Subject	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q) Animals Including Humans	Theme (Q) Plants/Victorian Christmas	Theme (Q) What is it like to live in the Stone Age?	Theme (Q) Iron Man	Theme (Q) Our World	Theme (Q) What is it like to be a Roman?
	Hook	Hook	Hook	Hook	Hook	Hook
	Class Read	Class Read	Class Read	Class Read	Class Read	Class Read
Geography				**Topic: The Water Cycle** Describe and understand key aspects of: **Physical geography,** including the **water cycle** Use fieldwork to observe, measure, record and present the **human and physical features** in the local area using **sketch maps** **Vocab:** atmosphere, condensation, evaporation, precipitation, saturation, surface run off, transpiration, water-cycle **Democracy**	**Topic: The Whole World** Locate the world's countries, using maps to **focus on Europe.** Name and locate **counties and cities of the United Kingdom** Identify the position and significance of the **Equator, Arctic and Antarctic Circle.** Understand geographical similarities and differences through the study of **human and physical geography** of a **region of the United Kingdom (Lancashire)** Use **maps, and globes** to **locate countries** Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.	**Topic: Roman Settlements (links to history)** Locate the world's countries, using maps to **focus on Europe.** Describe and understand key aspects of: **Human geography,** including: **types of settlement and land use** **Vocab:** deforestation, hamlet, industrial, land-use, national, nomadic, population, rural, settlement **Tolerance and respect of opinions and diversity** **E-safety (google maps etc)**

									Use the **eight points of a compass** to build their knowledge of the **United Kingdom and the wider world**	
									Vocab:	
									8 point compass directions - North, North East, North West, East, West, South, South East, South West	
									E-safety (google maps?)	

Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History			**Topic: A local Study – A Victorian Christmas** Demonstrate knowledge of aspects of history significant in their locality. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Use sources to address historically valid questions.		**Topic: Stone Age, Bronze Age and Iron Age** Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time and explore trends and changes over time. Describe and give reasons for some of the changes in Britain from the Stone Age						**Topic: Romans and their achievements for Western Civilisation** What was the Roman Empire? What did the Romans do for us? Why did the Romans settle in Britain? Land use Describe some aspects of the Roman Empire and recognise its impact on	

Democracy	to the Iron Age. Use relevant historical terms and vocabulary linked to chronology. Recognise that our knowledge of the past is constructed from different sources of evidence. **Tolerance and respect of opinions and diversity**				Britain. Discuss some historical events, issues, connections and changes. Use relevant historical terms and vocabulary linked to chronology. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented. **Tolerance and respect of opinions and diversity** **The Rule of Law** **Mutual Respect** **Self-Control** **Being Peaceful and Calm** **Achieving and Persevering**

History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

| Science | **Topic: Animals Including Humans** | | **Topic: Plants** | | **Topic: Rocks** | | **Topic: Forces and Magnets** | | **Topic: Light** | | |

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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Vocab:** Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints **Skills:** **Questioning:** Research different food groups and how they keep us healthy and design meals based on what they find out. Researching how our bodies move and what our bodies can do and researching different exercises/sports/pastimes and how they can work different parts of our bodies and different muscle groups. **Observation:**	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. **Vocab:** Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal) **Skills:** **Observation:** Discovering how seeds are formed by observing the different stages of plant cycles over a period of time. **Using scientific evidence to support findings:** Comparing the effect of	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. **Vocab:** Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil **Skills:** **Questioning:** Rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time. **Observation:** Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time. **Identifying and Classifying:** Using a hand lens or	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. **Vocab:** Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole **Skills:**	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 changes. **Vocab:** Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous **Skills:** **Practical enquiries, comparative and fair tests:** Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. **Using scientific evidence to support findings:**

	Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons **Identifying and Classifying:** Identifying and grouping animals with and without skeletons. **Using scientific evidence to support findings:** Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons. **Respect** **Tolerance** **Acceptance** **Self Control** **Showing Compassion** **Being peaceful and calm**	different factors on plant growth, for example the amount of light, the amount of fertiliser. **Respect** **Responsibility** **Self Control** **Showing Compassion** **Being peaceful and calm**	microscope to help them identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. **Practical enquiries, comparative and fair tests:** Explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together [hardness test] or what changes occur when they are in water [permeability test]. **Using scientific evidence to support findings:** Raise and answer questions about the way soils are formed. **Self Control**	**Questioning:** Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions. **Identifying and Classifying:** Comparing how different things move and grouping them. **Practical enquiries, comparative and fair tests:** Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions. **Using scientific evidence to support findings:** Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. **Recording and Presenting Data:** Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions.	Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.	

Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	**Topic 3.6: Harvest (5hrs 3+2)**		**Topic 3.2: Christmas, God with us (4hrs)**		**Topic 3.3: Jesus, the man who changed lives (6 hrs)**		**Topic 3.4: Exploring the sadness and joy of Easter (5hrs)**		**Topic 3.1: Called by God (7hrs)**		**Topic 3.5: Which rules should we follow? (6hrs)**	
Computing	**Online Safety – purple mash** Use technology safely and respectfully and have an understanding of how to keep information secure. Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it. Develop an understanding of what is acceptable and unacceptable online behaviour. Realise that not all information on the internet is trustworthy and there is a need to verify its reliability. **Vocab:** Online behaviour, cyberbullying, personal information, private **E-safety**		**2paint a picture – purple mash** Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions. Use more complex simulations and understand the effects of changing variables. **Achieving and Persevering** **Self Control**		**Poster – Pages App** Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions. Use more complex simulations and understand the effects of changing variables. **CS Unplugged. Sorting Networks Lesson 1 + 2** Plan and write algorithms and programs using sequence and repetition and further. Develop their computational thinking strategies to solve problems and errors in their algorithms and programs. Have knowledge and		**GarageBand – Iron Man music (English link)** Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions. Use more complex simulations and understand the effects of changing variables. **Programming - Purple Mash 3:1 Coding** Plan and write algorithms and programs using sequence and repetition and further. Develop their computational thinking strategies to solve problems and errors in their algorithms and		**Data Handling – Purple Mash 3:6 Branching Databases** Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions. Use more complex simulations and understand the effects of changing variables. **Vocab:** Word processor, launch, type, shift key, caps lock, undo, redo, bold, italic, edit, backspace, arrow keys, format, font, print, layout, insert, search engine, appropriate link, webpage, digital footprint, keywords. Questioning, Database, Construct, Contribute,		**Electronic Communication – Outlook** Use technology safely and respectfully and have an understanding of how to keep information secure. Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it. Develop an understanding of what is acceptable and unacceptable online behaviour. Realise that not all information on the internet is trustworthy and there is a need to verify its reliability. **Vocab** Online behaviour, cyberbullying, personal information, private **E-safety**	

				experience of using a range of different inputs and outputs. Describe some of components of a computer network and some of the ways in which computer networks can be used. **Vocab:** technology, tablets, laptops, microphone, algorithm, debug, data, program, logical reasoning, evaluate, arrow buttons, sprite, block, background /backdrop, pros, cons, decompose, logical, sequence **Achieving and Persevering** **Law**		programs. Have knowledge and experience of using a range of different inputs and outputs. Describe some of components of a computer network and some of the ways in which computer networks can be used. **Vocab:** technology, tablets, laptops, microphone, algorithm, debug, data, program, logical reasoning, evaluate, arrow buttons, sprite, block, background /backdrop, pros, cons, decompose, logical, sequence **Achieving and Persevering** **Law**	Recording data, Data logger, Present data **Achieving and Persevering**			
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					**Moving Monsters (Character from English?)** 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		**Food – link to Europe – Day cooking @ Mossy** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques **Responsibility**			

					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 Refer to their design criteria as they design and make Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) **Self-control (taking your time)** **Respect**					
DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	**Paul Klee** **Drawing - pastels** **Painting** Select and record from first hand observation, experience and imagination, and explore ideas for different		**Freda Carlo** **Collage** **Digital Media** Select and record from first hand observation, experience and imagination, and explore ideas for different		**Stone Age Cave and Cave Art** **Drawing - Pencil shading** **3D – cave around classroom** Select and record from first hand observation, experience and imagination, and explore						**Roman Patters** **Printing** **Textiles/sewing – DT** Select and record from first hand observation, experience and imagination, and explore	

purposes.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Experiment with ways in which surface detail can be added to drawings.

