



Long Term Plan		
Year 3		
Autumn Term	Spring Term	Summer Term
Ancient Greeks	The Rainforest	The Stone Age to The Iron Age
Enquiry Question: What impact have the Greeks had on our lives today?	Enquiry Question: How can we make a difference in Our World today?	Enquiry Question: What events took place between The Stone Age and The Iron Age?
Core texts: The Great Kapok Tree – Lynne Cherry Where the Forest meets the Sea – Jeannie Baker Class reading book: The Dragon in The Library – Louie Stowell	Core texts: <u>Greek Myths</u> Icarus Theseus and Daedalus Theseus and The Minotaur Race for the Stars – Shoo Rayner Class reading book: The Wild Robot – Peter Brown The Wonderful Weaver – Miles Kelly	Core texts: Glog – Nick Maland Ug – Raymond Briggs Minnow and the Bear – Benedict Blathwayt Stone Age Boy - Satoshi Kitamura Class reading book: Milton the Mighty – Emma Read The Ice Monster - David Walliams
Educational visits/visitors and Community Projects: Trip to Cadbury’s World Visit to local supermarket Hindu temple and local church	Educational visits/visitors and Community Projects: Ancient Greece day – visitors from History Off the Page.	Educational visits/visitors and Community Projects: Flag Fen Trip to Peterborough Stone Age afternoon – weaving, fire, den building, cave paintings etc.
As readers we will practise reading skills across the year-		
Reading Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including, in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* Apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.* <u>Comparing Contrasting and ordering</u> Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting). <u>Words in context and authorial voice</u> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss authors’ choice of words and phrases for effect. <u>Inference and prediction</u> Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. Justify predictions using evidence from the text. <u>Poetry and performance</u> Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.		Comprehension skills – Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -discuss the sequence of events in books and how items of information are related -become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways. -recognise simple recurring literary language in stories and poetry -discuss and clarify the meanings of words, linking new meanings to known vocabulary -discuss their favourite words and phrases -continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: -draw on what they already know or on background information and vocabulary provided by the teacher -check that the text makes sense to them as they read, and correcting inaccurate reading -make inferences on the basis of what is being said and done -answer and ask questions -predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



<p>As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics</p>	<p>As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics</p>	<p>As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics</p>
<p>As writers we will...</p> <ul style="list-style-type: none"> • Increase grammatical knowledge of how sentences are constructed with the use of different word classes • Plan and write in a variety of genres including; a poem, a recount, a non-chronological report and a persuasive letter. • Use different sentence starters and using fronted adverbials 	<p>As writers we will...</p> <ul style="list-style-type: none"> • Continue to focus on grammatical skills – prefixes, determiners, word classes, paragraphs, inverted commas and features of different texts • Identify synonyms and how to use them correctly in writing • Write character and setting descriptions within a retelling of a familiar Greek myth • Use information from non-fiction reading sessions to write an information text 	<p>As writers we will...</p> <ul style="list-style-type: none"> • Plan and write a diary entry of how the first people lived • Write a set of instructions explaining how to create a fossil • Write an informal letter • Write a recount (after trip or WOW day) • Use emotive language • Write a job advert and using persuasive language to apply. (Bronze Age Jeweller). • Write a biography – Mary Anning. • Use direct speech
<p>In phonics/spelling we will... Practise the Year 3 and 4 common exception words. Follow RWI spelling programme which meets Year 3 National Curriculum Spelling requirements.</p>		
<p>As mathematicians we will...</p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones) • Compare and order numbers up to 1000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1000 in numerals and in words • Solve number problems and practical problems involving these ideas • Use the 4 operations (addition, subtraction, division and multiplication). 	<p>As mathematicians we will...</p> <ul style="list-style-type: none"> • Identifying 2-D shapes and their properties. • Looking at a variety of measures; length, mass and volume. This will provide us with opportunities to use our arithmetic skills, adding, subtracting, dividing and multiplying to solve problems in context. • Recognising and writing fractions in shape and amounts such as; one tenth, one half, three quarters. 	<p>As mathematicians we will...</p> <ul style="list-style-type: none"> • Looking and interpreting data using tally, picture graphs and Bar graphs. • Identifying 3-D shapes and their properties. • Learning measure: mass, volume, weight, perimeter, length, temperatures. • Solving word problems. • Reviewing fractions. • Learning Time.
<p>As scientists - working scientifically we will:</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries and fair tests. • Make systematic and careful observations. • Gather, record, classify and present data in simple ways to help in answering questions. • Record findings using simple scientific language, drawings and labelled diagrams. • Report findings of enquiries including oral and written explanations. • Use results to draw simple conclusions and make predictions for new values. • Identify differences, similarities or changes related to simple scientific ideas. • Use straightforward scientific evidence, to answer questions. 		
<p>As scientists we will ...</p> <ul style="list-style-type: none"> • 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. 	<p>As scientists we will ...</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore and describe 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. 	<p>As scientists we will ...</p> <ul style="list-style-type: none"> • 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



