achievements.</li> <li>• I can set personal goals</li> <li>• I know how to use my Jigsaw Journal</li> <li>• I can face new challenges positively, make responsible choices and ask for help when I need it</li> <li>• I understand why rules are needed and how they relate to rights and responsibilities</li> <li>• I understand that my actions affect myself and other others and I care about other people's feelings.</li> <li>• I can make responsible choices and take action</li> <li>• I understand my actions affect others and try to see things from their points of view.</li> </ul> <p style="text-align: center;"><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>• I understand that everybody's family is different and important to them.</li> <li>• I understand that differences and conflicts sometimes happen among family members.</li> <li>• I know what it means to be a witness to bullying</li> <li>• I know that witnesses can make the situation better or worse by what they do</li> <li>• I recognise that some words are used in hurtful ways</li> <li>• I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• I can tell you some of the things Hindus do during Divali.</li> <li>• I can describe some of the things Hindus do at home or at the temple during Divali.</li> <li>• I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</li> <li>• I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.</li> <li>• I can explain how Divali can bring a sense of belonging to Hindus.</li> </ul> <p style="text-align: center;"><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• I can remember the Christian nativity story.</li> <li>• I can tell you what the nativity story tells Christians about Jesus (given to the world by God).</li> <li>• I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</li> <li>• I can make the links between Christian beliefs about Christmas and the way they celebrate it.</li> <li>• I can explain the true meaning of Christmas for Christians.</li> </ul>
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<b>Spring</b>	
<p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Word Reading</b></li> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• <b>Reading: Comprehension</b></li> <li>• <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• <b>Writing: Composition</b></li> <li>• <i>Plan their writing by:</i></li> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> <li>• <i>Draft &amp; write by:</i></li> </ul>

- recognising some different forms of poetry [for example, free verse, narrative poetry]
- *Understand what they read, in books they can read independently, by:*
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- *Evaluate & edit by:*
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- **Writing: Vocabulary, Grammar & Punctuation**
- *Develop their understanding of the concepts set out in English Appendix 2 by:*
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2
- *Indicate grammatical and other features by:*
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

## Maths

### Measurement

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

### Statistics interpret and present data using bar charts, pictograms and tables

- Ma3/4.1b solve **one-step and two-step questions** using information presented in scaled bar charts and pictograms and tables.

### Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- **Add and subtract fractions with the same denominator within one whole**
- Compare and order unit fractions, and fractions with the same denominators

## Science

### Forces and Magnets

- 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.

### Working scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests

<ul style="list-style-type: none"> <li>Solve problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>
<p style="text-align: center;"><b>History</b> <b>Egyptians</b></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China (NC)</li> <li>Know that there were some advanced civilizations in the world 3000 years ago and know that Britain wasn't one of them.</li> <li>Know about and name some of the advanced societies that were in the world 3000 years ago.             <ul style="list-style-type: none"> <li>To know about the achievements of Ancient Egypt?</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>About great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><b>Design &amp; Technology</b></p> <p style="text-align: center;">Design</p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p style="text-align: center;"><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform <a href="#">practical tasks</a> accurately</li> <li>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</li> </ul> <p style="text-align: center;"><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p>understand how key events and individuals in design and technology have helped shape the world</p>

<p style="text-align: center;"><b>Computing Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p style="text-align: center;"><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul> <p style="text-align: center;"><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p style="text-align: center;"><b>Music Ballads</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p style="text-align: center;"><b>Pentatonic melodies and composition</b></p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• </li> </ul>
<p style="text-align: center;"><b>PE Groovy Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> <p style="text-align: center;"><b>Boot camp</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>	<p style="text-align: center;"><b>Spanish Fruit</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 fruits in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct article/determiner.</li> <li>• Ask somebody in Spanish if they like a particular fruit.</li> <li>• Say what fruits we like and dislike in Spanish.</li> </ul> <p style="text-align: center;"><b>Ice cream</b></p> <ul style="list-style-type: none"> <li>• In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</li> </ul>
<p style="text-align: center;"><b>PSHE Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I can tell you about a person who has faced difficult challenges and achieved success</li> <li>• I can identify a dream/ambition that is important to me</li> <li>• I enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>• I am motivated and enthusiastic about achieving our new challenge</li> <li>• I can recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>• I can evaluate my own learning process and identify how it can be better next time</li> </ul>	<p style="text-align: center;"><b>RE Christianity</b></p> <ul style="list-style-type: none"> <li>• I can remember a story about Jesus healing someone and talk about it.</li> <li>• I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</li> <li>• I can explain one Christian viewpoint about one of Jesus' healing miracles.</li> <li>• I can explain two different ways Christians might interpret one of Jesus' healing miracles.</li> <li>• I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not.</li> <li>• I can recognise symbols relating to the Last Supper and Jesus' death and talk about them.</li> </ul>