Use journals to collect and record visual information from different sources.

Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Experiment with different grades of pencil and other implements to achieve variations in tone.

Create textures with a wide range of drawing implements.

Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural | purposes.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Experiment with ways in which surface detail can be added to drawings.

Use journals to collect and record visual information from different sources.

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Create textures with a wide range of drawing implements.

Record and collect visual information using digital cameras and video recorders.

Present recorded visual images using software.

Use a graphics package to create images and effects with; **lines** .

Change the type of brush to an appropriate style.

Experiment with different effects and textures | ideas for different purposes.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Experiment with ways in which surface detail can be added to drawings.

Use journals to collect and record visual information from different sources.

Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Plan, design and make models from observation or imagination

Use papier mache to create a simple 3D object

Self-control (taking your time) | | | ideas for different purposes.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Experiment with ways in which surface detail can be added to drawings.

Use journals to collect and record visual information from different sources.

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

Create printing blocks using a relief

Design and create *complex* repeating patterns

Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects

Match the tool to the |

effects. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. **Self-control (taking your time)**		including blocking in colour, washes, thickened paint creating textural effects. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. **Self-control (taking your time)**								material Running stitch, over sewing, blanket stitch. Sew on buttons and make loops. 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 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria **Self-control (taking your time)**	
Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

PSHE Following SCARF (life education plan)												
PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music	**Let your spirit fly – Charanga** **Style:** R&B, Western Classical, Musicals, Motown, Soul. **Curriculum Objective:** -Listen with attention to detail and recall sounds with increasing aural memory. -Develop an understanding of the history of music. **Respect** **Tolerance** **Achieving and**		**Glockenspiel Stage – Charanga** **Style:** Learning basic instrumental skills by playing tunes in varying styles **Curriculum Objective:** -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Use and understand staff and other musical		**Three little birds – Charanga** **Style:** Reggae **Curriculum Objective:** -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Develop an understanding of the history of music. **Respect** **Tolerance** **Achieving and**		**The Dragon song – Charanga** **Style:** A little bit funky and music from around the world. **Curriculum Objective:** -Listen with attention to detail and recall sounds with increasing aural memory. -Improvise and compose music for a range of purposes using the inter-related dimensions of music. **Respect** **Tolerance** **Achieving and**		**Bringing us Together – Charanga** **Style:** Disco **Curriculum Objective:** -Listen with attention to detail and recall sounds with increasing aural memory. -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. **Respect** **Tolerance** **Achieving and**		**Reflect, rewind and replay – Charanga** **Style:** Western Classical Music and your choice from Year 3 **Curriculum Objective:** -Develop an understanding of the history of music. **Respect** **Tolerance** **Achieving and Persevering** **Lovely Manners**	

	Persevering **Lovely Manners**	notations. **Respect** **Tolerance** **Achieving and Persevering** **Lovely Manners**	**Persevering** **Lovely Manners**	**Persevering** **Lovely Manners**	**Persevering** **Lovely Manners**	

Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

| Languages

Rigalo | **Bonjour**

Basic greetings and numbers 1-10

Curriculum objectives, amongst others:

listen attentively to spoken language and show understanding by joining in and responding

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Respect

Liberty

Achieving and | **En Classe**

Classroom objects, colours, instructions

Curriculum objectives, amongst others:

read carefully and show understanding of words, phrases and simple writing

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Respect

Liberty

Achieving and Persevering | **Mon Corps**

Parts of the body, character descriptions, days of the week

Curriculum objectives, amongst others:

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Respect

Liberty | **Les Animaux**

Animals, numbers 11-20, character descriptions

Curriculum objectives, amongst others:

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | **La Famille**

Family members, alphabet, household items

Curriculum objectives, amongst others:

describe people, places, things and actions orally and in writing

Respect

Liberty

Achieving and Persevering

Acceptance

Lovely Manners | **Bon Anniversaire**

Food, numbers 21-31, months of the year

Curriculum objectives, amongst others:

appreciate stories, songs, poems and rhymes in the language

Respect

Liberty

Achieving and Persevering

Acceptance

Lovely Manners |

	Persevering Acceptance Lovely Manners	Acceptance Lovely Manners	Achieving and Persevering Acceptance Lovely Manners	Respect Liberty Achieving and Persevering Acceptance Lovely Manners		

Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

PE	**Sports Hall Athletics**	**Gymnastics**	**Dance – Iron Man**	**Invasion Games – 3 touch ball (netball)**	**Target Games (Tri-Golf)**	**Net and Wall (Tennis)**
	To perform the pull throwing action To explore different running techniques To perform the sling throw To develop jumping actions Select an appropriate running technique for distance To perform a push throw To perform a start in a sprint type race To throw for distance using three different throws To perform a hop, step and jump	To develop ways of travelling on hands and feet To develop balance on small body parts To create a sequence of travelling and balancing actions To develop ways of rolling To develop the skills of jumping, shape and landing To create a sequence of gymnastic actions To evaluate and recognise their own success To create a sequence to meet the core task	Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Children can suggest actions for characters and can perform their own interpretation of these. Pupils can demonstrate unusual movement and can keep in time with others and the music. Pupils will perform a well-structured duet which expresses the character and explores patterning and timing. Pupils can perform all dances, in a well-organised	To send and receive a ball To send a ball and move into space to receive a pass To send and receive a ball in a simple game To use simple tactics in a game To send and receive a ball in an invasion game To revise simple tactics in an invasion game To evaluate their own and others success **Achieving and Persevering** **Showing Compassion**	To demonstrate sending a ball into a target with accuracy. To use simple tactics. To demonstrate aiming skills. **Achieving and Persevering** **Showing Compassion** **Respect** **Tolerance**	Explore different throwing actions To consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play Strike the ball using their hand or small bat. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a

	To pass a baton successfully in a race To perform 5 different jumps To perform in athletic type competitive events (run, jump and throw) **Achieving and Persevering** **Showing Compassion** **Respect** **Tolerance**		"Balancing Act" To perform gymnastic actions using apparatus **Achieving and Persevering** **Showing Compassion** **Respect** **Tolerance**		structure. To work together in a team to keep improving their ideas. **Achieving and Persevering** **Showing Compassion** **Respect** **Tolerance**		**Respect** **Tolerance**				racquet Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net / wall type **Achieving and Persevering** **Showing Compassion** **Respect** **Tolerance**	
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	**Numbers to 1000** **Addition and Subtraction**		**Multiplication and Division/Further Multiplication and Division** **Length**		**Mass** **Volume** **Money**		**Time** **Picture Graphs and Bar Graphs**		**Fractions** **Angles**		**Lines and Shapes** **Perimeter of figures**	
Maths Christian Values	Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering	
Literacy	**Autumn 1**		**Autumn 2**		**Spring 1**		**Spring 2**		**Summer 1**		**Summer 2**	
Fiction	**Stories by the same author – Fables** **Writing Skills:**		**Folk Tales – The Tin Forest** **Writing Skills:**		**Classic Text – Stig of the dump** **Writing Skills:**		**Novel as a theme – Iron Man** **Writing Skills:**				**Playscripts – could link to romans?** **Writing Skills:**	

	Identify **clauses** in sentences. Explore and identify main and subordinate clauses in complex sentences Creating and developing settings for narratives (repeated throughout all narratives) Creating and developing characters for narrative (repeated throughout all narratives) Creating and developing plots based on a model (repeated throughout all narratives) **Reading Skills:** Sequencing and discussing the main events in stories Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories* Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor* Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times* Take turns and listen to	Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Use inverted commas to punctuate direct speech (speech marks). Read and analyse narrative in order to plan and write their own versions. Create and develop plots based on a model. Discuss and propose changes with partners and in small groups. Use appropriate intonation, tone and volume to present their writing to a group or class. **Reading Skills:** Listening to and discussing a range of fiction. Retelling a range of stories, including less familiar fairy stories, fables and folk tales. Sequencing and discussing the main events in stories. Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Raising questions during	Identify **clauses** in sentences. Explore and identify main and subordinate clauses in complex sentences Creating and developing settings for narratives (repeated throughout all narratives) Creating and developing characters for narrative (repeated throughout all narratives) Creating and developing plots based on a model (repeated throughout all narratives) Use inverted commas to punctuate direct speech (speech marks) Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually* Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* **Reading Skills:**	Identify **clauses** in sentences. Explore and identify main and subordinate clauses in complex sentences Creating and developing settings for narratives (repeated throughout all narratives) Creating and developing characters for narrative (repeated throughout all narratives) Creating and developing plots based on a model (repeated throughout all narratives) Use inverted commas to punctuate direct speech (speech marks) Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* **Reading skills:** Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text Sequencing and discussing the main events in stories Make predictions based on		Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours! Improvise, create and write dialogue **Reading Skills:** Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.* Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action Participate in discussion about what is read to them and books they have read independently. **Modelled – Based on another known novel or section of novel** **Independent – Based on another known novel or section of novel**