<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Recognise that we 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 our eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.
<p>As historians we will ...</p> <ul style="list-style-type: none"> • Understand the ... concept of change of the Rainforests over time • Compare the Rainforests 40 years ago and now • Find out who the Maya were, where they lived and when • Compare and contrast the Maya's beliefs to Ancient Greece • Place events, artefacts and historical figures on a time line using dates • Explore how the Maya settled and used the land for food and farming • 	<p>As historians we will ...</p> <ul style="list-style-type: none"> • Chronology place of where the Ancient Greek period fits into world history • Compare the similarities and differences, between then and now including ideas, beliefs and attitudes and experiences of men, women and children • Suggest suitable sources of evidence for historical enquiries • Using a range of sources discuss how the Ancient Greeks have influenced modern life 	<p>As historians we will ...</p> <ul style="list-style-type: none"> • Study The Stone Age to The Iron Age timeline and learning about the changes that took place in society between these times. • Explore what is meant by a hunter-gatherer and how they used the Oldowan Toolkit. • Explore what a settlement is and how these changed.
<p>As geographers we will ...</p> <ul style="list-style-type: none"> • Identify the position and significance of the equator and the Tropic of Cancer and Capricorn • Locate where the rainforests are in the World • Use atlases, globes and digital/computer mapping to locate the rainforest and describe features • Locate countries that the Amazon rainforest traverses • Visit a local park to identify what lives and grows there and why • record findings using a range of methods e.g. sketch maps, plans and graphs • Compare findings with the Amazon rainforest • Identify the different layers of the rainforest and the habitats in them • Explain the effect that deforestation has on the environment, climate change and animal's habitats • Study the impact that humans have to prevent climate change • Identify trade links and explore the import and export of food • Discuss and debate Fairtrade. • Visit a local supermarket to identify Fairtrade items and record findings. • Use the 8-point compass to create a map of a route; including main symbols in a key • Study human geography by investigating where the food for school dinners come from • 	<p>As geographers we will ...</p> <ul style="list-style-type: none"> • Locate countries in Europe (including the location of Russia) using maps, atlases, globes and digital mapping. • Match Landmarks (including human and physical characteristics) • Use an atlas to identify the location of Mainland Greece and the Greek Islands • Compare the physical features of Greece with the UK • Use the 8 points of the compass to locate where places studied are in the relation to the UK 	<p>As geographers we will ...</p> <ul style="list-style-type: none"> • Explore how the land use has changed in Kettering over time and consider whether the change has been for the better
<p>As artists we will ...</p> <ul style="list-style-type: none"> • Observational drawing of flowers and things in nature • Study Henri Rousseau and recreating their style of artwork • Explore how colour and mark making techniques have been used for expressive effect by a variety of artists in their descriptions of the natural world and create texture and depth 	<p>As artists we will ...</p> <ul style="list-style-type: none"> • Mark make using pencils • Replicate ideas and techniques – artist focus Vincent Van Gogh • Replicate ideas and techniques artists have used - to investigate 	<p>As artists we will ...</p> <ul style="list-style-type: none"> • Use two different B pencils to create shade in a drawing • Practise sketching lightly • Develop sketching style to reshape and redraw over mistakes (no need to use a rubber)



