

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Non-chronological reports The Diary of a Killer Cat (Diaries / recounts)	Text type: Non-chronological reports Children will know: the features and structure of a non-chronological report Children will be able to: The children will be exploring the model text through analysis of its features and exploring its structure (text map, boxing-up). Children will begin to learn about the associated	Text type: Non-chronological reports Children will know: the features and structure of a non-chronological report Children will be able to: The children will continue to learn about the associated grammar of the text type. The children will be planning and writing a shared version of the model text, including use of new grammar skills. Editing skills	Text type: Non-chronological reports Children will know: the features and structure of a non-chronological report Children will be able to: The children will be planning and writing their own non-chronological report. Children will then work on editing and improving their writing.	Text type: Recounts/ diaries Children will know: What a recount is and what a diary is, the features of a diary (first person, past tense, chronological order, informal language, writers feelings and emotions, time conjunctions and time adverbials) Children will be able to: The children will be exploring the model text through analysis of its features and exploring its structure (story map, boxing-up). Children will begin	Text type: Recounts/ diaries Children will know: How to structure a diary (first person, past tense, chronological order, informal language, writers feelings and emotions, time conjunctions and time adverbials) Children will be able to: Plan and write a shared version of the model text, including use of new grammar skills and layout of a diary entry.	Text type: Recounts/ diaries Children will know: How to structure a diary (first person, past tense, chronological order, informal language, writers feelings and emotions, time conjunctions and time adverbials) Children will be able to: Plan and write a version of the model text, including use of new grammar skills. Editing skills will be developed. Proof read for spelling and punctuation errors.

	grammar of the text type.	will be developed.		to learn about the associated grammar of the text type, such as past tense.		
Reading	Skill: Clarifying Work out what words mean from how the author has used them.	Skill: Retrieval Find information the author has told you.	Skill: Inference Work out information the author hasn't told you.	Skill: Predicting Use clues to guess what the author thinks	Skill: Summarising & sequencing Explain or order the main idea of what the author wrote	Skill: Evaluating: Explain why the author wrote it the way he did.
GPS	Past tense Words with /k/ sound spelt ch.	Fact & opinion Words with /k/ sound spelt ch.	Fact & opinion Words with short /i/ sound spelt with the letter y.	Past tense Words with short /i/ sound spelt with the letter y.	Punctuation Words with the suffix - ion.	Time adverbials Words with the suffix - ion.
Maths Unit 7 & 8	Unit 7 & 8 Discovering equivalence & Reasoning with fractions Approach 1: Fractions of a whole or a shape	Approach 2: Finding fractions of an amount/ set of objects Children will know: how to find unit fractions of amounts	Approach 3: Fractions as numbers Children will know: how to recognise and use fractions as numbers, count	Approach 4: Adding and subtracting fractions Children will know: what 'denominator' means, how to	Approach 5: Decimals Children will know: how to represent and read decimals up to 1dp	Approach 6: Equivalent fractions Children will know: what fractions are, what the term

Children will know:

what equivalent fractions are and how to recognise them

Children will be able to:

represent unit and non-unit fractions, compare and order unit and non-unit fractions

Key skills:

Know which fraction is greater when given a representation and order them

Children will be able to:

find $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$ etc from various numbers

Key skills:

know how to use grouping to find fractions of amounts, use arrays and the bar model to find fractions of amounts.

up and down in tenths

Children will be able to:

find fractions of given amounts eg: $\frac{1}{10}$ of 35

Key skills:

know how to use arrays to find fractions of amounts, solve fraction problems, know how to position fractions on a numberline. Know that $\frac{1}{6}$ is the same as dividing by 6.

add and subtract fractions with the same denominator and how to solve addition and subtraction problems involving fractions

Children will be able to:

count up and down in tenths write a fraction with denominator 10 as a decimal

Key skills:

know that tenths comes from splitting wholes eg $\frac{3}{10}$ s.

'equivalent' means'

Children will be able to:

recognise representations of equivalent fractions, draw diagrams of equivalent fractions

Key skills:

To recognise equivalent fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$ and $\frac{1}{6}$.

Arithmetic focus

Children will be adding whole numbers and decimals.

Children will be subtracting whole numbers and decimals.

Children will be rounding numbers to the nearest 10 and 100.

Children will be multiplying by 10, 100, 1000 whole numbers.

Children will be dividing by 10, 100, 1000 whole numbers.

Children will be multiplying and dividing decimals by 10.

