



We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Compassion	Mutual Respect

<p>Dream big High academic ambition High expectations Career aspirations The world is your oyster!</p>	<p>Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment</p>	<p>Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships</p>
<ul style="list-style-type: none"> • Looking at the role of illustrator in Art and how that can be a career path. • Looking at careers linked to Science and Geography units of work. • Learning to play a Glockenspiel in Music lessons. • Visiting the school library. 	<ul style="list-style-type: none"> • Class collective worship book. • Range of visitors from different Christian faith groups to Worship. • Class reflection area. • Visits to the Peace Garden. • Gardening. • Cultural capital: Looking beyond our immediate community in discussion, sharing social, cultural and moral thoughts and beliefs. • Global learning in response to local and worldwide issues. • Litter picking. 	<ul style="list-style-type: none"> • Classroom routines and behaviour. • PSHE/RSE – Links to friendships and keeping our bodies safe. • PE lessons and why we need to exercise. • Thoughts and questions box in the classroom. • Music from different periods of time. • Golden Mile to reinforce healthy lifestyles. • Anti-Bullying Week. • Young Interpreter initiative supporting new pupils.

English

Reading

Objectives

- Reading books that are structured in different ways and reading for a range of purposes.
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Ask questions to improve their understanding of the text.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Vocabulary

Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.

Using dictionaries to check the meaning of words that they have read.

Explain

Recognising some different forms of poetry [for example, free verse, narrative poetry.

Discussing words and phrases that capture the reader's interest and imagination.

Inference

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,

Mathematics

Addition and Subtraction

Mixed addition and subtraction problems

Add and subtract 2-digit and 3-digit numbers not crossing 10 or 100

Add 2-digit and 3-digit numbers – crossing 10 or 100

Subtract a 2-digit number from a 3-digit number- crossing 10 or 100

Add two 3-digit numbers – crossing 10 or 100

Subtract a 3-digit number from a 3-digit number no exchange

Subtract a 3-digit number from a 3-digit number with exchange

Multiplication and division

Multiplication using the symbol

Using arrays

2 times table

5 times tables

Making equal groups – sharing and grouping

Divide by 2, 5 and 10

Science: Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Explore the part that flowers play in the life cycle of flowering plants, including seed dispersal.

Working scientifically:

Comparing the effect of space for growth for plants; discovering how seeds are dispersed by various different types of plant life; developing understanding of the various parts of a plant and their function for healthy growth.

<p>and justifying inferences with evidence.</p> <p>Writing – Narrative and Poetry (Kennings)</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read their own writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>Multiply and divide by 3</p> <p>Multiply and divide by 4</p> <p>Multiply and divide by 8.</p>	
<p style="text-align: center;"><u>Religion and Worldviews</u></p> <p style="text-align: center;"><u>Understanding Christianity: Incarnation</u> <u>What is the Trinity?</u></p> <ul style="list-style-type: none"> • Understand that Christians use the symbolism of water in Baptism. • Explore the baptism of Jesus and find the symbolism for the Trinity within it. • Write baptism prayers. 	<p style="text-align: center;"><u>Geography: Countries in Europe</u></p> <p><u>Location knowledge:</u> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases and globes and</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> • Explore creating characters and narratives. • Select and apply actions to dance phrases. • Discuss your own and others work. • Perform to the count of eight. • Perform a dance with two contrasting

<ul style="list-style-type: none"> • Understand the importance of the Apostle's Creed to Christians. • Express ideas about what the God of Christianity is like. 	<p>digital/computer mapping to locate countries and describe features studied.</p>	<p>characters.</p>
<p style="text-align: center;"><u>Art: Drawing</u></p> <p><u>Book Illustrations</u> <u>Skills Covered:</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil. • Use of sketchbook and annotation. • Plan, refine and alter their drawings as necessary. • Draw for a sustained period of time at their own level. • Compare ideas and methods with others. <p>Focus Artist: Quentin Blake https://www.quentinblake.com/</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Charanga scheme</u></p> <p style="text-align: center;"><u>Glockenspiel</u></p> <ul style="list-style-type: none"> • Playing the glockenspiel. The language of music. • Listen & Appraise (descriptions for all strands as in previous term). • Musical Activities: games, singing and playing to embed the interrelated dimensions of music. • Perform/Share. 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p><u>Living in the wider world and respecting the environment</u></p> <ul style="list-style-type: none"> • Explore the British Value of the Term. • Identifying and respecting the differences and similarities between people. • Challenging stereotypes. • Taking responsibility for my choices. • Looking after the environment. • Being a productive member of our community. • Exploring friendship. • Keeping myself physically and emotionally safe. • Naming the different body parts correctly. • Keeping my body safe.
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p><u>Branching databases (Unit 3.6)</u></p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information. 	<p style="text-align: center;"><u>SMSC</u></p> <ul style="list-style-type: none"> • Spiritual development – developing a sense of self and understanding of own and others unique potential (PSHE/RSE). • Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2. • Social development – sense of belonging, responsibilities and rights of 	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <ul style="list-style-type: none"> • Language of the week when doing the register. • Classroom instructions. • Celebrating the languages and cultures of class members through whole class discussion/register. • Names of animals in French.

	<p>being members of a community (global learning).</p> <ul style="list-style-type: none"> • Cultural development – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain. 	
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<p><u>Parental engagement:</u></p> <p>Photographs will be put on Facebook to keep parents informed about their children’s learning.</p> <p>Parent consultations.</p>	<p><u>Visits and visitors:</u></p> <p>Walk on South Common date TBC.</p> <p>Woodland Art workshop - 3K 29th October/3W 19th November.</p> <p>Pantomime (Hansel and Gretel) 28th November.</p> <p>LKS2 Carol Service 9th December.</p>
<p><u>Cultural Capital:</u></p> <p>Daily Class reader and books linked to diversity.</p> <p>Reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time.</p> <p>Visit to the South Common to explore the local natural plant life.</p> <p>Valuing the diverse culture and languages that the children bring to Year 3, including language of the month.</p> <p>Reading incentive to win a book of own choice.</p>	<p><u>Global Learning:</u></p> <p>Language of the moment.</p> <p>French lessons.</p> <p>Reading books linked to different global themes.</p> <p>Picture News Collective Worship.</p>

Caring for the environment and each other:

Recycling paper in the classroom.

Litter picking on the playground.

Gardening in the Y3 garden.

Following the class charter and respecting each other's strengths.

Young Interpreter initiative.