

Year 3		Term 1 - 1066	Term 2- WW1 Communication	Term 3 - Arctic	Term 4 – Fair Trade and Farming	Term 5 – The Circus	Term 6 - Landmarks
English	Text	Krindlekrax	The Little Hen and the Great War	The Ice Palace	Daft Jack	Leon and the Place between	<b>Myths and legends</b>
	Fiction	<b>Setting</b> (Defeating a monster)	<b>Character</b> (Wishing Tale)	<b>Action</b> (Warning Tale)	<b>Openings and endings</b> (Losing Tale)	<b>Suspense</b> (Finding Tale)	
	Non-fiction	Non-chronological Report	Instructions	Recount in the form of a letter	Persuasive writing Leaflet	Discussion	
	Poetry	First week of every term	First week of every term	First week of every term	First week of every term	First week of every term	First week of every term
SPAG		Ensure Year 1 and 2 SPAG objectives are recapped	Recap objectives still needed. Year 3 SPAG	Recap objectives still needed. Year 3 SPAG	Recap objectives still needed. Year 3 SPAG	Recap objectives still needed. Year 3 SPAG	Recap objectives still needed. Year 3&4 SPAG
Maths	Also please see Maths Plans attached		<b>Afternoon links:</b> (WW1 Spies) Reasoning – Spying the Spy	<b>Afternoon links:</b> (make Ice Palaces) 8 hours draw 2-D shapes and make 3-D shapes using modelling materials;  Recognise 3-D shapes in different orientations and describe them  Reasoning – Ice Cream Sundaes and the Arctic	<b>Afternoon links:</b> (Fairtrade tea) Reasoning – Mrs Jones likes Tea	<b>Afternoon links:</b> Circus (somersaults, juggling etc.) 8 hours  Recognise angles as a property of shape or a description of a turn  Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four 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	<b>Afternoon links:</b> (light and shadows investigation science)  Interpret and present data using bar charts, pictograms and tables  Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms
Science		Rocks	Animals	Forces and Magnets	Plants	Light	Light and shadows
History		1066 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  A local history study	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066			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	Britain’s settlement by Anglo-Saxons and Scots





	<p>their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• Improve mastery of - Painting</li> </ul>	<p>their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• Improve mastery of - Collage</li> </ul>	<p>their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• Improve mastery of – Sculpture</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• Improve mastery of - Print</li> </ul>	<p>their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• Improve mastery of - Textiles</li> </ul>	<p>observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul>
MFL	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>					
French MFL	<p>Core Unit 1</p> <p>My home My town</p>	<p>Core Unit 1</p> <p>Animals Food</p>	<p>Core Unit 2</p> <p>The body</p>	<p>Core Unit 2</p> <p>Describing people</p>	<p>Core Unit 3</p> <p>Sport (Sports Day)</p>	<p>Core Unit 3</p> <p>At School Playtime</p>
RE	Judaism	Judaism	Who is Jesus	Who is Jesus	Followers of Jesus	Followers of Jesus
PSHE	<p><b>Pupil voice</b> B19 What positively and negatively affects their daily lives, looking at both physical and mental health including use of media. Link with sci and healthy diet. Articles 6, 23, 24</p> <p>School rules about</p>	<p><b>Tobacco education</b> B3, C5, C11, C14, C16</p> <p>Road safety with a focus in the winter months.</p> <p>Healthy choices, being responsible for your body focus on peer pressure.</p>	<p><b>Eating healthily, being active</b> C4, C6</p> <p>Revisit e-safety looking at the importance of protecting personal information</p> <p>Making healthy choices about food, benefits of a healthy diet. Link with</p>	<p><b>Citizenship, diversity &amp; difference</b> B13, B15, D1, D3, D6, D12, D13, SRE focus to judge what kind of physical contact is acceptable or unacceptable and how to respond. E-safety</p> <p>That differences and similarities between</p>	<p><b>Safety</b> C7, C8, C9, C17 <b>Sex and relationships education</b> C2 (revise year 2 LO's)</p> <p>Revisit personal safety.</p> <p>What being part of a community means, looking after communities in your</p>	<p><b>Environment and recycling</b> B4</p> <p>Link with geography another place and culture/faith. Article 14</p> <p>To compare different communities</p> <p>To think about the lives of</p>

	<p>health and safety, basic emergency first aid, how to get help.</p> <p>Aims and goals both individually and as a class.</p> <p>e-safety focus on protecting passwords, addresses and images</p> <p>Water safety</p>	<p>To develop their feelings of good and not so good, to extend vocabulary to enable them to explain their range and intensity of feelings.</p> <p>To understand risk, predicting and assessing in different situations. Opportunity to build resilience.</p> <p>Ability to resist teasing and bullying.</p> <p>Money matters link to Christmas, saving and spending.</p>	<p>sci Articles 24</p> <p>Identify their strengths and celebrate achievements, areas for improvement</p> <p>Aims and goals</p> <p>To work collaboratively towards shared goals. Article 29</p>	<p>people arise from a number of factors, inc, family, cultural, ethnic, racial, age and religious diversity. Article 14 and 7</p> <p>Nature of consequences and discrimination, focus on prejudices and cyber bullying</p>	<p>local area. Article 15</p> <p>Local charities and supporting tasks for them. Both in Term 5 and 6 look at the value of money and effects on daily lives Article 15</p>	<p>people living in other places, and their values. Article 8</p> <p>Looking after the environment in Rye and how this has altered.</p> <p>Money matters saving and spending</p> <p>Transition to the next year, fears and expectations.</p> <p>Hopes and aspirations for the future.</p>
Rights Respecting Schools Article	Your right to learn and go to school	Your right to relax and play	You should not be harmed and should be looked after and kept safe	Your right to say what you think should happen and be listened to.	Your right to special care and support if you are disabled	Your right to become the best you can be