

Life in all its fullness - through learning and love.



Termly Core Plan

Maths											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic – Place Value Numbers to 1000	Topic - Place Value Comparing numbers	Topic - Place Value Ordering numbers	Topic - Addition and Subtraction Mental and practical methods	Topic - Addition and Subtraction Mental and practical methods	Topic - Addition and Subtraction Formal written methods	Topic - Addition and Subtraction Formal written methods	Topic - Addition and Subtraction Formal written methods	Topic - Multiplication and Division Equal groups	Topic - Multiplication and Division 3 times table	Topic - Multiplication and Division 4 times table	Topic Multiplication and Division 8 times table
Key Knowledge - Children will represent numbers to 100. Partition numbers to 100. Use number lines to 100. Children will represent numbers to 1000.	Key Knowledge - Partition numbers to 1000, using a variety of methods. Understand hundreds, tens and ones. Find 1, 10 and 100 more or less. Use a number line to 1000.	Key Knowledge - Estimate on a number line to 1000. Compare numbers using >, < and =. Order numbers to 1000. Count in 50s.	Key Knowledge - Apply number bonds to 10. Add and subtract 1s. Add and subtract 10s. Add and subtract 100s. Spot patterns in additions and subtractions.	Key Knowledge - Add 1s across 10. Add 10s across 100. Subtract 1s across 10s. Subtract 1s across 100. Make connections.	Key Knowledge - Add two numbers no exchange. Add two numbers across 100. Subtract two numbers across 10. Subtract two numbers across 100.	Key Knowledge - Add 2-digit numbers to 3-digit numbers. Subtract a 2-digit number from a 3-digit number. Compliments to 100.	Key Knowledge - Estimate answers. Inverse operations. Make decisions.	Key Knowledge - Multiplication – equal groups. Use arrays. Multiples of 2, Multiples of 5 and 10. Sharing and grouping.	Key Knowledge - Multiply by 3. Divide by 3. The 3 times table.	Key Knowledge - Multiply by 4. Divide by 4. The 4 times table.	Key Knowledge - Multiply by 8. Divide by 8. The 8 times table. The 2, 4 and 8 times tables.
Revisited Vocabulary Tens, ones, place value, greater than, less than, equal to, partition. New Vocabulary Hundreds, three-digit number, thousand, expanded form, written form, numerals, multiple, compare, order, represent, estimate, solve.			Revisited Vocabulary Calculate, calculation, puzzle, pattern, answer, method, mental calculation, sign, operation, number sentence, symbol, equation, total, amount, more than, less than, plus, minus, add, subtract, exchange. New Vocabulary Value, worth.					Revisited Vocabulary Multiply, times, groups of, lots of, repeated addition, multiplied by, array, group, grouping, sharing, half, halves, share equally, equal groups, share. New Vocabulary Product			