<ul style="list-style-type: none"> • Use layers of two colours • Mimic print from the environment (built or natural) using print blocks – string coiled and glued on foam • Use overlapping to create texture 	<p>Pablo Picasso’s work on the minotaur to help create our own versions</p> <ul style="list-style-type: none"> • Look at the art from Ancient Greek times and use this knowledge to create some original artwork • Study Greek patterns and pottery and design our own Greek vases • Mix primary colours to create secondary colour • Use brushes of various thicknesses and produce different shapes and lines • Use and blend watercolours and use these to recreate Greek Vases 	<ul style="list-style-type: none"> • Cave paintings and recreating these in the classroom and use the materials that they would have in The Stone Age • Cut shapes and join using running stitch • Colour fabric using dyeing • Create a woven design –using natural materials • Weaving and practising our own using fabric and natural resources outside, as they would have in The Stone Age. • Artist Kate MacDowell – a ceramicist • Create images using digital programmes
<p>As designers we will ...</p> <ul style="list-style-type: none"> • Join textiles using small running stitches • Thread and use a sewing (thin metal) needle • Select from a range of appropriate techniques to decorate textiles • Use software to design and represent product designs • Choose suitable techniques to construct products • Discuss some of the great designers (including pioneers in horticultural techniques) to generate ideas for designs – Humphry Repton • -designing a coaster that takes inspiration from the work of H.Repton 	<p>As designers we will ...</p> <ul style="list-style-type: none"> • Make pillars to hold up a bridge and strengthen materials using a given technique • Refine work and techniques as work progresses • Suggest improvements to existing designs, giving reasons for choices • Disassemble products to identify the different elements • Understand the scientific knowledge of the transference of forces and how this affects the selection of appropriate mechanisms e.g. pulleys, gears, levers and winding mechanisms (links with Science topic Magnets and Forces) 	<p>As designers we will ...</p> <ul style="list-style-type: none"> • Creating clay pots – related to Stone Age theme <ul style="list-style-type: none"> - Make products by working efficiently by carefully selecting materials. • Explore using slate chippings to cut leather, link to Stone Age theme <ul style="list-style-type: none"> - Cut materials safely by exploring and selecting appropriate tools - Measure to the nearest mm • Design Bronze Age jewellery <ul style="list-style-type: none"> - Design with a purpose • See RE for D&T food unit: <ul style="list-style-type: none"> - Prepare ingredients hygienically using appropriate utensils - Read scales to the nearest gram (covered in maths) - Understand Fair Trade and ethically grown produced - Assemble ingredients and control temperate of a hob - Follow a recipe to cook a savoury dish
<p>In music we will ...</p> <ul style="list-style-type: none"> • Be able to play and perform using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvising and composing music for a range of purposes using inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Be able to develop and understanding of the history of music. <p>Autumn 1 – Let Your Spirit Fly Autumn 2 – Glockenspiel Stage 1</p>	<p>In music we will ...</p> <ul style="list-style-type: none"> • Be able to play and perform using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvising and composing music for a range of purposes using inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Be able to develop and understanding of the history of music. <p>Spring 1 – Three Little Birds Spring 2 – The Dragon Song</p>	<p>In music we will ...</p> <ul style="list-style-type: none"> • Be able to play and perform using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvising and composing music for a range of purposes using inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Be able to develop and understanding of the history of music. <p>Summer 1 – Bringing Us Together Summer 2 – Reflect, Rewind and Replay</p>
<p>In RE we will ...</p> <ul style="list-style-type: none"> • Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. • Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. 	<p>In RE we will ...</p> <ul style="list-style-type: none"> • Learn about what human beings share with other animals and what makes us unique • Question and reason, to empathise with other humans and animals, and our creativity • Discuss how human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society. 	<p>In RE we will ...</p> <ul style="list-style-type: none"> • Find out how Jews pray and live • Taste kosher foods - prepare ingredients hygienically using appropriate utensils for Kosher food tasting • Compare the Torah and the Bible • Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. • Visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition.



