

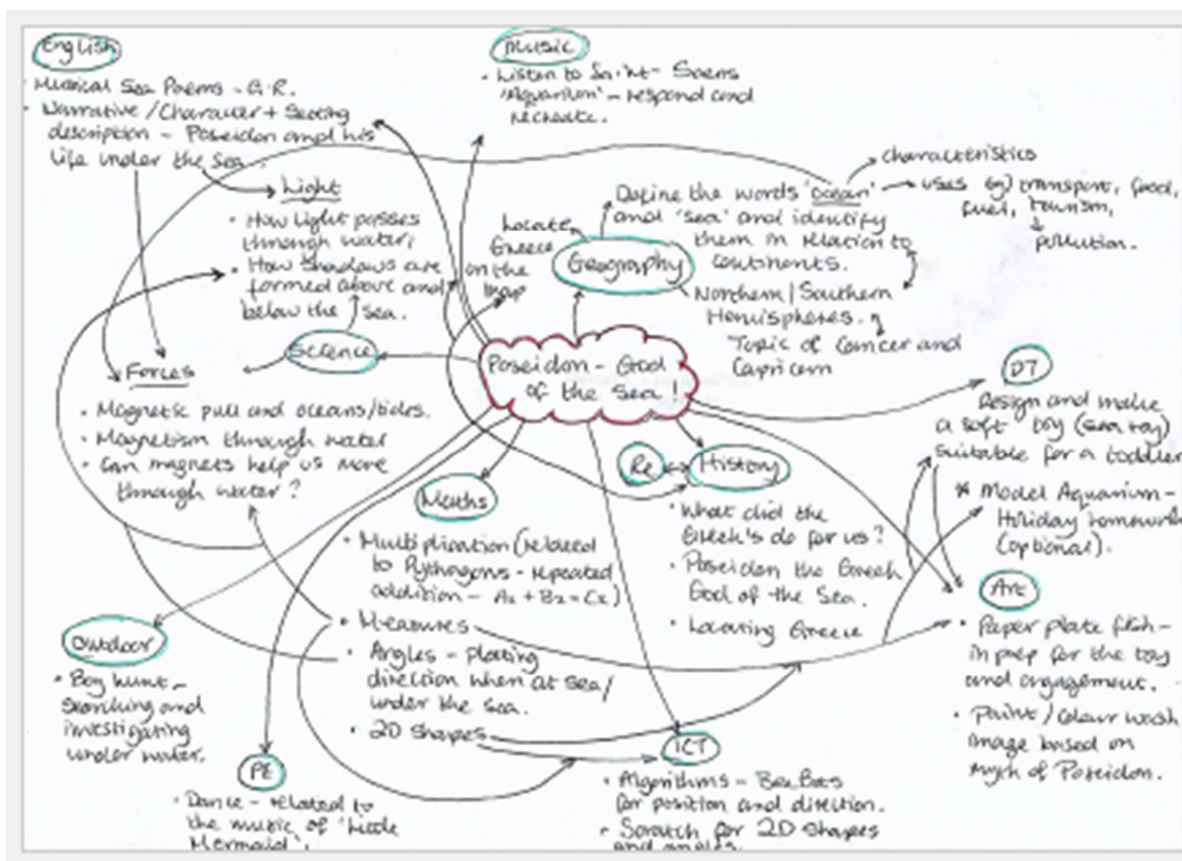
# Topic planning

Year group, term

Year 3, Spring Term

## Topic overview:

Poseidon – God of the Sea!