Literacy											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Topic –</p> <p>Ug: Boy Genius of the Stone Age</p> <p>(Guided reading and comprehension)</p>	<p>Topic –</p> <p>Ug: Boy Genius of the Stone Age</p> <p>(Letter writing and Grammar)</p>	<p>Topic –</p> <p>Ug: Boy Genius of the Stone Age</p> <p>(Letter writing)</p>	<p>Topic -</p> <p>How to Wash a Woolly Mammoth</p> <p>(Comprehension and Grammar)</p>	<p>Topic -</p> <p>How to Wash a Woolly Mammoth</p> <p>(Instruction texts)</p>	<p>Topic -</p> <p>How to Wash a Woolly Mammoth</p> <p>(Writing instructions)</p>	<p>Topic –</p> <p>The Mousehole Cat</p> <p>(Reading and understanding the story).</p>	<p>Topic –</p> <p>The Mousehole Cat</p> <p>(Grammar adverbs and interesting adjectives)</p>	<p>Topic –</p> <p>The Mousehole Cat</p> <p>(Writing a story based on the legend)</p>	<p>Topic -</p> <p>The King of Space</p> <p>(Comprehension and creating own ideas based on a text)</p>	<p>Topic -</p> <p>The King of Space</p> <p>(Explanation Texts – key features)</p>	<p>Topic -</p> <p>The King of Space</p> <p>(Writing Explanation Texts)</p>
<p>Key Knowledge -</p> <p>Children will make inferences about a story. They will read and comprehend the story and answer higher order questions about the narrative. They will understand a characters motives and personality based on the narrative.</p>	<p>Key Knowledge –</p> <p>Children will recognise the difference between the past and present tense and use the past tense consistently. They will look at a variety of letters and identify the key features.</p>	<p>Key Knowledge -</p> <p>Based on their knowledge of Ug: Boy Genius of the Stone Age, children will know how to plan, write and edit a letter.</p>	<p>Key Knowledge -</p> <p>Children will retrieve and record information from a text. They will participate in a discussion about the text. They will learn to use a variety of imperative verbs. They will know how to use prepositions.</p>	<p>Key Knowledge -</p> <p>They will know who to read and follow instructions. They will identify the features of instructions. They will know how language, structure and presentation contribute towards meaning.</p>	<p>Key Knowledge -</p> <p>They will know how to make a plan for aid their writing. They will write and edit their instructions and learn how to integrate visual devises into their writing.</p>	<p>Key Knowledge -</p> <p>Children will make inferences about a story. They will immerse themselves in the story, marking the text, highlighting key words and phrases and asking questions. Children will practice retelling the story verbally and through story maps.</p>	<p>Key Knowledge –</p> <p>Children will respond to illustrations with the book and explore how they make them feel. They will explore the feelings of a characters and identify good vocabulary and synonyms to enhance their writing. They will practice and create sentences using adverbs of time, place and manner.</p>	<p>Key Knowledge -</p> <p>Children will plan and write their own legend from the point of view of the main character Tom. They will use the structure of a story including a problem/climax. To write a legend in sections.</p>	<p>Key Knowledge -</p> <p>Children will be drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Key Knowledge -</p> <p>Children will be discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. They will know how to organise texts into paragraphs. They will deepen their understanding of conjunctions of time and cause.</p>	<p>Key Knowledge -</p> <p>The will further their understanding of paragraphs. They will learn how to include diagrams and illustrations. They will evaluate and edit their work.</p>
<p>Revisited Vocabulary</p> <p>Introduction, address, letter</p> <p>New Vocabulary</p> <p>Anachronism, luxury, invented, landslide, cave-dwellers, pre-historic, struggle, survival, climate, conclusion, genius.</p>			<p>Revisited Vocabulary</p> <p>Instructions</p> <p>New Vocabulary</p> <p>Notoriously, heavy-duty crane, anti-bacterial, woolly mammoth, imperative verbs, pre-positions, structure, visual devises, presentation, discussion.</p>			<p>Revisited Vocabulary</p> <p>Legend, problem,</p> <p>New Vocabulary</p> <p>Resolution, climax, headlands, harbours, breakwaters, Cornish, quayside, pilchards, caterwauling, serenade, peril.</p>			<p>Revisited Vocabulary</p> <p>Diagrams, illustrations.</p> <p>New Vocabulary</p> <p>Earthlings, energy, rustlers, particularly, freighters, furthest reaches, conquer, attachment, exchange, resistance, coronation, transmit, universe, treatment, galactic alliance, invasion.</p>		

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science Topic Focus – Autumn 1 – Rocks Autumn 2 – Animals including Humans.	NC Objective - Compare different kinds of rocks based on their appearance. Making systematic and careful observations and, where appropriate, taking measurements using standard units, using a range of equipment including thermometers and data loggers.	NC Objective - Making systematic and careful observations Group together different kinds of rocks on the basis of their simple physical properties Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	NC Objective - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	NC Objective - Identifying changes related to simple scientific ideas	NC Objective - Recognise that soils are made from rocks and organic matter	NC Objective - Making systematic and careful observations Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Setting up simple practical enquiries, comparative and fair tests.	NC Objective - I can state why animals, including humans, need the right type of nutrients.	NC Objective - I can sort animals by their type of diet. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	NC Objective - I can name different types of skeletons.	NC Objective - I can identify and name bones.	NC Objective - I know the three main functions of a skeleton. Using straightforward scientific evidence to answer questions or to support their findings.	NC Objective - I know why we need muscles to move. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
	Key Knowledge Know the features of the three types of rocks, igneous, sedimentary and metamorphic	Key Knowledge - Know the properties of rocks and identify features of different rocks and group rocks by specific criteria.	Key Knowledge Know how fossils are formed.	Key Knowledge Know who Mary Anning was and what she discovered and how her ideas were different from Georges Cuvier.	Key Knowledge Know what soil is made of and how it is formed.	Key Knowledge Know how to make scientific observations and record their findings.	Key Knowledge To know that nutrients come from food. To understand the body needs a variety of nutrients to function properly.	Key Knowledge To know that animals can be carnivores, herbivores and omnivores and recognise a number of animals and their diets.	Key Knowledge To know the difference between a vertebrate and an invertebrate.	Key Knowledge Children will know the main bone names of the human skeleton.	Key Knowledge Children will know that skeletons are for support, protection and movement.	Key Knowledge Children will know we need muscles to move. They will learn about which muscles are needed to move certain body parts.
	Revisited Vocabulary Rocks, hard, soft, changes, form, sea, compare, types, animals, bones. New Vocabulary Igneous, sedimentary, metamorphic, formation, volcano, seabed, natural, human-made, strata, anthropic, group, properties, permeable, impermeable, durable, buoyancy, split, fossil, fossilisation, chemical fossils, change, body fossils, trace fossils, layers, pressure, coprolite, trackways, footprints, Mary Anning, ichthyosaur, trace fossils, dinosaurs, Jurassic, Lyme Regis, seaside, beach, poverty, scientists, William Buckland, soil, formed, organic matter, top soil, sub soil, base rock, additions, losses, translocations, transformations, rock type, permeability, semi-permeable.						Revisited Vocabulary Skeleton, bones New Vocabulary Nutrients, nutrition, carbohydrates, protein, fats, vitamins, minerals, water, fibre, joints, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates, muscles, contract, relax.					

