

<p><b>Writing</b></p>	<p><b>Information</b>  <b>Model Text: Lighting the Way</b>  <b>Poetry: Firebird Lighthouse</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Punctuation of paragraphs using new line and indent</li> <li>• Accurate punctuation of questions (subheadings)</li> <li>• Continue to form joins in handwriting correctly including joins from letters with lead-out lines from the top e.g. oa, ra, va, wa</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Paragraphs to group linked/related information</li> <li>• Headings and sub-headings (not subtitles) to aid presentation</li> <li>• Rhetorical Qs to engage the reader in the opening &amp; direct address to reader in introduction</li> <li>• Generalisers: often, sometimes, usually, mainly</li> <li>• Use a short list (usually of 3) to pile up detail</li> <li>• Vary sentence structure &amp; length to maintain interest</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: Featherlight &amp; Grace Darling: The Heroine of the Farne Islands</b></p> <ul style="list-style-type: none"> <li>• Role of character: why did Peter Bunzl use a young character, &amp; send parents away? What's the role of the baby in the story &amp; how does it contribute to overall meaning? Who might the grandma be inspired by?</li> <li>• Structure &amp; plot: what's a likely trajectory of the story if it's about a lighthouse? What can we take from other learned stories to predict the outcome of this story? What's the relevance of the front cover on this?</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• To know that if the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled e.g. forgetting, forgotten, beginning, beginner</li> <li>• To know that the consonant letter is not doubled (as above) if the syllable is unstressed e.g. gardening, gardener, limiting, limited, limitation</li> <li>• Y3 Statutory Words: address, arrive, possess(ion), opposite, different, difficult, grammar and suppose</li> <li>• To know how to use conjunctions (for example, when, before, after, while, so, because), adverbs and prepositions (for example, before, after, during, in, because of ) to express time and cause.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>• Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• To know how to add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> <li>• a three-digit number and hundreds</li> </ul> </li> <li>• To know and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• To know how to calculate mathematical statements for multiplication and division within the multiplication tables (2, 5 and 10s) and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> </ul>

	<p><b>Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Working backwards</li> <li>• Reasoning logically</li> </ul>
<p><b>Science</b></p>	<p><b>Forces and Magnets</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To know that contact forces are pushes and pulls that require contact between two objects.</li> <li>• To be able to use observation to identify forces being used and to identify the effect these forces have on objects.</li> <li>• That scientists use observing to see the affects forces have on objects.</li> <li>• To know that friction is a contact force that affects the movement of objects.</li> <li>• That friction acts in the direction opposite to that of the object moving on the surface.</li> <li>• To know that smoother surfaces produce less friction and resistance.</li> <li>• Know that the force of magnetism can act at a distance.</li> <li>• That magnets have a magnetic field within which they attract magnetic objects.</li> <li>• That magnets have two poles. The poles may attract or repel depending on which poles are facing each other.</li> <li>• To be able to use systematic observations.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>What does it mean to be a Christian in Britain today? (Term 1&amp;2)</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• That we all belong and that some of the groups we belong to are religious.</li> <li>• What you might find and what people might do in a Christian home that show their faith e.g., Bible, crucifix, palm cross and the links to the Easter story; praying, reading the Bible and giving money to charity</li> <li>• How people in the Church community show their faith - Sunday school, youth groups- girls and boy's brigade.</li> <li>• That Christians show their faith in the wider community for the good of others- visiting the sick, charity groups (Christians against poverty), food banks.</li> <li>• About the actions of other faiths in supporting others e.g., In Islam Ramadam is about giving alms and doing good deeds to others.</li> <li>• To explore why it is good and difficult being a Christian in Britain today – sense of community; someone to talk to; it's difficult being different; time commitment.</li> <li>• About the life of important Christian's and their impact on the world – Mother Theresa, Archbishop Justin Welby.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Fitness</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To recognise different areas of <b>fitness</b> and explore what your body can do.</li> <li>• To develop <b>speed</b> and <b>strength</b>.</li> <li>• To develop <b>co-ordination</b>.</li> <li>• To develop <b>agility</b>.</li> <li>• To develop <b>balance</b>.</li> <li>• To develop <b>stamina</b>.</li> <li>• To understand that humans have different <b>components of fitness</b></li> <li>• To explore exercises to develop different areas of fitness</li> </ul> <p><b>Tag Rugby</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To develop <b>throwing, catching</b> and <b>running with the ball</b>.</li> <li>• To develop an understanding of <b>tagging rules</b>.</li> <li>• To begin to use the '<b>forward pass</b>' and '<b>off side</b>' rule.</li> <li>• To <b>dodge</b> a <b>defender</b> and move into space when running towards the goal.</li> <li>• To develop <b>defending skills</b> and use them in a game situation.</li> <li>• To apply the <b>rules</b> and skills you have learnt and play in a tag rugby tournament.</li> <li>• To play with <b>honesty</b> and <b>fair play</b>.</li> <li>• To develop <b>strategies</b> and social skills to self-manage games.</li> </ul>