	what others say. **Modelled – innovation of the lion and the mouse** **Independent – innovation of the hare and the tortoise** **The Rule of Law** **Mutual Respect** **Achieving and Persevering**	the reading process to deepen understanding e.g. I wonder why the character… **Modelled – innovation of the tin forest** **Independent – innovation of model**	Making predictions based on details stated Using point and evidence to structure and justify responses Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* **Modelled – innovation of stig of the dump** **Independent – innovation of modelled** **Tolerance and respect of opinions and diversity**	details stated. **Modelled – something visits from out of this world** **Independent – another visitor** **Self-Control** **Being Peaceful and Calm** **Acceptance** **Individual Liberty**		
Poetry		**<u>Poem on a theme – shape</u>** **Writing Skills:** Reading and analysing poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of poetry for writing **Reading Skills:** Recognising some different forms of poetry e.g. *narrative, free verse* Preparing poems to read aloud, showing understanding through intonation, tone, volume and action			**<u>Lymerick/Hyperbole</u>** **Writing Skills:** Reading and analysing poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of poetry for writing **Reading Skills:** Recognising some different forms of poetry e.g. *narrative, free verse* Preparing poems to read aloud, showing understanding through intonation, tone, volume and action	**<u>Classic Poem – Matilda who told lies</u>** **Writing Skills:** Reading and analysing poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of poetry for writing **Reading Skills:** Recognising some different forms of poetry e.g. *narrative, free verse* Preparing poems to read aloud, showing understanding through intonation, tone, volume and action

						Modelled – innovation of Matilda who told lies Independent – Recount - Diary
		Modelled – Christmas shape poem Independent – another Christmas item shape CC – plants poem				
Non-fiction	**Instructions** **Writing Skills:** Identify, select, generate and effectively use prepositions for where e,g, *above, below, beneath, within, outside, beyond* Using headings and subheadings to organise information Group related material into paragraphs. Discuss and record ideas for planning using a range of formats **Reading Skills:** Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.* **Modelled – how to catch a mythical creature** **Independent – innovation of another**		**Non Chronological reports** **Writing Skills:** Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case* **Reading Skills:** Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.* Record information from a range of non-fiction texts. Discussing the purpose of paragraphs Identifying a key idea in a paragraph	**Recount – Diary** **Writing Skills:** Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case* Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. **Reading Skills:** Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Developing and agreeing on rules for effective discussion Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*	**Explanation text** **Writing Skills:** Use point and evidence to structure and justify responses. Discuss the purpose of paragraphs. Group related material into paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until. Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!	**Persuasive leaflet** **Writing Skills:** Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case* Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* Using headings and sub headings to organise information Group related material into paragraphs. Discuss and record ideas for planning using a range of formats **Reading Skills:** Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Explaining the meaning of

	mythical creature CC – How to make a healthy snack		Modelled – Stone Age Independent – Bronze/Iron Age CC – Rocks E-safety (fake news)	Modelled - A diary entry in the role of the iron man when he first arrived on earth. Independent: A diary entry in the role of the farmers the day the iron man arrived on earth. CC – Non Chronological report on forces and magnets – links to science	Discuss and record ideas for planning. Generate and select from vocabulary banks e.g. technical language appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Reading Skills: Use knowledge of root words to understand meanings of words. Listen to and discuss a range of explanations. Read a range of explanations. Analyse and evaluate texts looking at language, structure and presentation. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Navigate texts in print and on screen. Read and analyse non-fiction in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Modelled –	unfamiliar words by using the context Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams* Quickly appraising a text to evaluate usefulness Navigating texts in print and on screen Modelled – St George's Independent/CC – Ribchester Museum

					Independent –	
					CC – Explanation linked to light/shadows	