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?
Reading	<p><i>Applying Phonics:</i></p> <ul style="list-style-type: none"> <li>▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>▪ I know that some words may have a similar pronunciation but may be written differently.</li> <li>▪ I know that some of these are unusual.</li> <li>▪ I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</li> <li>▪ I know that unfamiliar words can be read by using knowledge of similar words (analogy). (D)</li> </ul> <p><i>Reading for Pleasure:</i></p> <ul style="list-style-type: none"> <li>▪ I understand that narratives can have differently structured plots.</li> <li>▪ I talk about the different plot structures in genres read.</li> <li>▪ I know that writers choose words and language to create an effect on the reader.</li> <li>▪ I find effective words and language in reading that writers have used to create effects.</li> <li>▪ I discuss a range of narrative stories and their similarities and differences.</li> <li>▪ I choose books for specific purposes.</li> <li>▪ I discuss the meaning of unfamiliar words identified.</li> </ul> <p><i>Reading for Pleasure (Poetry)</i></p> <ul style="list-style-type: none"> <li>▪ I can discuss the meaning of words and language in poems.</li> <li>▪ I understand that there can be more than one interpretation of a poem.</li> <li>▪ I understand that the meaning of poems can be enhanced through performance.</li> <li>▪ I watch performances of poems.</li> </ul> <p><i>Reading accurately, with fluency and understanding:</i></p> <ul style="list-style-type: none"> <li>▪ I ask questions to deepen understanding of a text.</li> <li>▪ I use the context of unfamiliar words to explain their meaning.</li> <li>▪ I give a personal response to a text.</li> <li>▪ I use evidence from the text to support my response.</li> <li>▪ I use clues from the text to predict what might happen next.</li> <li>▪ I know that the main idea in a narrative may also have a message for the reader.</li> <li>▪ I know that the message in a book is called the theme.</li> <li>▪ I recognise that books may have similar themes.</li> <li>▪ I understand that the organisation and layout may be different according to the purpose of the book.</li> <li>▪ I record key words or information found in a non-fiction text.</li> </ul>	

Writing (GPS)	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ I spell words with additional prefixes and suffixes and understand how to add them to root words. <i>(from nouns using super, anti, auto)</i></li> <li>▪ I spell correctly word families based on common words. <i>(solve, solution, solver)</i></li> <li>▪ I identify the root word in longer words. (D)</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>▪ I make improvements by proposing changes to grammar and vocabulary to improve consistency. <i>(The accurate use of pronouns in sentences/ tenses)</i></li> <li>▪ I look at and discuss different models of writing, taking account of purpose and audience.</li> <li>▪ I plan my writing by discussing and recording ideas. <i>(timeline, flowchart, spider diagram, jottings)</i></li> <li>▪ I write a narrative with a clear structure, setting, characters and plot.</li> <li>▪ I suggest improvement to my writing through assessing the writing with peers and through self-assessment.</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>▪ I use the perfect form of verbs instead of the simple past. <i>(I have written it down so we can check what he said) (he has worked hard)</i></li> <li>▪ I understand the purpose of adverbs.</li> <li>▪ I use adverbs effectively in my writing.</li> <li>▪ I use conjunctions, adverbs and prepositions to express time and cause. <i>(the next thing, next, soon, so, before, after, during, in, because of)</i></li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>▪ I use apostrophes for possession with increasing accuracy including plural possession. (D)</li> </ul>	
Sp&L	<ul style="list-style-type: none"> <li>• I show that I know when Standard English is required and use it (beginning).</li> <li>• I retell a story using narrative language and add relevant detail.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise that meaning can be expressed in different ways, depending on the context.</li> <li>• I perform poems from memory adapting expression and tone as appropriate.</li> </ul>	
Maths	<p><b>Number and Place Value:</b></p> <ul style="list-style-type: none"> <li>▪ I compare and order numbers up to 1000.</li> <li>▪ I recognise the place value of each digit in a 3-digit number. (D)</li> </ul>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>▪ I measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).</li> </ul>	

	<p><i>Addition and Subtraction:</i></p> <ul style="list-style-type: none"> <li>▪ I add and subtract numbers mentally, including: 3-digit number and ones; 3-digit numbers and tens; 3-digit numbers and hundreds.</li> <li>▪ I add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. (D)</li> </ul> <p><i>Multiplication and Division:</i></p> <ul style="list-style-type: none"> <li>▪ I write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length.</li> </ul> <p><i>Fractions:</i></p> <ul style="list-style-type: none"> <li>▪ I recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>▪ I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>▪ I compare and order unit fractions, and fractions with the same denominators.</li> <li>▪ I add and subtract fractions with the same denominator within one whole. (D)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I read 12-hour and 24-hour clocks.</li> <li>▪ I record and compare time in terms of seconds, minutes, hours.</li> <li>▪ I use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</li> </ul> <p><i>Geometry:</i></p> <ul style="list-style-type: none"> <li>▪ I draw 2D shapes.</li> <li>▪ I recognise angles are a property of shape or a description of a turn.</li> <li>▪ I identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn</li> <li>▪ I identify whether angles are greater than or less than a right angle.</li> </ul>	
Science	<p><u>Light:</u></p> <ul style="list-style-type: none"> <li>• I describe what dark is (the absence of light).</li> <li>• I explain that light is needed in order to see.</li> <li>• I explain that light is reflected from a surface.</li> <li>• I explain and demonstrate how a shadow is formed.</li> <li>• I can explore shadow size and explain.</li> <li>• I explain the danger of direct sunlight and describe how to keep protected.</li> </ul>	<p><u>Forces and magnets:</u></p> <ul style="list-style-type: none"> <li>• I explore and describe how objects move on different surfaces.</li> <li>• I explain how some forces require contact and some do not, giving examples.</li> <li>• I explore and explain how objects attract and repel in relation to objects and other magnets.</li> </ul>	

