

	Title: Inferno Text: The Firework Maker’s Daughter Film: Song: Trip:						
Yr3 targets	Wk1 4.1.2021	Wk2 11.1.2021	Wk3 18.1.2021	Wk4 25.1.2021	Wk5 1.2.2021	Wk6 8.2.2021	Total time
English Genre	Recount - events	Recount – informal letter	Recount- story	Recount - diary	Recount – Formal letter	Recount - Playscripts	62.5
English Grammar	Inverted commas 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!’	Inverted commas 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!’	Inverted commas 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!’	Inverted commas 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!’	Inverted commas 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!’	Inverted commas 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!’	
English comprehension	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. I can plan my writing by talking about the important parts to have in a story, poem, an explanation	Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. Evaluate and edit by assessing the effectiveness of his/her own and others’ writing and suggesting improvements. I can plan my writing by talking about the important parts to	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. I can draft and write descriptive work that creates settings, characters and plots	Use paragraphs to organise ideas around a theme. Draft and write by organising paragraphs around a theme.	Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.	Evaluate and edit by assessing the effectiveness of his/her own and others’ writing and suggesting improvements. I can re-read my work to improve it for my audience. I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-	

	or non-fiction piece and I can re-edit it	have in a story, poem, an explanation or non-fiction piece and I can re-edit it				fiction piece and I can re-edit it	
English Reading (DR/DSR)	<p>Predicting Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p> <p>I can predict what might happen from clues in what I have read</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>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</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>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</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>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>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 understand what I have read, checking that it makes sense by talking to others about it</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>I can tell someone about the main ideas in a paragraph</p>	<p>Evaluate 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>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 tell you what a book that I am reading is about</p>	
English Spelling	9.5	The suffix 'ous' 9.5	The 'ee' sound spelled with an 'i' 9.5	The suffix 'ous' 9.5	Challenge words 9.5 I can spell words that are often misspelt 9.5	The 'au' diagraph 9.5	
Maths	Multiplication and division I can use place value and number facts to multiply and	Multiplication and division I can use place value and number facts to multiply and divide	Multiplication and division I can use place value and number facts to multiply and divide mentally, including	Multiplication & Division Area 5 I can multiply two digit and three digit numbers by a one	Multiplication & Division Area 5 I can multiply two digit and three digit	Multiplication & Division Word problems 5 I can multiply two digit and three digit	30

	<p>divide mentally, including multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers.</p> <p>I can recall times tables facts up to 12 x 12.</p> <p>Calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</p>	<p>mentally, including multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers.</p> <p>I can recall times tables facts up to 12 x 12.</p> <p>Calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including factors and ratio.</p>	<p>multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers.</p> <p>I can use factor pairs in mental calculations.</p>	<p>digit number using a formal written method.</p>	<p>numbers by a one digit number using a formal written method.</p> <p>Multiplying and dividing numbers by 10, 100 and 1000.</p> <p>I can solve problems involving multiplication and addition,</p>	<p>numbers by a one digit number using a formal written method.</p> <p>Solving problems using area, length, mass.</p> <p>I can find the area of rectilinear shapes by counting squares.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including factors and ratio.</p>	
Science			<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>6</p>	<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>6</p>			12

ICT						Use technology responsibly and understand that communication online may be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or online technologies. 2	0
History							7
Geography	Measure straight line distances using the appropriate scale. Explore features on OS maps using 6 figure grid references. Identify where countries are within Europe: including Russia. 4	Draw accurate maps with more complex keys. Know about the wider context of places-region, country. Explore weather patterns around parts of the world. Understand why there are similarities and differences between places. Plan the steps and strategies for an enquiry. 4					8
Art					Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt technique 4	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Batik Print on fabrics using tie dyes or Batik.	10

						4	
DT			Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques. 1.5				2
RE		Hindu worship of home and in the mandir			Hindu worship of home and in the mandir	Hindu worship of home and in the mandir	4.5
Music							0
PE	Real Gym 2	Real Gym 2	Real Gym 2	Real Gym 2	Real Gym 2	Real Gym 2	12
PSHE					Dreams and Goals Working towards I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive. 0.5	Working at I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude. Working beyond I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success	1.5

						0.5	
MFL	<p>1. Fruit</p> <p>I can express an opinion in French.</p> <p>I can write sentence answers to a question using quantifiers.</p> <p>Ask and answer a range of questions on different topic areas.</p>	<p>2. Vegetables</p> <p>I can change the French word for 'the' to the French word for 'some'.</p> <p>Ask and answer a range of questions on different topic areas.</p>	<p>3. Clothes</p> <p>I can use adjectives to describe nouns</p> <p>I can answer questions in a complete sentence.</p>	<p>4. Where can I buy?</p> <p>I can answer questions in a complete sentence.</p> <p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>5. French Money</p> <p>I can ask and answer a question in French.</p>	<p>6. Let's Go Shopping!</p> <p>I can take part in role play, speaking in French.</p>	3.75
IDEAS	<p>Firework activities – firework in a jar</p> <ul style="list-style-type: none"> - firework on trip wire - firework exploding paint <p>1.5</p>			Firework dance		Art focus – make firework rockets, hand/foot print fireworks and scratch artwork.	
TRIPS/ VISITORS							
TOTAL TIME	24	24	24	24	24	24	