<ul style="list-style-type: none"> Visit a Hindu temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God. <p>Make connections:</p> <ul style="list-style-type: none"> Investigate why and how people pray. Hear and talk about some famous prayers. 	<ul style="list-style-type: none"> Talk about the importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it. Think about the consequences of our actions <p>Make connections:</p> <ul style="list-style-type: none"> Discuss how can we make a difference in our world today? Do you have to be religious to make a difference? 	<ul style="list-style-type: none"> Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail. <p>Make connections:</p> <ul style="list-style-type: none"> Learn about Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain. Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.
<p>In computing we will ...</p> <ul style="list-style-type: none"> Turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts (Unit 3.1) We will identify an error within a program that prevents it following the desired algorithm and then fix it (Unit 3.1) Design and code a programme that follows a simple sequence (Unit 3.1) Understand how variables can be used to store information while a program is executing (Unit 3.1) Understand the importance of having a secure password (Unit 3.2) Explain the negative implications of failure to keep passwords safe and secure (Unit 3.2) 	<p>In computing we will ...</p> <ul style="list-style-type: none"> Understand the importance of staying safe online (Unit 3.2) Collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph (Unit 3.3) Understand the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash (Unit 3.5) create purposeful content to attach to emails, e.g. 2Respond (Unit 3.5) 	<p>In computing we will ...</p> <ul style="list-style-type: none"> Know more than one way to report unacceptable content and contact (Unit 3.2) Sort objects using just ‘yes’ or ‘no’ questions (Unit 3.6) Consider, explore, analyse and evaluate and simulation (3.7)
<p>In PE we will ...</p> <ul style="list-style-type: none"> Dance (Aut 1): <ul style="list-style-type: none"> Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group. Fitness (Aut1): <ul style="list-style-type: none"> Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Demonstrate increased flexibility and extension in their actions. Fundamentals (Aut 2): <ul style="list-style-type: none"> Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. Basketball (Aut 2): <ul style="list-style-type: none"> Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Catch a ball passed to them using one and two hands with some success. Use space with some success in game situations. Use simple tactics individually and within a team. 	<p>In PE we will ...</p> <ul style="list-style-type: none"> Ball skills (Spr 1): <ul style="list-style-type: none"> Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques Tag Rugby(Spr 1): <ul style="list-style-type: none"> Develop physical, social, emotional and thinking whole child objectives. Learn to keep possession of the ball using attacking skills. Play uneven and then even sided games, developing strategies and social skills to self-manage games. Understand the importance of playing fairly and keeping to the rules. Think about how to use skills, strategies and tactics to outwit the opposition. Learn how to evaluate their own and others’ performances and suggest improvements. Dodgeball (Spr 2): <ul style="list-style-type: none"> Improve on key skills used in dodgeball such as throwing, dodging and catching. Learn how to apply simple tactics to the game to outwit their opponent. Achieve this by hitting opponents with a ball whilst avoiding being hit. Be given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Football (Spr 2): <ul style="list-style-type: none"> Encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. Start by playing uneven and then move onto even sided games. Learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. 	<p>In PE we will ...</p> <ul style="list-style-type: none"> Outdoor Adventurous Activities (Sum 1): <ul style="list-style-type: none"> from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others’ ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others’ success to help them to improve Rounders (Sum 1): <ul style="list-style-type: none"> Learn how to score points by striking a ball into space and running around cones or bases. When fielding, we will learn how to play in different fielding roles. Focus on developing their throwing, catching and batting skills. Think about how they use skills, strategies and tactics to outwit the opposition Athletics (Sum 2): <ul style="list-style-type: none"> Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Demonstrate increased flexibility and extension in their actions. Tennis (Sum 2): <ul style="list-style-type: none"> Develop the key skills required for tennis such as the ready position, racket control and hitting a ball. Learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Play games independently and are taught the importance of being honest whilst playing to the rules.



