

English	Maths	R.E.	IPC/Topic	P.E
Key Objectives/Skills	Key Objectives/Skills	Key Objectives/Skills Y3	Key Objectives/Skills	Key Objectives/Skills
<p><u>Persuasive writing</u></p> <p>Reading comprehension</p> <ul style="list-style-type: none"> Increase familiarity with a wide range of books, retell stories orally and identify themes. Develop inference skills <p>Spelling, grammar and punctuation</p> <ul style="list-style-type: none"> Revisit existing spellings learned from Yr 3/4 statutory spellings list Use commas Use conjunctions Understand nouns, adjectives verbs and adverbs <p>Handwriting</p> <ul style="list-style-type: none"> Developing a consistent and fluent style using correct joins. <p><u>Narrative Writing</u></p> <p>Writing composition:</p> <ul style="list-style-type: none"> Descriptive sentences Use of adjectives to add detail Similes rehearsing sentences read aloud their own 	<p>Place Value</p> <ul style="list-style-type: none"> To identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in words and numerals. To compare and order numbers up to 1000. To find 10 or 100 more or less than a given number. Count from 0 in multiples of 50 and 100. To solve number problems and practical problems using these ideas. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, 	<p>What Is Important To Me?</p> <p>The focus here is on exploring human nature. What are we made of? Do we have a 'spiritual' nature? What are the most worthy human characteristics? How might communities of different sorts help us make the most of life? Pupils explore some of the stories of Christianity and Judaism in their search to develop and deepen their own understanding of what may be most important in life.</p>	<p>Gateways to the World (IPC)</p> <ul style="list-style-type: none"> In Art pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, Pupils should be taught: <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. In Geography pupils should be taught to: <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the United Kingdom Use the 	<p>PE</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> Pupils should be taught to: a consolidate their existing skills and gain new ones <ul style="list-style-type: none"> perform actions and skills with more consistent control and quality. Pupils should be taught to: identify what makes a performance effective suggest improvements based on this information. Pupils should be taught to: a create and perform fluent sequences on the floor and using apparatus b include variations in level, speed and direction in their sequences. <p>Invasion games:</p> <ul style="list-style-type: none"> To develop, master and apply the basic movements (dodging) To play competitive games with others and use basic tactics for attacking and defending To develop, master and apply the basic movements (chest push and catch) To develop, master and apply the basic movements (foot dribbling) To play competitive games with others and use basic tactics for

<p>writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Continue to develop comprehension and inference skills • taking turns and listening to what others say. <p>Spelling, grammar and punctuation:</p>	<p>using number facts, place value and more complex addition and subtraction.</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tabl • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. 		<p>eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>attacking and defending</p> <p>Internet Safety Children use the Internet to undertake independent purposeful research, gathering appropriate text and image and attempt to distinguish between fact and fiction.</p> <p>British Values Being part of our community.</p> <p>MFL - Continue to develop listening skills through simple phrases and songs Investigate traditions, festivals and cultural traditions, e.g. Bastille Day.</p>
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<ul style="list-style-type: none"> spell further homophones place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <p>Handwriting: Maintain the legibility, consistency and quality of their handwriting.</p>	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <p>Measurement</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm) Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Measure the perimeter of simple 2D shapes. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. 		<ul style="list-style-type: none"> In <u>History</u> pupils should be taught about: Pupils should be taught about: <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 In <u>Technology / ICT</u>: Know that the way in which products in everyday use are designed. Be able to design and make products to meet specific needs Be able to make usable plans Be able to make and use labelled sketches as designs. Be able to use simple tools and equipment with some accuracy Be able to identify and implement improvements to their designs and products. Be able to identify the ways in which products in everyday use meet specific needs Be able to suggest improvements to products in everyday use 	
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