Physical Education Topic Focus – Autumn 1 – Tag Rugby Autumn 2 – Dance (Extreme Earth)	NC Objective - To be able to evade and tag an opponent.	NC Objective - To be able to evade opponents while keeping control of a rugby ball.	NC Objective - To pass the ball accurately and receive the ball safely.	NC Objective - To pass the ball accurately and receive the ball safely on the move.	NC Objective - To pass the ball accurately and receive the ball safely in a game situation.	NC Objective - To apply learned skills in a game of tag rugby.	NC Objective - I can perform a range of jumps accurately.	NC Objective - To accurately perform a forward roll from standing and a tucked backward roll.	NC Objective - To perform a squat on vault accurately.	NC Objective - To perform a lunge into handstand and a cartwheel accurately.	NC Objective - To link movements together by performing a chassis step, straight jump half turn and cat leap.	NC Objective - To create and perform a gymnastics sequence with a partner.
	Key Knowledge To know how to tag and evade using speed and direction changes.	Key Knowledge - Running with the ball while holding it in the correct position.	Key Knowledge Knowing how to pass the ball, catching the ball, call for a pass and opening hands to give passer a target.	Key Knowledge Knowing how to pass and receive the ball. After a pass move to a position where a team mate can pass to you.	Key Knowledge Knowing how to pass the ball on the move and position yourself to receive a pass. To know that you cannot forward pass in rugby.	Key Knowledge How to use skills of evading, tagging, passing and positioning in a game of rugby.	Key Knowledge I can explain the correct form for each jump. I can jump with control. I can shape my body correctly for different jumps. I can take off and land safely.	Key Knowledge - I can use my core and arm strength to perform the rolls with control. I can begin and end in the correct position. I can round my back and tuck in my chin to roll safely.	Key Knowledge I can hurdle step onto a springboard correctly. I can rebound off the springboard to create height. I can use body strength and control to move over equipment in a controlled way. I can jump off the vaulting box neatly and safely.	Key Knowledge I can use my core and arm strength to control my movements. I can begin and end my movements in a controlled and safe manner. I can create the correct body position and shape needed to perform each movement.	Key Knowledge I can correctly perform a range of linking actions. I can demonstrate good body control and strength in my movements. I can choose appropriate linking actions to form a sequence.	Key Knowledge I can work collaboratively with a partner. I can select effective linking actions to create fluency in my performance. I can demonstrate good body control and strength in my movements.
	Revisited Vocabulary Ball, team, tag, tagged, pass, receive, call. New Vocabulary Evade, change direction, run at speed, rugby, opponent, attacker, defender, forward pass, team mate, possessing, try, relay, position, space.						Revisited Vocabulary Take-off, land, control, height, flexibility, body shape, straight jump half turn, cat leap, forward roll, backward roll, shape, control, , cartwheel, tiptoe, step, hop, jump, hopscotch, skip, step, straight jump half turn, perform,					

