

	Title: Invasion Text: Eyewitness Vikings (Non-fiction) Film: BBC sagas Song: Loki the joker Event: Hands on History Viking day						
Yr3 targets	Wk1 22.2.2021	Wk2 1.3.2021	Wk3 8.3.2021	Wk4 15.3.2021	Wk5 22.3.2021	Wk6 29.3.2021	Total time
English Genre	Report	Report	Report	Fiction - Historical - Characters/settings	Fiction - Historical - Characters/settings	Poems	55
English Grammar	Grammatical terminology – nouns and adjectives  Understand the following terminology: determiner, pronoun, and possessive pronoun, adverbial.  Subordinating clauses I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas	Grammatical terminology – verbs and adverbs  Subordinating clauses I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas	Grammatical terminology – Conjunctions	Grammatical terminology – Use speech punctuation  Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'	Grammatical terminology – correct plurals  Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.	Grammatical terminology – improve sentences  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.	
English Comprehension	Draft and write non-narrative material, using simple organisational devices.	Draft and write by organising paragraphs around a theme.	Draft and write by organising paragraphs around a theme.	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn	

	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work</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>Use paragraphs to organise ideas around a theme.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p>	<p>Use paragraphs to organise ideas around a theme.</p>	<p>from its structure, vocabulary and grammar.</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</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>from its structure, vocabulary and grammar.</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p>	<p>from its structure, vocabulary and grammar.</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p>	
English Reading (DR/DSR)	<p>Clarifying</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening</p>	<p>Questioning &amp; clarifying</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by</p>	<p>Questioning &amp; clarifying</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>Summarising &amp; clarifying</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>Predicting &amp; evaluating</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to</p>	<p>Evaluating</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her</p>	

	<p>to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>I can ask questions about the texts that I have read to help me understand them</p>		<p>read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).</p>	<p>and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	
English Spelling	The suffix 'ion' 7.5	The suffix 'ion' 9.5	The suffix 'cian' 9.5	Adding 'ly' 9.5	Challenge words 9.5	Homophones 9.5	
Maths	<p>Fractions &amp; Decimals</p> <p>I can recognise and show, using diagrams, families of common equivalent fractions.</p> <p>I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.</p> <p>Write and find fractions for a set of data and can recognise fractions with small denominators.</p> <p>Find and use fractions as numbers e.g. 1/4 of</p>	<p>Fractions &amp; Decimals</p> <p>I can solve problems involving fractions to calculate quantities and fractions to divide quantities.</p> <p>I can add and subtract fractions with the same denominator.</p> <p>Compare and order fractions with the same denominator.</p> <p>Know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.</p> <p>Add and subtract fractions with the same denominator within one whole.</p>	<p>Fractions &amp; Decimals</p> <p>I can find and write decimal equivalents using tenths and hundredths.</p> <p>I can find and write decimal equivalents of 1/4, 1/2 and 3/4.</p> <p>I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.</p> <p>Identify and show equivalent fractions.</p> <p>Solve fraction problems.</p> <p>5</p>	<p>Fractions &amp; Decimals</p> <p>I can round decimals using tenths to the nearest whole number.</p> <p>I can compare numbers with the same number of decimal places (up to two decimal places).</p> <p>I can solve simple money and measure problems involving fractions and decimals up to two decimal places.</p> <p>5</p>	<p>Statistics Link to Science</p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>5</p>	<p>Statistics Link to Science</p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>5</p>	29

	<p>8 = 2 and 3/4 of 8 = 6.</p> <p>Solve fraction problems.</p> <p>4</p>	<p>Solve fraction problems.</p> <p>5</p>					
Science					<p>Describe the simple functions of the basic parts of the digestive system in humans. Identify different types of teeth in humans and their simple functions. Construct and interpret of food chains, identifying producers, predators and prey.</p> <p>6</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans. Identify different types of teeth in humans and their simple functions. Construct and interpret of food chains, identifying producers, predators and prey.</p> <p>6</p>	12
ICT			<p>With support select and use a variety of software on a range of digital devices.</p> <p>1</p>				1
History	<p>Place some historical periods in a chronological framework.</p> <p>Hands on history</p> <p>5.</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>5</p>					15

Geography							0
Art			Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Plan a sculpture through drawing and other preparatory work 5				5
DT				Use techniques which require more accuracy to cut, shape, join and finish his/her work, Build Viking ships. 5			5
RE				Why is Easter important to Christians	Why is Easter important to Christians	Why is Easter important to Christians	4.5
Music		Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. 1					1
PE	Health & Fitness  I can describe the basic fitness components.  I can explain how often and how long I should exercise to be healthy.  I can record and monitor how hard I am working.	Health & Fitness  I can describe the basic fitness components.  I can explain how often and how long I should exercise to be healthy.  I can record and monitor how hard I am working.	Health & Fitness  I can describe the basic fitness components.  I can explain how often and how long I should exercise to be healthy.  I can record and monitor how hard I am working.  2	Health & Fitness  I can describe the basic fitness components.  I can explain how often and how long I should exercise to be healthy.  I can record and monitor how hard I am working.	Health & Fitness  I can describe the basic fitness components.  I can explain how often and how long I should exercise to be healthy.  I can record and monitor how hard I am working.  2	Health & Fitness  I can describe the basic fitness components.  I can explain how often and how long I should exercise to be healthy.  I can record and monitor how hard I am working.	12

	2	2		2		2	
PSHE		<p><b>Healthy Me</b></p> <p><b>Working towards</b></p> <p>I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.</p>		<p><b>Working at</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>		<p><b>Working beyond</b></p> <p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p> <p>KS2 N.C Design technology link</p> <p>I understand and apply the principles of a healthy and varied diet.</p> <p>0.5</p>	3.25
MFL	<p>1. The United Kingdom</p> <p>I can speak in a sentence to answer a question. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet about the United Kingdom.</p>	<p>2. Where Do They Speak French?</p> <p>I can distinguish masculine and feminine nouns.</p> <p>I can use the correct masculine/feminine preposition</p> <p>Read a range of familiar written phrases and sentences, recognising their meaning and</p>	<p>3. The Equator</p> <p>I can use an English/French dictionary to translate from English to French.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p> <p>0.75</p>	<p>4. Continents</p> <p>I understand that because a continent is always feminine the preposition 'en' is always used for 'in'.</p>	<p>5. Animals</p> <p>I can speak in a complete sentence.</p> <p>I can use the past tense in a sentence.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues</p> <p>1</p>	<p>6. Which Continent are They From?</p> <p>I can write a sentence and adapt it to create a new sentence.</p> <p>I can use pronouns.</p> <p>0.75</p>	3.75

	• I can write a sentence to answer a question.	reading them aloud accurately. 0.75					
IDEAS							
TRIPS/ VISITORS	Hands on history			Make Viking boats		Saga story telling dressing up day.	
TOTAL TIME	19.5	24	24	24	24	24	