<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Set new classroom rules and begin to familiarise children with the routines. • Discuss expectations for behaviour and make sure the rewards and sanctions for their behaviour are recognised • Familiarise ourselves with the definition of a drug, the effects and risks of smoking tobacco and the help available to be smoke free • Recognise bullying and how it can make people feel, identify different types of bullying and what to do if we witness bullying • Learn about equal rights and we will begin to think about democracy and how this relates to women's rights through the years <p>Protective Behaviours Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything.</p> <p>Feelings, Rights and Responsibilities – Recap what a 'feeling' is and which ones we associate with our safe place. We understand what a right and responsibility is and which ones we have.</p>	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Explore mental and physical well-being • Recognise different types of relationships including those that are healthy and unhealthy • Judge what kind of contact is acceptable and understand the concept "keeping something confidential" • Understand what is meant by respect and how it is viewed in shown in wider society • Look at the moral and environmental issues linked to the topic of The Rainforest <p>Protective Behaviours Networks and using them – Recapping who is on our hand of safety and what qualities they have that explains why they are on there. Unsafe feelings – Recap what 'Early Warning Signs' are and what ours feel like. We know what we can do if we start to have these feelings and that we have a the right to feel safe all the time.</p>	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Learn about what influences people's choices about sending and saving money, how people keep track of their money and about the world of work • Learn about valuing similarities and differences, what is meant by the community and belonging to different groups <p>Protective Behaviours Networks and using them – Recap of who is on our hand of safety Body Awareness and Telling – Identify who makes what decisions about our bodies and how we keep ourselves safe.</p>
<p>In Spanish we will ...</p> <ul style="list-style-type: none"> • Learn Spanish greetings and how to say our name • Know numbers up to 20 and phonics/the Spanish alphabet. • Be able to ask someone's age and give our own age • We will know Christmas traditions and learn a Christmas song. <p>We will also cover a range of reading, writing and grammar skills throughout the year detailed below</p> <p>Year 3 Listening</p> <ul style="list-style-type: none"> • Listen attentively and show understanding by joining and responding by responding confidently to greetings, register, classroom, instructions and phonics. Join in with number video, dogs audiobook, the Hungry Caterpillar story and the paper butterfly activity. • Link the spelling, sound and meaning of words by applying phonics knowledge to rhyming stories, Oso Pardo Story, Veo Veo (I see) game, cognate pronunciation and spelling prediction activities and Christmas songs (Rodolfo el reno), <p>Year 3 Speaking</p> <ul style="list-style-type: none"> • Ask and answer questions by answering questions, including greetings, names, ages, how are you today and asking/naming favourite animals. • Ask for clarification and help - Signal a problem: Señor(a), tengo un problem • Speak in sentences - Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3). Say what your favourite ... is" • Describe people, places, things and actions to a range of audiences by describing animals with colours, retelling of stories such as The Hungry Caterpillar, and participating in group work and pair work. 	<p>In Spanish we will ...</p> <ul style="list-style-type: none"> • Learn the translations for lots of different animals and learning the Spanish version of "Old McDonald". • Learn basic classroom Spanish • Be able to understand the Spanish grammar rules including using 'a' 'some' 'the' and plural nouns • Learn Spanish colours and use them to describe animals • Read along to a familiar story and write our own using the same story structure as the Spanish 'Brown Bear' story. 	<p>In Spanish we will ...</p> <ul style="list-style-type: none"> • Days of the Week, the translations of fruits and be able to order food. • Learn The Hungry Caterpillar and retell the story in Spanish. • Learn names for some foods and how write them as plurals. • Use adjectives such as colour already taught to describe other objects • Be able to have a conversation in Spanish to order food

<p>Year 3 Reading</p> <ul style="list-style-type: none"> • Read and show understanding of words, phrases and simple texts by matching sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity • Appreciate stories, songs, poems and rhymes in the language by Joining in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song • Read aloud with accurate pronunciation by reading confidently using phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text • Understand new words that are introduced into familiar written material by joining in with stories, rhymes, songs, videos, numbers /days of the week / food items in Hungry Caterpillar story • Dictionary skills are not needed until year 5 however children will begin to become familiar with the Spanish dictionary. <p>Year 3 Writing</p> <ul style="list-style-type: none"> • Write words and phrases from memory by writing on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory and writing individual words for snacks on food plates for display from memory. • Adapt phrases to create new sentences by substituting and adapting noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also). • Describe people, places, things and actions in writing by describing animals with colours and creating mini-books <p>Year 3 Grammar</p> <ul style="list-style-type: none"> • Gender of nouns – definite and indefinite articles by focusing on the active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites) • Singular and plural forms of nouns by using plural nouns in writing • Adjectives (place and agreement) by learning adjectival agreement (active use of regular singular forms). • Conjugation of key verbs (and making verbs negative) by using tengo, es, hay, son accurately • Connectives and qualifiers, adverbs of time and prepositions of place - Use connectives – y, pero, (también) 		
<p>As confident individuals we will</p> <ul style="list-style-type: none"> • Support each other in our learning journey. • Speak eloquently. • Be honest and own up to our actions. • Show kindness. • Be thoughtful towards each other's feelings. • Be positive <p>As Meadowside representatives we will</p> <ul style="list-style-type: none"> • Be responsible for our learning and behaviour. • Show respect to everyone and everything in and out of school. 		



- Be resilient when we are faced with challenges.
- Reflect on our learning and our actions.

As British citizens we

- Have the right to make our own choices.
- Have freedom of speech.
- Follow rules.
- Make decisions together.
- Show tolerance towards different faiths and cultures.
- Listen to other viewpoints and show respect.
- Treat others as we want to be treated.