



# Year 3 Term One Planning

## 2021-2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Topic</b>							
<b>Key Text: The Tin Forest by Helen Ward and The Iron Man by Ted Hughes</b>							
<b>Weeks to noteVIPERS</b>		Performance management and learning walks	Performance management and learning walks		Year 3 baseline testing	Pupil progress meetings	
<b>English: Reading</b>	VIPERS						
<b>English: Writing</b>	TBAT plan a descriptive piece of writing. TBAT write descriptively TBAT use neat cursive style	TBAT plan a diary entry. TBAT write a diary entry. TBAT edit and improve.	TBAT write a poem with adjectives. TBAT present information.	TBAT imagine a scene TBAT compare and contrast TBAT write a descriptive poem	TBAT plan a diary entry TBAT write a diary entry.	TBAT make predictions about a text.	TBAT write a letter
<b>English: GPaS</b>		TBAT use subordinating conjunctions. TBAT use question marks.	N/A	TBAT identify word families.	TBAT identify and use prepositions	N/A	TBAT use capital letters and full stops correctly.
<b>English: Spelling</b>	Suffixes (-s, -es, -ed, -er, -ing)	Prefix (-un, -dis)	Words from statutory spelling lists	Words with the ei sound spelt 'ei' e.g. vein, 'eigh' e.g. eight, 'aight' e.g. straight, 'ey' spelt they.	Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Homophones	Words from statutory spelling lists
<b>Maths</b>	TBAT recall my 2,5 and 10 times table TBAT represent numbers	TBAT count in hundreds and tens TBAT identify numbers to 1000 TBAT partition numbers to 1000	TBAT compare numbers TBAT order numbers TBAT order and compare numbers TBAT compare objects	TBAT identify 1's, 10's and 100's TBAT show numbers on a number line TBAT compare objects TBAT count in 50's	TBAT read and write numbers TBAT use place value TBAT 1, 10 and 100 more or less	TBAT add and subtract mentally TBAT add and subtract using manipulatives	TBAT add using jottings TBAT add using manipulatives TBAT add using partition method TBAT add using column method
<b>Science</b>		TBAT - compare how things move on different surfaces	TBAT - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	TBAT - observe how magnets attract or repel each other and attract some materials and not others	TBAT - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	TBAT - describe magnets as having 2 poles	TBAT - predict whether 2 magnets will attract or repel each other, depending on which poles are facing

<b>Geography</b>	To be able to identify the continents of the world.	To be able to locate countries on a world map.	To find out about some of the key geographical features of each continent.	To be able to locate major capital cities of the world	To be able to use a variety of sources to identify human and physical features in a particular country	To be able to find similarities and differences between different countries.	
<b>History</b>	TBAT - Explain how archaeologists how use artefacts to learn about the past. Use sources to ask and answer questions about the past. Use vocabulary related to the passing of time.	TBAT - Place Stone Age, Bronze Age and Iron Age on a time line.	TBAT - know that prehistory spans millions of years	TBAT - know that the Stone Age can be split into three different time periods.	TBAT - describe main feature and developments of each era. <b>Stone Age</b>	TBAT - describe main feature and developments of each era. <b>Bronze Age</b>	TBAT - describe main feature and developments of each era. <b>Iron Age</b>
<b>Art</b>							
<b>D&amp;T</b>							
<b>Computing</b>		TBAT know what cyberbullying is and how to address it	TBAT understand how websites use advertisements to promote products	TBAT create strong passwords and understand privacy settings.	TBAT safely send and receive emails .	TBAT explore different ways children can communicate online.	TBAT use knowledge about online safety to plan a party online.
<b>Music</b>							
<b>Physical Education</b>	Fitness TBAT develop awareness of what your body is capable of  TBAT test and record baseline fitness scores  Tennis TBAT use the ready position.	Fitness TBAT develop sprinting technique and speed  Tennis TBAT develop ball control and movement skills.	Fitness TBAT develop strength using my own body weight  Tennis TBAT develop racket and ball control.	Fitness TBAT complete actions to develop coordination  Tennis TBAT develop returning the ball using a forehand groundstroke.	Fitness TBAT complete actions to develop agility  Tennis TBAT rally using a forehand.	Fitness TBAT complete actions to develop balance  Tennis TBAT develop the two handed backhand.	Fitness TBAT complete actions to develop stamina  Tennis TBAT learn how to score and develop playing against an opponent.
<b>PSHE</b>	Getting back on track	Getting back on track	Love and loss	Planning and dealing with change	Coping skills	Celebrating nature	Staying on track
<b>Religious Education</b>		How do Christians show their beliefs in the home?	What do Christians do to show their beliefs at church?	How and why do Christians use music to worship?	How and why do Christians celebrate Holy Communion?	How do Christians make a difference in their community?	
<b>French</b>	TBAT greet in French	TBAT greet in French	TBAT count from 1 to 20	TBAT count from 1 to 20	TBAT recognise colour	TBAT recognise colours	TBAT identify animals