

Year Planning Overview	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">English</p> <p>Ongoing improvement of quality and quantity including handwriting, grammar and content.</p>	<p>Stories from familiar settings: Exploring themes, characters moods and feelings and how they reflect in the settings.</p> <p>Non-fiction texts: Recognise engaging and interesting features of information texts including various websites.</p> <p>Play-script texts: Explore key themes and techniques of a typical genre.</p> <p>Instruction texts: Explore examples of texts before writing and improving instructions of their own.</p> <p>WRITING/GRAMMAR: Sentence and punctuation, text structure and organisation. Adverbs and adverbial ranges of words. Inverted commas.</p>	<p>Science fiction / fantasy stories: Explore and discover language skills using questioning. Develop empathetic responses to characters and situations. Write extended scenes with purposeful dialogue and actions.</p> <p>Discussion texts: Develop understanding of facts and opinions by explore two types of discussion. Present their own text as part of a class debate.</p> <p>Poems and word play: Have fun with 'word play' and imagery. Reading and exploring tongue twisters, nonsense poems and riddles. Write and perform their own with feedback and evaluations.</p> <p>Explanation texts: Explore written and spoken forms of language features of this text type.</p> <p>WRITING/GRAMMAR: Use composition and effect, evaluate and edit and handwriting. Spelling consistent with rules and words given.</p>	<p>Mystery stories: Create suspense, mystery and drama within a compelling story of their own.</p> <p>Non-chronological reports: Identify key features of the text type and write their own versions.</p> <p>Folktales: Discover a variety of cultural stories from around the globe. Explore key features such as settings, language, feelings and morals. Write a version of their own.</p> <p>Biography and Auto-biography: Explore various different biographies and compare versions of locations and backgrounds.</p> <p>WRITING/GRAMMAR: Spelling variations and knowing how to spell correctly with plurals, collectives and prefixes and suffixes. Conjunctions. Headings and subheadings.</p>

Maths

Ongoing core and outer numeracy over various STEPS and PROGRESS DRIVES.

COUNTING: Reading numbers, place value of U, T, H, TH, ordering numbers, comparing and counting in patterns.

LEARN ITS: 3x, 4x, 8x tables with facts and patterns, revision of other table facts.

IT'S NOTHING NEW: Doubling and halving, number bonds, multiplication, $\times 10$ and $\div 10$, coin multiplying and fact families.

CALCULATING: Fluency and reasoning skills in the following areas across the year:

Addition: Further to higher understanding of addition methods ranging from newly acquired column methods to larger digit numbers. Know a various choice of ways to solve addition problems, including word problems challenges.

Subtraction: Develop a further understanding of 'finding gaps' to other numbers. Numerous method apply including number-lines to new acquired column subtraction skills.

Measures: Time: Tell the time to nearest 5 minutes using 12h and 24h, o'clock, am ,pm, morning, afternoon, noon and midnight.

Shapes: Recognise, label and know the properties of 2D and 3D shapes.

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CALCULATING: Fluency and reasoning skills in the following areas across the year:

Multiplication: To know select times tables (inc 3x 4x 8x) as instant recall helping them to solve 1 and 2 dgt problems. Times table facts are key to progression in Y3.

Division: Use object and resources to define groups of and share equally. This basis allows pupils to develop further, to methods such as; using table facts to divide numbers effectively.

Measurements: Perimeters:

Fractions:

Shapes:

COUNTING: Reading numbers, place value of U, T, H, TH, ordering numbers, comparing and counting in patterns.

LEARN ITS: 3x, 4x, 8x tables with facts and patterns, revision of other table facts.

IT'S NOTHING NEW: Doubling and halving, number bonds, multiplication, $\times 10$ and $\div 10$, coin multiplying and fact families.

CALCULATING: Fluency and reasoning skills in the following areas across the year:

Addition, subtraction, multiplication and division systematically progresses over the year.

Measurements: Money and

Geometry:

Shapes:

Time:

Statistics:

Fractions:

	Fractions: Recognise values and write simple fractions to equivalents. Statistics:		
Science	<ul style="list-style-type: none"> Forces and Magnets: Plants 	<ul style="list-style-type: none"> Rocks Animals inc Humans 	<ul style="list-style-type: none"> Light
Computing	<ul style="list-style-type: none"> We are programmers We are bug fixers 	<ul style="list-style-type: none"> We are presenters We are networkers 	<ul style="list-style-type: none"> We are communicators We are opinion pollsters
Physical Education	See Miss Thorpe (Sports+)	See Miss Thorpe (Sports+)	See Miss Thorpe (Sports+)
MFL	<ul style="list-style-type: none"> Numbers 1-10 Greetings 	<ul style="list-style-type: none"> Alphabet A-Z Colours 	<ul style="list-style-type: none"> Animals and Pets Culture
Music	Djembe	Glockenspiel Stage 1 Three Little Birds - Reggae	Let Your Spirit Fly-VariouS Styles Reflect, Rewind and Replay
PSHE	<ul style="list-style-type: none"> Healthy lifestyles Making Choices 	<ul style="list-style-type: none"> Achievements and goals Feelings and emotions 	<ul style="list-style-type: none"> Changes Staying safe (in and out of school)

RE	<ul style="list-style-type: none"> Name and recognise the sacred books of the faiths they have studied. Recall several elements of stories they have heard from sacred texts Talk about what they value in the stories they have heard. 	•	
I.L.	Cycle 1 Title: Jungle fever / I Love Where I Live / Italian Adventure Cycle 2 Title: Robin Hood / Shipwrecks / Walk Like an Egyptian		
History	Cycle 1:	Cycle 1: Local History Stone Age, Iron Age looking at changes and progress. Assessing what has remained the same	Cycle 1: Pompeii, Romans. Roman Empire & impact on Britain: - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain
	Cycle 2:	Cycle 2:	Cycle 2:
Geography	Cycle 1: World rainforests What is a jungle? Rainforest? Where is this place? Which country is it in? Who lives here? What is the climate of this place? Where do people of the Amazon get their water from?	Cycle 1: Local Area and maps ask geographical questions, collect and record evidence c. analyse evidence and draw conclusions Physical and human environmental features	Cycle 1: World Maps- locate Italy Location compared to England.
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D. T.	Cycle 1:	Cycle 1:	Cycle 1:
	Cycle 2:	Cycle 2:	Cycle 2:

Art	Cycle 1:	Cycle 1:	Cycle 1:
	Cycle 2:	Cycle 2:	Cycle 2: