

Title: The Ice Queen Text: The Lion, The Witch and The Wardrobe Film: Chronicles of Narnia Song: Christmas carols Trip:								
Yr3 targets	Wk1 2.11.20	Wk2 9.11.20	Wk3 16.11.20	Wk4 23.11.20	Wk5 30.9.20	Wk6 7.12.20	Wk7 14.12.19 Enterprise week	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 downstrokes 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	Instructions	Instructions	Instructions	Instructions	Poems	Poems	Poems	74
English Grammar	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. Using apostrophes for contractions	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. Using apostrophes for possession (singular)	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. I can use the suffix -ly Suffixes- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.	Apostrophes Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.	

<p>English Comprehension</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 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>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 in narratives, creating settings, characters and plot with consideration for the audience and purpose.</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>Plan his/her writing by discussing and recording ideas.</p> <p>Draft and write non-narrative material, using simple organisational devices.</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>Draft and write by organising paragraphs 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>Draft and write by organising paragraphs around a theme.</p>	<p>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</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>English Reading (DR/DSR)</p>	<p>Predict Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>I can predict what might</p>	<p>Inferring Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and</p>	<p>Clarifying Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Questioning Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Making links Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Summarise Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Evaluate Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free</p>	

	happen from clues in what I have read	listening to what others say. I can work out what a character in a book is feeling by the actions they take and can explain how I know	I can tell someone about the main ideas in a paragraph			I can tell someone about the main ideas in a paragraph	verse, narrative poetry.	
English Spelling	The suffix '-ation' 9.5	Adding -ly to adverbs Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 9.5	Adding '-ly' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' Adding the suffix -ly. Words which do not follow the rules. 9.5	Word with the 'sh' sound spelled ch 9.5	Challenge Words Challenge Words 9.5	Adding the suffix '-ion' 9.5	Adding the suffix -ous 9.5	
Maths	Addition & Subtraction I can add and subtract numbers with up to four digits using formal column methods. 5	Addition & Subtraction I can add and subtract numbers with up to four digits using formal column methods. 5	Addition & Subtraction I can use estimating and inverse operations to check my answers. 5	Addition & Subtraction Area I can use estimating and inverse operations to check my answers. 5	Addition & Subtraction Decimals I can add and subtract fractions with the same denominator. I can solve two step addition and subtraction problems, using different methods, and explain why I used them. 5	Addition & Subtraction Decimals I can add and subtract fractions with the same denominator. I can solve two step addition and subtraction problems, using different methods, and explain why I used them. 5	Addition & Subtraction Perimeter I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. 5	39
Science	Compare and group materials together, according to whether they are	Make systemic and careful observations and, where appropriate, take accurate						12

	solids, liquids or gases. Observe that some change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. 6	measurements using standard units, using a range of equipment, including thermometers and data loggers (year 4 focus). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 6						
ICT	With support, use and combine a variety of software on a range of digital devices to accomplish given goals.1	With support, use and combine a variety of software on a range of digital devices to accomplish given goals. 1	Understand how results are selected and ranked by search engines. 1	Understand how results are selected and ranked by search engines. 1	Understand how results are selected and ranked by search engines. 1			5
Geography			Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquake etc. 4	Describe how people have been affected by changes in the environment. Recognise the different shapes of continents. Demonstrate knowledge of features about places around him/her and beyond the UK. 4				8
Art					Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Use of pastels. 4			4

DT					Create designs using exploded diagrams. Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. 2	Create designs using exploded diagrams. Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. 2	Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing products and his or her own finished products might be improved and how well they meet the needs of the intended user. 2	6
RE					Christmas Journeys	Christmas journeys	Christmas jouneys	6
Music						Sing as part of an ensemble with confidence and precision. 2	Play and perform in solo or ensemble contexts with increasing confidence. 2	4
PE	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	Personal I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 2	14
PSHE			Celebrating difference Working towards I can tell you about my first impressions of someone. I can also give a reason why sometimes people	Working at I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do	Working beyond I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the	Celebrating difference 0.45		3