### Healthy Me

- I understand how exercise affects my body and know why my heart and lungs are such important organs
- I know that the amount of calories, fat and sugar I put into my body will affect my health
- I can tell you my knowledge and attitude towards drugs
- I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.
- I can identify when something feels safe or unsafe
- I understand how complex my body is and how important it is to take care of it

- I can say what some of these symbols represent e.g. cross: cross/bread/wine.
- I can start to tell you why Christians believe Jesus' death is important.
- I can start to explain why some people see Jesus' death as 'good'.
- I can explain the symbolism of the cross for Christians.

## Summer

### Reading

- **Word Reading**
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- **Reading: Comprehension**
- *Develop pleasure in reading, motivation to read, vocabulary and understanding by:*
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- *Understand what they read, in books they can read independently, by:*
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

### Writing

#### Transcription

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- **Writing: Composition**
- *Plan their writing by:*
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- *Draft & write by:*
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- *Evaluate & edit by:*
- Assessing the effectiveness of their own and others' writing and suggesting improvements

- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- **Writing: Vocabulary, Grammar & Punctuation**
- *Develop their understanding of the concepts set out in English Appendix 2 by:*
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2
- *Indicate grammatical and other features by:*
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

## Maths

### Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- [Compare durations of events](#)

### Properties of Shapes

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

## Science

### Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Light

- 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.

### Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

	<ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>
<p><b>History</b> <b>NA</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li></li> </ul>
<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>About great artists, architects and designers in history.</li> </ul>	<p><b>Design &amp; Technology</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</li> <li>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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul>

	<ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<p><b>Computing</b></p> <p><b>Touch typing</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Music</b></p> <p><b>Creating compositions</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><b>Traditional instruments and improve</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<p><b>PE</b></p> <p><b>Active Athletics</b></p> <ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p><b>Spanish</b></p> <p><b>Presenting myself</b></p> <ul style="list-style-type: none"> <li>• This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</li> </ul> <p><b>Goldilocks and the three bears</b></p> <ul style="list-style-type: none"> <li>• In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in the foreign language using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</li> </ul>
<p><b>PSHE</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>• I can identify and put into practise some of the skills of friendships e.g. taking turns, being a good listener</li> <li>• I know and can use some strategies for keeping myself safe online</li> <li>• I can explain how some of the actions and work of people around the world help and influence my life</li> </ul>	<p><b>RE</b></p> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• I can explain who is special to me and say why.</li> <li>• I can rank and/or identify what I feel might be the most important parts of the life of Muhammad to a Muslim.</li> <li>• I can explain my reasons for choosing certain facts about Muhammad's life above others.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• I can tell you some facts about the River Ganges and some of the things that Hindus do there.</li> </ul>

- I understand how my needs and rights are shared by all children around the world and can identify how our lives may be different
- I know how to express my appreciation to my friends and family.

### Changing Me

- I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
- I understand how babies grow and develop in the mother's uterus and I understand what a baby needs to live and grow.
- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.
- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- I can start to recognise stereotypical ideas I might have about parenting and family roles
- Identify what I am looking forward to when I move to my next class.

- I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.
- I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.
- I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.
- I can explain some of the ways the River Ganges is significant to Hindus and how they might feel when they are there and compare this to how non-Hindus might feel when they visit the river.