

	Title: Let it grow Text: The Lorax Film: The Lorax Song: How bad can it be/Let it grow							
Yr3 targets	Wk1 Transition Week The Bear and the Piano 7.9.2020	Wk2 14.9.2020	Wk3 21.9.2020	Wk4 28.9.2020	Wk5 5.10.2020	Wk6 12.10.2020	Wk7 Ultimate week 19.10.2020	Total time
Handwriting	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 his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.							
English Genre	Recount - Retell	Recount - Retell	Recount – sequence and describe	Persuasive writing	Persuasive writing	Instructions – Vlog planting trees		45.5
English Grammar	I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.	Use fronted adverbials e.g. Later that day, I heard the bad news. Dictionary I can use the first two or three letters of a word to check its spelling in a dictionary	Use fronted adverbials e.g. Later that day, I heard the bad news. Dictionary I can use the first two or three letters of a word to check its spelling in a dictionary	Use fronted adverbials e.g. Later that day, I heard the bad news.	Use commas after fronted adverbials.	Use commas after fronted adverbials.	Use commas after fronted adverbials.	
English Comprehension	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and	Plan his/her writing by discussing and recording ideas. Evaluate and edit by proposing changes to	Plan his/her writing by discussing and recording ideas. Evaluate and edit by proposing changes to	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone		

	<p>range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>I can draft and write descriptive work that creates settings, characters and plots</p>	<p>range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>I can draft and write descriptive work that creates settings, characters and plots</p>	<p>range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>I can draft and write descriptive work that creates settings, characters and plots</p>	<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like</p>	<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p>	<p>and volume so that the meaning is clear.</p>		
English Reading (DR/DSR)	Predict Understand what he/she reads by predicting what might happen	Predict Understand what he/she reads by predicting what might happen	Questioning & clarifying Understand what he/she reads by checking that the	Making connections Maintain positive attitudes to reading and	Inferring Understand what he/she reads by drawing inferences, such as inferring	Evaluate Understand what he/she reads by identifying how language,		

	<p>from details stated and implied.</p> <p>I can predict what might happen from clues in what I have read</p>	<p>from details stated and implied. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p>	<p>text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can ask questions</p>	<p>understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it</p>	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p>	<p>structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>I can tell you what a book that I am reading is about</p>		
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			about the texts that I have read to help me understand them					
English Spelling	Initial Spelling test and activities Homophones Words which have the same pronunciation but different meanings and/or spellings. 7.5	The prefix – in I can use the prefixes un-, dis-, mis-, re-, pre-. 9.5	The prefix – il Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language. 9.5	The prefix – sub Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin. 9.5	The prefix – inter Words with the /s/ sound spelled ‘sc’ which is Latin in its origin. 9.5	Challenge words Challenge Words 9.5	The suffix ‘-ation’ 7.5	
Maths	Place Value I can find 1000 more or less than a given number. I can count in multiples of 6, 7, 9, 25 and 1000. 4	Place Value I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units). 5	Place Value I can order and compare numbers beyond 1000. I can count backwards through 0 to include negative numbers. 5	Place Value Money I can round numbers to the nearest 10, 100 or 1000. 5	Place Value Length & perimeter I can identify, represent and estimate numbers using different representations including measures. 5	Place Value Length & perimeter I can solve number and practical problems that involve large positive numbers. 5	I can identify, represent and estimate numbers using different representations including measures. Money	24
Science		Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify	Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things					11

	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>PPA PE</p> <p>2</p>	
PSHE	<p>Being me in my world</p> <p>Working towards</p> <p>I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.</p> <p>1</p>	<p>Working at</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>Working beyond</p> <p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a</p>						3.25

		democracy helps people feel valued and is fair.						
MFL	1. Where Do You Live? I can listen carefully and pronounce unfamiliar words with increasing accuracy	2. In My Town I can listen carefully, repeating and responding to key words and phrases. Write words and short phrases from memory.	3. Counting in Tens I can use familiar sounds and spellings to help me recognise and learn new language.	4. Counting to 100 I can apply my knowledge to help me predict, say and spell new language.	5. My Address Is... I can select and present information to other people Use a range of adjectives to describe things in more detail, such as describing someone's appearance.	6. How Do You Say...? I can use a bilingual dictionary to develop my vocabulary around a given topic. Write descriptive sentences using a model but supplying some words from memory		3.75
IDEAS		Plant willow tree		Make Lorax garden		Cinema experience – watch The Lorax		
TRIPS/ VISITORS								
TOTAL TIME		24	24	19.5	24	24		