<p>Science</p> <p>Overarching question:</p> <p>What are the functions of different parts of a flowering plant?</p> <p>How is water transported within plants?</p>	<p>Plants</p> <p>1)Flow focus: Functions of parts of flowering plants</p> <p>Children will know:</p> <p>-the different parts of a plant</p> <p>Children will be able to:</p> <p>-explain the functions of each part of a plant</p>	<p>2)Flow focus: Water Transportation within plants</p> <p>Children will know:</p> <p>-how water is transported through plants</p> <p>Children will be able to:</p> <p>-explore and explain the way in which water is transported within plants</p>	<p>3)Flow focus: Requirements for plants for life and growth</p> <p>Children will know:</p> <p>-what the requirements of plants for life and growth are</p> <p>Children will be able to:</p> <p>-investigate the conditions in which plants grow</p>	<p>3)Flow focus: Requirements for plants for life and growth</p> <p>Children will know:</p> <p>-what the requirements of plants for life and growth are</p> <p>Children will be able to:</p> <p>-investigate the conditions in which plants grow</p>	<p>4)Flow focus:Role of flowers in the life cycle of plants</p> <p>Children will know:</p> <p>-the process of seed formation</p> <p>- the life cycle of flowering plants</p> <p>-the process of pollination and why it is important</p> <p>Children will be able to:</p> <p>-recognise the part that flowers play in the life cycle of flowering plants, including pollination, seed formation</p>	<p>4)Flow focus:Role of flowers in the life cycle of plants</p> <p>Children will know:</p> <p>-the process of seed formation</p> <p>- the life cycle of flowering plants</p> <p>-the process of pollination and why it is important</p> <p>Children will be able to:</p> <p>-recognise the part that flowers play in the life cycle of flowering plants, including pollination, seed formation</p>

Geography

How are mountains formed?

Over - arching question:

How has Rochford changed as a market town since our grandparents were children?

LO: To know the location of important mountains in the UK and major mountain ranges in Europe.

Children will know:

The names of the important mountains in the UK. They will know the names and locations of major mountain ranges in Europe.

Children will be able to:

locate the important mountains in the UK on a map including:
Wales: Snowdon,
Scotland: Ben Nevis,
England: Scafell Pike.
They will know how to describe the mountain environment of Snowdon in the UK using

LO: To know how mountains are formed.

Children will know:

How mountains are formed including the role of plate tectonics, the movement of the Earth's crust and the fact that mountains can be formed in different ways.

Children will be able to:

explain how mountains are formed using geographical language.

Geography fieldwork Rochford

Children will know:

Local history study - how has Rochford changed as a market town since our grandparents were children? Where is Rochford - next to Ashingdon. What is a market town?

When did Rochford Market start -

Children will be able to:

Use sources of evidence (grandparent and first-hand fieldwork) to observe what Rochford Market is like now. Look at old maps, make predictions of how it has changed.

Geography fieldwork

Children will know:

Local history study - how has Rochford changed as a market town since our grandparents were children? Where is Rochford - next to Ashingdon. What is a market town?

When did Rochford Market start -

Children will be able to:

Explain what Rochford was like 50 years ago and what it is like now - butchers, card shop, deli - identify changes.

Explain what things have stayed the same in Rochford Market.

Geography fieldwork

Fieldwork trip to Rochford.

What is Rochford like now?

Children will note the shops in the square now, are any the same, different?

Geography fieldwork

Fieldwork trip to Rochford.

What is Rochford like now?

Children will note the shops in the square now, are any the same? Different?

Children will know:

Local history study: how Rochford has changed as a market town since our grandparents were children? Where Rochford is, what a market town is and when Rochford Market started.

Children will be able to:

Explain what Rochford was like 50 years ago and what it is like now - butchers, card shop, deli - identify changes.

Year 3 Spring 2 2025

Rivers Deep, Mountains High

geographical language.
They will be able to locate major mountain ranges in Europe.

Explain what things have stayed the same in Rochford Market.

PSHE

Healthy Me

Puzzle 1: Being fit and healthy

Children will know:

How exercise affects the body and that some organs are important, how complex their body is and how to take care of it.

Children will be able to:

Set themselves a fitness challenge.

Puzzle 2: Being fit and healthy

Children will know:

what I eat affects my body and health

Children will be able to:

make a healthy food choice.

Puzzle 3: What do I know about drugs?

Children will know:

about different types of drugs

Children will be able to:

express how they feel about drugs.

Puzzle 4: Keeping safe

Children will know:

about being safe and some strategies for keeping safe and who to go to for help

Children will be able to:

express what it feels like to be anxious or scared.

Puzzle 5: Safe or unsafe?

Children will know:

when someone feels safe or unsafe

Children will be able to:

take responsibility for keeping themselves and others safe.

Puzzle 6: My amazing body

Children will know:

how complex their body is and how to take care of it.