		<ul style="list-style-type: none"> <li>• I predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>• I describe how magnets work.</li> <li>• I predict whether magnets will attract or repel and give a reason.</li> </ul>	
History	<ul style="list-style-type: none"> <li>• I know about the struggle between the Athenians and the Spartans. (D)</li> <li>• I explain about some of the things that the Greeks gave the world.</li> <li>• I know that the Greeks were responsible for the birth of the Olympics. (D)</li> <li>• I know that the Greek Gods were an important part of Greek culture.</li> <li>• I locate Greece on a map.</li> </ul>		
Geography	<ul style="list-style-type: none"> <li>• I name a number of countries in the northern hemisphere.</li> <li>• I name the capital city of at least six European countries.</li> <li>• I locate the Tropic of Cancer and Tropic of Capricorn.</li> <li>• I know whether a country is located in the Southern or Northern hemisphere</li> </ul>		
Art	<ul style="list-style-type: none"> <li>• I create a background using a wash.</li> <li>• I use a range of brushes to create different effects in painting.</li> <li>• I identify the techniques used by different artists.</li> <li>• I compare the work of different artists.</li> <li>• Recognise when art is from different historical periods.</li> </ul>		

DT	<ul style="list-style-type: none"> <li>• I prove that my design meets some set criteria.</li> <li>• I follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• I select the most appropriate tools and techniques for a given task.</li> <li>• I make a product which uses both electrical and mechanical components.</li> <li>• I work accurately to measure, make cuts and make holes.</li> </ul>		
Music	<ul style="list-style-type: none"> <li>• I use musical words to describe a piece of music and compositions.</li> <li>• I use musical words to describe what I like and do not like about a piece of music.</li> <li>• I recognise the work of at least one famous composer.</li> </ul>		
PE	<p><u>Dance:</u></p> <ul style="list-style-type: none"> <li>• I improvise freely and translate ideas from a stimulus into movement.</li> <li>• I share and create phrases with a partner and small group.</li> <li>• I repeat, remember and perform phrases.</li> </ul>	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> <li>• I adapt sequences to suit different types of apparatus and criteria.</li> <li>• I explain how strength and suppleness affect performance.</li> <li>• I compare and contrast gymnastic sequences. (D)</li> </ul>	
Computing	<p><u>Algorithms and programming:</u></p> <ul style="list-style-type: none"> <li>• I design a sequence of instructions, including directional instructions.</li> <li>• I write programs that accomplish specific goals.</li> <li>• I work with various forms of input.</li> <li>• I work with various forms of output. (D)</li> </ul>		
MfL	<u>Spoken language:</u>	<u>Writing:</u>	(D)

	<ul style="list-style-type: none"> <li>• I name and describe people.</li> <li>• I name and describe a place.</li> <li>• I name and describe an object.</li> <li>• I have a short conversation saying 3-4 things.</li> <li>• I give a response using a short phrase.</li> <li>• I am starting to speak in sentences.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• I read and understand a short passage using familiar language.</li> <li>• I explain the main points in a short passage.</li> <li>• I read a passage independently.</li> <li>• I use a bilingual dictionary or glossary to look up new words.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I write phrases from memory.</li> <li>• I write 2-3 short sentences on a familiar topic.</li> </ul> <p>I say what I like/dislike about a familiar topic</p>	
RE	<ul style="list-style-type: none"> <li>• Talk or write about key teachings with increased depth. Identify the key details of some stories.</li> <li>• Talk or write about special places, days and objects and their significance to believers.</li> <li>• Explain why stories and symbols are significant to believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to others' identity and experiences. Respond to questions about meaning and purpose.</li> <li>• Recognise that values, attitudes and commitments are often rooted in religious teachings and authority. (Linked to the Greek Myths and Gods)</li> </ul>	
PSHCE	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and</p>	(D)

	<p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R11. to work collaboratively towards shared goals</p>	<p>disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	
Forest area	A bog hunt.		