<p><b>Geography</b></p>	<p><b>Settlements</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To use maps to identify hamlets, villages, towns and cities.</li> <li>• That a <b>settlement</b> is a place where people live.</li> <li>• That there are different kinds of settlement, including <b>hamlets</b>, <b>villages</b>, <b>towns</b> and <b>cities</b>, and begin to describe these in terms of human geography.</li> <li>• That <b>rural</b> areas are places in the <b>countryside</b> with few buildings; <b>urban</b> areas are settlements with lots of <b>buildings</b> and people in them.</li> <li>• That Geographers make observations and collect and present data to better understand a place.</li> <li>• That human Geographers study how people change the land, and why cities and towns develop in certain places.</li> <li>• That land use depends on the physical geography of an area.</li> <li>• To know that Iron Age Britons had a settlement – called an oppidum – near the coast at Wear Bay.</li> <li>• That when early settlers were looking for a site to begin their settlement they looked for some of the following features: <ul style="list-style-type: none"> <li>- flat land, to make building easier and safer</li> <li>- local raw materials, e.g wood and stone, to build homes</li> <li>- a local water supply for drinking, washing, cooking and transport</li> <li>- dry land, so that people could build on areas that don't flood</li> <li>- a defensible site, e.g a hilltop or river bend, to protect from attackers</li> <li>- good farm land with fertile soils, so people could grow crops</li> <li>- shelter, e.g to protect from bad weather</li> <li>- transport links, e.g a ford or low crossing point of a river</li> </ul> </li> <li>• That land use can change over time.</li> </ul>
<p><b>RSHE</b></p>	<p><b>Relationships (Terms 1 &amp; 2)</b> <b>Families and close positive relationships</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• The importance of friendship and recognise that healthy friendships have a positive effect on wellbeing.</li> <li>• To explore strategies for building positive friendships and understand the benefits of making new friends and having different types of friends whilst considering themselves and what they learn from friendship.</li> <li>• That mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties are characteristics of a positive healthy friendship and that healthy friendships make people feel included.</li> <li>• To evaluate and resolve disputes and reconcile differences positively and safely in order to understand that friendships have ups and downs and that they can change over time.</li> <li>• To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and their own feelings and ask for support if necessary.</li> <li>• To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> <li>• To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>• That they must tell a trusted adult if they or someone else is being bullied.</li> </ul> <p><b>Ourselves Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to.</li> <li>• Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing.</li> </ul>

