

	Title: Treason Text: The Devil and his boy Film: BBC Henry VIII and his wives Song: Tudor song/Henry Henry Henry Trip: Hever Castle							
Yr3 targets	Wk1 7.6.2021 Theme week	Wk2 14.6.2021	Wk3 21.6.2021	Wk4 28.6.2021	Wk5 5.7.2021	Wk6 12.7.2021	Wk7 19.7.2021	Total time
English Genre		Description	Newspaper	Newspaper	Play script	Play script	Play script	62.5
English Grammar		Revision – punctuate simple 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.	Revision – use commas accurately Use commas after fronted adverbials. 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.	Revision – use dictionary Use the first three or four letters of a word to check its spelling in a dictionary. 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.	Revision – use apostrophes accurately 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. 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.	Revision – identify and spell homophones Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, pedal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who’s. Spell more complex words that are often misspelt with reference to English Appendix 1.	Revision – identify and use correct plurals Understand the grammatical difference between the plural and the possessive -s. 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>English Reading (DR/DSR)</p>	<p>Predict</p> <p>Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>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.</p>	<p>Predict</p> <p>Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>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.</p>	<p>Clarifying & inferring</p> <p>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>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>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.</p>	<p>Making links & evaluate</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>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>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.</p>	<p>Summarise & evaluate</p> <p>Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>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>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.</p>	<p>Making links & evaluate</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</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>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.</p>	<p>Questioning</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.</p> <p>Understand what he/she reads by identifying how language, 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>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.</p>	
<p>English Spelling</p>	<p>Spell words ending with the</p>	<p>Revision spelling rules</p>	<p>Revision spelling rules</p>	<p>Revision spelling rules</p>	<p>Revision spelling rules</p>	<p>Revision spelling rules</p>	<p>Revision spelling rules</p>	

	'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. 9.5	Revision – spelling rules we have learned in Stage 3. 9.5	Revision – spelling rules we have learned in Stage 3. 9.5	Revision – spelling rules we have learned in Stage 3. 9.5	Revision – spelling rules we have learned in Stage 3. 9.5	Revision – spelling rules we have learned in Stage 3. 9.5	Revision – spelling rules we have learned in Stage 3. 9.5	
English comprehension	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. 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.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.	Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.	Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. <i>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</i>	
Maths	Shape I can compare and classify geometric shapes, including	Shape I can identify acute and obtuse angles. I can compare and order angles up to	Shape I can identify lines of symmetry in 2-D shapes presented	Shape I can complete a simple symmetric figure with respect	Shape I can recognise where angles are greater than two right angles. I know	Shape Symmetry I can use line symmetry with two lines of symmetry.	Consolidate any weak areas. 5	33

	<p>quadrilaterals and triangles, based on their properties and sizes.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.</p> <p>Measure the perimeter of simple 2-D shapes.</p>	<p>two right angles by size.</p> <p>Recognise angles as properties of shape. I know that angles are a description of a turn.</p> <p>Spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.</p>	<p>in different orientations.</p> <p>Spot horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>to a specific line of symmetry.</p>	<p>the term straight angle refers to two right angles together.</p>	<p>5</p> <p>5</p>		
5								
Science						<p>Working Scientifically</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Gather, record and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language,</p>	<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings.</p>	<p>16.5</p> <p>5.5</p>

Music								4
PE	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	<p>Cognitive I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Physical I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow. 2</p>	14
PSHE		<p>Changing Me Working towards I can explain about various ways that boys and girls are different, both physically (using the correct terms)</p>	<p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these. I know that one of these changes is the beginning of</p>	<p>Working at I can explain about various ways that boys and girls are different, both physically (using the correct terms)</p>	<p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these. I know that one of these changes is the beginning of menstruation for girls.</p>	<p>I know that some of these changes are connected to making a baby. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage</p>		3.25

			menstruation for girls. I know that some of these changes are connected to making a baby.			my feelings when changes happen.		
MFL		1. The Seasons I can write answers to a question, in a sentence. I can use the third person plural in sentences	2. The Weather I can speak a sentence describing the weather. I can present the weather forecast to a range of audiences. Recognise a wider range of word classes including pronouns and articles, and use them appropriately.	3. Weather Around the World I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form..	4. Holidays I can speak a sentence about going on holiday. I can answer a question about sports, orally and in writing Recognise questions and negative sentences	5. Sports I can answer a question about sports, orally and in writing	6. Hobbies I can answer a question about hobbies, orally and in writing	3.75
IDEAS		Timeline of previous monarchs.					Tudor banquet	
TRIPS/ VISITORS				Trip to Hever				
TOTAL TIME	19.5	24	24	24	24	24	24	