What an infographic is? (visual representation of information or data mainly used on social media or online)

Children will be able to:

<p>RE</p> <p>What do Muslims believe about god?</p>	create an infographic about keeping safe and healthy drawing on what they have learnt this term.					
	<p>Engage LO:To know the concept of Tawhid</p> <p>Children will know: That Tawhid means the oneness of Allah and Tawhid is the foundation of Islam.</p> <p>Children will be able to: Understand and explain that Tawhid means</p>	<p>Enquire and Explore LO:To know that a Qur'an is a holy book</p> <p>Children will know: The Qur'an is the holy book of Islam. Muslims believe it is Allah's word.</p> <p>Children will be able to: talk about the Qur'an confidently and understand it is the holy book of Islam</p>	<p>Enquire and Explore LO:To know the impact of The Qur'an containing the actual words of God</p> <p>Children will know: That Muslims believe the Qur'an is Allah's actual words.</p> <p>Children will be able to: Explain how the Qur'an guides Muslims in daily life.</p>	<p>Enquire and Explore LO: To understand the life of Muhammad</p> <p>Children will know: Muhammad is the final prophet of Islam and his teachings spread Islam and guide Muslims today.</p> <p>Children will be able to: Recognise and understand that Muhammad is the final prophet</p>	<p>Evaluate LO:To know how the Muslim view of deity differs from that of other religions</p> <p>Children will know: That other religions may have different views, such as the Trinity in Christianity or multiple gods in Hinduism.</p> <p>Children will be able to: Compare the Muslim view of God with the</p>	<p>Express LO: To know the impact of Tawhid on Muslims</p> <p>Children will know: What Tawhid means (the oneness of God). How Tawhid influences Muslim beliefs and practices.</p> <p>Children will be able to: Describe how Tawhid influences the</p>

	the oneness of Allah.		of Islam.		Christian belief in the Trinity.		way Muslims live and worship.
Music Unit 4 Sharing Musical Experiences	Across the half term, children will know:						
	Tempo: 92 bpm (Andante, a walking pace)						
	Time Signature: 4/4 (4 crotchets in every bar)						
	Simple rhythmic patterns using minims, crotchets, quavers and their rests						
	Key Signature: A minor (no sharps/flats)						
	Simple melodic patterns using the notes A B C						
Music Unit 4 More musical styles How does music help us get to know our community?	Friendship song Children will know:	Friendship song Children will know:	Family Children will know:	Family Children will know:	Come on over Children will know:	Assessment Children will know:	
	To listen and respond to a song, exploring how it portrays emotions.	To appreciate that music can be a positive social activity.	To learn to sing a song as part of a group and understand its meaning.	To play and perform an instrumental part to a song learnt.	To improvise with a song using 3 or 5 notes over the backing track.	To compose a melody using 3 or 5 notes. To share a performance with others.	
	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	
	Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.	Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.	Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.	Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.	Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.	Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.	

Art / D&T	Grace Edkins	Pattern	Pattern	Designing print	Relief and impressed printing	Relief and impressed printing
	Children will know: Who Grace Edkins is, where she lives, what her talent is and what type of artist she is.	Children will know: What relief printing is where it originated and what we will be learning this term	Children will know: -How to use and discuss the equipment and media with increasing confidence.	Children will know: -How to use and discuss the equipment and media with increasing confidence.	Children will know: -How to use and discuss the equipment and media with increasing confidence.	Children will know: -How to use and discuss the equipment and media with increasing confidence.
Printmaking and pattern: Artist: Grace Edkins	Children will be able to: Research to find out about our Artist, look at some examples of her work and find out what relief printing is.	Children will be able to: -Record textures and patterns. -Explore patterns in the environment. -Explore symmetry in patterns. Look at patterns around the school inside and out. Recreate patterns in the playground using chalk. Take photos and children make sketches.	Children will be able to: -Make patterns on a range of surfaces (in clay, paper, chalk on the playground). -Explore symmetry in patterns. Create patterns using ICT.	Children will be able to: -Explore the process of relief and impressed printing. Design and sketch their template for their print using the patterns they have discovered. Could link to plants and look at patterns and lines in petals.	Children will be able to: -Explore the process of relief and impressed printing. Press their pattern into the polystyrene. Then print it into their sketch book.	Children will be able to: - Explore colour mixing through overlapping colour prints. Use the same tile print it then use a different colour print on top. Evaluate their work.
Computing Computing systems & networks - Journey	LO: To know about Internet Safety	LO: To recognise basic inputs and outputs.	LO: To identify the components inside a laptop.	LO: To understand the purpose of computer parts.	LO: To understand the purpose of computer parts.	

inside a
computer

Children will know:
how to keep personal information safe when online

Children will be able to:
recognise that pictures or messages/ any personal information can stay online and could be copied by other people or used by other people.

Children can explain why some information they find online may not be real or true.

Children know why we need to keep passwords safe and secure.

Children will know:
-The roles that inputs and outputs play on computers.

Children will be able to:
Explain what an input and output is.
Recognise that the computer receives and sends information.

Children will know:
-What some of the different components inside a computer are and how they work together.

Children will be able to:
Explain that the parts of a laptop work together and the purpose of each part.

Children will know:
-What a tablet is and how it is different from a laptop/desktop computer.

Children will be able to:
-Understand how different components such as a hard drive and RAM work together.

Children will know:

Children will be able to:
-Understand how different components such as a hard drive and RAM work together.