



English

Reading

- Apply knowledge of root words, prefixes and suffixes
- Reading and discussing a wide range of fiction, non-fiction, poetry and play texts
- Using dictionaries to check the spellings of words
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud
- Recognising different forms of poetry
- Asking questions to improve their understanding of a text
- Drawing inferences from a text
- Making predictions based upon what has been read so far
- Identifying how language, structure and presentation contribute to meaning
- Participate in discussions about books

GPS Topics

- Extend the range of sentences with more than one clause
- Using the present perfect form of verbs in contrast to past tense
- Choosing nouns or pronouns appropriately
- Using conjunctions, adverbs and prepositions to express time and clause
- Using fronted adverbials
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

Writing

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive accurately in words with regular plurals
- Use the first two or three letters in a word to check its spelling in a dictionary
- Write from memory simple sentences dictated by the Teacher
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting
- Discuss and record ideas
- Compose and rehearse sentences orally
- Draft and write by organising paragraphs around a theme
- Assess the effectiveness of their own and other writing and make suggestions for improvements
- Proposing changes to grammar and vocabulary
- Proof-read for spelling and punctuation errors
- Read aloud their own writing to a group or the whole class

Spoken Language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their knowledge and understanding
- Use relevant strategies to build vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions and explanations for different purposes
- Maintain attention and participate actively in discussions
- Use spoken language to develop understanding
- Speak audibly and fluently with an increasing command on Standard English
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints

Mathematics

Number – Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100
- Find 10 or 100 more or less
- Recognise the place value of digits
- Compare and order numbers up to 10 000
- Estimate numbers
- Read and write numbers to 10 000 in numerals and words
- Solve number and practical problems

Number - Addition and Subtraction

- Add and subtract numbers mentally
- Add and subtract numbers mentally using columnar method for addition and subtraction
- Estimate the answer to a calculation and use the inverse to check
- Solve problems, including missing number problems and number facts

Number – Multiplication and Division

- Recall and use multiplication and division facts for 3, 4 and 8 times tables
- Write and calculate mathematical statements for multiplication facts
- Solve multiplication and division related problems

Number – Fractions

- Count up and down and have a recognition of tenths
- Recognise, find and write fractions for a discrete set of objects
- Recognise and use fractions as numbers
- Recognise and show, using diagrams, equivalent fractions
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions
- Solve problems that involve all of the above

Measurement

- Measure, compare, add and subtract lengths, mass, volume/capacity
- Measure the perimeter of simple 2D shapes
- Add and subtract amounts of money to give change
- Tell and write the time from an analogue clock, including using Roman Numeral and the 12 and 24 hour clock
- Estimate and read time with increasing accuracy
- Know the number of seconds in a minute, days in each month, year and leap year
- Compare durations of events

Geometry – Properties of shape

- Draw 2D shapes and make 3D shapes using modelling materials
- Recognise 3D shapes in different orientations
- Recognise and describe angles
- Identify, understand and make right angles
- Identify horizontal and vertical lines and pairs of perpendicular lines

Statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions using information presented in scales bar charts, pictograms and tables

Scientific Investigation

Science

With a new focus on scientific enquiry, lessons aim to explore practical enquiries, comparative and fair tests.

Encouraging children to make systematic and careful observations, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further scientific questions.

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- To recognise that they need light in order to see things and that dark is the absence of light.
- To recognise that shadows are formed when the light from a light source is blocked by a solid object.
- To observe how magnets attract or repel each other and attract some materials and not others.
- To compare how things move on different surfaces.
- To ask relevant questions and using different types of scientific enquiries to answer the.

Design and Technology

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- To select from and use a wider range of materials and components, including, textiles and ingredients, according to their functional properties and aesthetic qualities.
- To evaluate their ideas and products against already existing brands and products with their own design criteria and consider the views of others to improve their work.

Social Investigation

Geography

- To locate the world's countries, using maps with a focus on Europe (including the location of Russia) learning key physical and human characteristics, countries, and major cities.
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- To understand about volcanoes.
- To explore the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

History

- To explore a local history i.e. Orsett (Summer term).
- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. With focus on the plague and Great fire of London. (Spring term).
- To explore the history of the Stone Age, how they lived and local evidence.

PSHE

Relationships

- Bullying with links to Guided reading and drama.
- Fire safety talk- Meet and talk with people who are 'safe' [for example, with outside visitors such as religious leaders, police officers, the school nurse].
- To recognise how their behaviour affects other people.
- To listen to other people, and play and work cooperatively.
- To recognise choices they can make, and recognise the difference between right and wrong.

Health and Well being

- Keeping healthy explore how to make simple choices that improve their health and wellbeing.

- To understand how key events and individuals in design and technology have helped shape the world.
- To understand and apply the principles of a healthy and varied diet.
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Computing

- To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- To 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, analysing, evaluating and presenting data and information.
- To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

- To maintain personal hygiene.
- To learn how some diseases spread and can be controlled.
- Where does food come from? Links to Orsett topic (Summer term).

Living in the wider world

- Identity - with links to Samuel Pepys (Spring term)
- To explore what makes up their identity and that of other people.
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experience.
- To resolve differences by looking at alternatives, making decisions and explaining choices

The Environment links to Orsett topic.

To explore what improves and harms their local, natural and built environments and about some of the ways people look after them.

Creative Investigation

Art and Design

Physical education

Gymnastics

- To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Dance

- To perform dances using a range of movement patterns. (Creative dance and Chance to dance scheme linked to the Nutcracker ballet Autumn term).
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Games

- To use running, jumping, throwing and catching in isolation and in combination.
- To play competitive games, modified where appropriate [for example, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Swimming

- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Spanish

- To listen attentively to spoken language and show understanding by joining in and responding.
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To read carefully and show understanding of words, phrases and simple writing.
- To begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

- 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].
- To learn about great artists, architects and designers in history.

Music

Year 3 are currently being taught how to play Steel pans by Thurrock Music Services. In lessons they learn how to identify and play the notes and learn scales as their introduction, this is then transferred to help them read and play pieces of music.

- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- To develop an understanding of the history of music.
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Drama

- *To role-play and use drama techniques so pupils can identify with and explore characters and their actions.*
- *To use drama techniques to help with pupil's understanding of a story to help sequence and help with retention of events.*
- *To use drama techniques to explore a character in more detail, to develop pupil's empathy to characters and find similarities and differences with themselves.*

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