<p>Religious Education</p> <p>Topic Focus – Called by God, God is with us</p>	<p>NC Objective – I can understand the Christian Value of Love.</p>	<p>NC Objective - AT1 - use developing religious vocabulary to show they understand the Christian beliefs;</p> <p>AT1 - describe the impact of religion on believer’s lives.</p> <p>L.O. I can think of examples of when I am called to do something.</p>	<p>NC Objective AT1- be able to talk about in detail the Bible stories you have discussed;</p> <p>AT1 - be able to interpret the stories and identify Christian beliefs;</p> <p>AT1 - use developing religious vocabulary to show they understand the Christian beliefs;</p> <p>AT1 - describe the impact of religion on believer’s lives.</p> <p>L.O. I know what God asked the prophets to do and how they felt.</p>	<p>NC Objective AT1- be able to talk about in detail the Bible stories you have discussed;</p> <p>L.O. I can retell a bible story.</p>	<p>NC Objective AT1 - use developing religious vocabulary to show they understand the Christian beliefs;</p> <p>AT2 - ask important questions about religion and beliefs;</p> <p>L.O. I can ask questions to find out what it is like to be called by God.</p>	<p>NC Objective AT1 - use developing religious vocabulary to show they understand the Christian beliefs;</p> <p>AT2 - ask important questions about religion and beliefs;</p> <p>L.O. I can ask questions to find out what it is like to be called by God.</p>	<p>NC Objective AT1 - make links between Christian beliefs and the nativity story;</p> <p>AT1 - tell you that Christians believe that Jesus was God in human form;</p> <p>L.O. I know in what ways God is with us.</p>	<p>NC Objective - AT1 - tell you that Christians believe that Jesus was God in human form;</p> <p>AT2 - recognise that some things cause people to wonder and are difficult to explain;</p> <p>L.O. I can suggest preparations that we would make for a special visit.</p>	<p>NC Objective - AT1 - tell you that Christians believe that Jesus was God in human form;</p> <p>AT2 - make links between my experiences and the experiences of the characters in the story;</p> <p>L.O. I can represent what it would be like to be in the presence of God</p>	<p>NC Objective - AT1 - make links between Christian beliefs and the nativity story;</p> <p>AT2 - ask good questions about Christian beliefs.</p> <p>L.O. I can ask questions about advent.</p>	<p>NC Objective - AT1 - begin to identify and describe the impact faith has on people’s lives;</p> <p>AT1 - talk about how Christians believe that their actions reveal the presence of Christ in the world.</p> <p>L.O. I can say how Jesus has an impact.</p>	<p>NC Objective - AT1- talk about how Christians believe that their actions reveal the presence of Christ in the world.</p> <p>L.O. I can suggest ways to reflect Jesus.</p> <p>L.O. I know what Christians believe about doing God’s work.</p>
	<p>Key Knowledge – Children will understand the importance of Love and learn about love in the bible.</p>	<p>Key Knowledge - Key Question: What does it mean to be called by God?</p> <p>God calls people to do things for him.</p>	<p>Key Knowledge - Key Question: What sort of tasks does God call people to do?</p> <p>Know examples from the bible of people being called by God to do things.</p>	<p>Key Knowledge - Key Question: What can we learn from the story of Samuel?</p> <p>Know the story of Samuel and what we can learn from it.</p>	<p>Key Knowledge - Key Questions: In what ways does God call people?</p> <p>How does God speak to people?</p> <p>Who has been/or could be called by God?</p>	<p>Key Knowledge - Key Questions: In what ways does God call people?</p> <p>How does God speak to people?</p> <p>Who has been/or could be called by God?</p>	<p>Key Knowledge - Key Question: What does it mean to be present?</p> <p>Know the ways in which people can be present and relate this to God being present.</p>	<p>Key Knowledge - Key Question: Who did God send to be with us?</p> <p>Know that Jesus is God in human form.</p>	<p>Key Knowledge - Key Question: What would it be like to be in the presence of God?</p> <p>Know how the Shepherds felt visiting baby Jesus.</p>	<p>Key Knowledge - Key Question: How does the church prepare for Christmas?</p> <p>Know the meaning of advent.</p>	<p>Key Knowledge - Key Question: How did Jesus change the world?</p> <p>Know the impact Jesus when he was on earth and now.</p>	<p>Key Knowledge - Key Question: How can we reflect Jesus?</p> <p>Know how Christians’ actions can reflect Jesus.</p>
	<p>Revisited Vocabulary</p> <p>God, Old Testament, New Testament</p> <p>New Vocabulary</p> <p>Prophet, the names of the Prophets, ministry and ordination. Emmanuel, Incarnation</p>											

Term: Autumn

Year Group: 3

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