

	Title: Storms & Shipwrecks Text: Letters From The Lighthouse Film: Song: Sea Shanties Trip: Beach visit						
Yr3 targets	Wk1 19.4.2021	Wk2 26.4.2021	Wk3 3.5.2021	Wk4 10.5.2021	Wk5 17.5.2021	Wk6 24.5.2021	Total time
English Genre	Recounts	Recounts Retell the story	Recounts	Fiction – describe settings/characters	Fiction – describe settings/characters	Recount - newspapers	72
English Composition	Plan his/her writing by discussing and recording ideas.	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.	Draft and write non-narrative material, using simple organisational devices.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.  Plan his/her writing by discussing and recording ideas.	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.  Draft and write by organising paragraphs around a theme.	
English Grammar	Sentence structure  Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	Sentence structure  Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	Sentence structure  Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	Sentence structure  Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	Sentence structure  Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.		
English Reading (DR/DSR)	Predicting Understand what he/she reads by	Inferring Understand what he/she reads by	Questioning Understand what he/she reads by asking questions	Making links Participate in clear reasoned discussion about	Clarify Maintain positive attitudes to reading and	Summarise Understand what he/she reads by	

	predicting what might happen from details stated and implied.	drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	to improve his/her understanding of texts of increasing complexity.	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  <b>Evaluate</b> 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.	understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.	identifying main ideas drawn from more than one paragraph and summarise these.	
English Spelling	The 's' sound spelled c before 'i' and 'e' 9.5	Word families – 'sol' and 'real' 9.5	Word families – 'phon' and 'sign' 7.5	Prefixes – super, anti and auto 9.5	The prefix bi – meaning two 9.5		
Maths	Time I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.  I can solve problems where I need to convert units of time, such as hours to minutes, minutes to seconds, years to months or weeks to days.  <b>Tell you the number of seconds in a minute and how many days there are in a month, a year, and in a leap year.</b>	Time I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.  I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.  I can solve problems where I need to convert units of time, such as hours to minutes, minutes to seconds, years to months or weeks to days.	Time I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.  I can solve problems where I need to convert units of time, such as hours to minutes, minutes to seconds, years to months or weeks to days.  <b>Tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.</b>  4	Position & Direction I can plot positions on a 2-D grid as positive number coordinates.  I can describe movements between positions as translations of a given unit to the left/right and up/down. I can plot points I am given and draw sides to complete a given polygon.  5	Position & Direction I can plot positions on a 2-D grid as positive number coordinates.  I can describe movements between positions as translations of a given unit to the left/right and up/down. I can plot points I am given and draw sides to complete a given polygon.  5		38

	Estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.  5	Estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.  Compare how much time is taken by different events or tasks.  5					
Science					Identify common appliances that run on electricity.  Construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batter. 5.5	Recognise that a switch opens and closes and associate this with whether or not a lamp lights in a simple series circuit.  Recognise some common conductors and insulator, associate metals with being good conductors. Create a lighthouse or lantern using an electric circuit.  5.5	16.5
ICT			Use other input devices such as cameras or sensors. 1	Understand what servers are and how they provide services to a network. 1	Select, use and combine a variety of software systems and content that accomplish given goals. 1		3
History				Fishermen's society visit and talk about the history of Hastings' fishermen.			2

				2			
Geography	Understand why there are similarities and differences between places. 1	Compare Hastings and Mousehole. Know how the locality is set within a wider geographical context 1.5	Look at Hastings fishing heritage and sustainable fishing 2				4.5
Art	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork  Use real (dead) fish to sketch.  Topic cover 1.5			Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork  Sketch fishing huts.  1.5	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  1.5		4.5
DT	Children to use string and create fishing nets as well sketch fish.  1.5			Understand seasonality and the advantages of eating seasonal and locally produced food.  Prepare fish using egg and breadcrumbs and cook fish fingers.  1.5	Lanterns, with a circuit. Understand and use electrical systems in products. Apply techniques he/she had learnt to strengthen structures and explore his/her own ideas. 4	3	7
RE		Study at least two other Religions. Sikh Rites of Passage	Study at least two other Religions. Sikh Rites of Passage			Study at least two other Religions. Sikh Rites of Passage	4.5
Music			Use musical language to appraise a piece or style of music Use musical language to appraise a piece or style of music. 2	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate			3.5

				Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate  1.5			
PE	<p><b>Creative</b></p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>2</p>	<p><b>Creative</b></p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>2</p>	<p><b>Creative</b></p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>2</p>	<p><b>Creative</b></p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>2</p>	<p><b>Creative</b></p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>2</p>		14
PSHE	<p><b>Relationships</b></p> <p><b>Working towards</b></p> <p>I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.</p>	<p><b>Working at</b></p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p><b>Working beyond</b></p> <p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p>				2
MFL	<p>1. O’Clock and Half Past</p> <p>I can say and write a sentence to tell the time</p> <p>Listen to and accurately repeat</p>	<p>2. My Day</p> <p>I can say and write at what time I do things.</p> <p>Listen to and accurately repeat</p>	<p>3. What’s on Television?</p> <p>I can answer and ask a question about a TV schedule.</p> <p>Using familiar sentences as models, make varied</p>	<p>4. Quarter Past and Quarter To</p> <p>I can say and write a sentence to tell the time.</p> <p>Using familiar sentences as models, make varied</p>	<p>5. The School Day</p> <p>I can say and write a sentence to tell the time.</p> <p>Follow the written version of a text he/she is listening to</p>	<p>6. A Maths Lesson on Time</p> <p>I can take part in a Maths lesson on counting and time, in French.</p>	4.5

	particular phonemes in songs and rhymes and begin to make links to spellings  0.45	particular phonemes in songs and rhymes and begin to make links to spellings	adaptations to create new sentences  0.45	adaptations to create new sentences	0.45	Follow the written version of a text he/she is listening to  0.45	
IDEAS							
TRIPS/ VISITORS	.	Beach visit – RNLI, Shipwreck and Fishermen’s museum.		Fishing Village Day – Art, Geography, History and DT	Sea Shanties group.	Perform sea shanties to parents.	
TOTAL TIME	19.5	19.5	24	24	24	24	