	<ul style="list-style-type: none"> <li>• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>• The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>• To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents) and that families of all types can give family members love, security and stability.</li> <li>• That they can talk to a trusted adult at school or outside of school if anything in their family is making them feel unhappy or unsafe or for any help and support.</li> </ul>
<p><b>DT – Cooking: Veggie Chilli</b></p>	<p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• How adults cook safely on the hob and remove food from the oven.</li> <li>• Know how to treat minor burns (PSHE link)</li> <li>• That a vegetable chilli is different to a meat chilli. They consider why some people choose to be <b>vegetarian</b> and the values they have about eating meat.</li> <li>• Use the <b>claw</b> grip to cut harder foods using a serrated vegetable knife (e.g. carrot)</li> <li>• Use <b>bridge</b> and claw grip to cut same food using a <b>serrated</b> vegetable knife (e.g. onion)</li> <li>• Cut foods into <b>evenly</b> sized strips or cubes (e.g. peppers, cheese)</li> <li>• Crush garlic using a garlic press</li> <li>• To handle hot food safely once it has been removed from the hob by an adult, using oven gloves</li> <li>• To comment on what they like about it and what they could improve next time.</li> </ul>
<p><b>Computing</b></p>	<p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• That a <b>network</b> joins devices together so they can communicate.</li> <li>• That the <b>server</b> is a central computer or program that manages access to a central resource.</li> <li>• That the <b>internet</b> is a global computer network providing information and communication facilities.</li> <li>• That a <b>router</b> forwards data packages between computer networks.</li> <li>• That a <b>packet</b> is a small piece of data is transferred over the internet.</li> <li>• Engineers identify a connection error and suggest how to rectify the issue</li> <li>• To understand different computing software are used for different creative purposes.</li> <li>• To internet image searches to present information about networks and the internet.</li> <li>• That users access the internet for a range of purposes, specifically data retrieval.</li> <li>• How to identify real and fake news and that we can research it to check its validity. (SMART rules - Reliable)</li> <li>• That internet users are aware that the internet may not always be safe (revisit) and give examples of these.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>Presenting myself (me presento) (Term 1 &amp; 2)</b></p> <p><b>Vocabulary</b> To ask somebody and reply about how they are feeling, their age, name and where they live in Spanish.</p> <ul style="list-style-type: none"> <li>• Hello (<i>¡Buenos días!</i>),</li> <li>• Hi (<i>¡Hola!</i>)</li> <li>• How are you? (<i>¿Cómo estás?</i>)</li> <li>• I am well/good (<i>estoy bien</i>)</li> <li>• I am not well (<i>estoy mal</i>)</li> <li>• So so (<i>más o menos</i>),</li> <li>• And you (<i>y tú</i>),</li> <li>• Very (<i>muy</i>),</li> <li>• Goodbye (<i>¡Adiós!</i>),</li> <li>• See you soon! (<i>¡Hasta luego!</i>),</li> <li>• What is your name? (<i>¿Cómo te llamas?</i>),</li> <li>• My name is (<i>me llamo</i>)</li> <li>• How old are you? (<i>¿Cuántos años tienes?</i>)</li> <li>• I am...years old (<i>tengo ... años</i>)</li> <li>• Where do you live? (<i>¿Dónde vives?</i>)</li> <li>• I live in (<i>vivo en</i>)</li> </ul>

- London (*londres*),
- I am English (*soy inglés/inglesa*)
- I am Spanish (*soy español/española*)
- I am from England (*soy de Inglaterra*)
- I am from (*soy de*)
- How to say what nationality and explain how the pronunciation changes if you are a girl or boy.
- That there are lots of different languages and nationalities and that being able to communicate with other people around the globe is important.
- To listen to a short conversation and write down the key words.
- To have a short conversation (role play) using the learnt vocabulary.
- To write a short paragraph introducing yourself including name and age.
- To translate the key vocabulary from English to Spanish and vice versa.

**Grammar:**

- That, in Spanish, a capital letter is not needed on nationalities.
- That in different languages, there are different grammatical rules and it is important to understand what these are and how to apply them.
- That the verb 'to have' (tener) is used to tell our age e.g. '*tengo 10 años*' means 'I have 10 years'.
- That adjectival agreement applies when saying our nationality in Spanish depending on whether you are a boy or girl.

**Phonics:**

- That accents are only placed over vowels in Spanish and indicates that the vowel is stressed.
- How to say the CO in '*cómo*' and the CU sound in '*cuántos*'.
- That other languages sound different to our own because they follow different phonemic rules.
- That words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable.

**Cultural links:**

- Watch videos of Spanish children (as well as children from around the globe) introducing themselves