

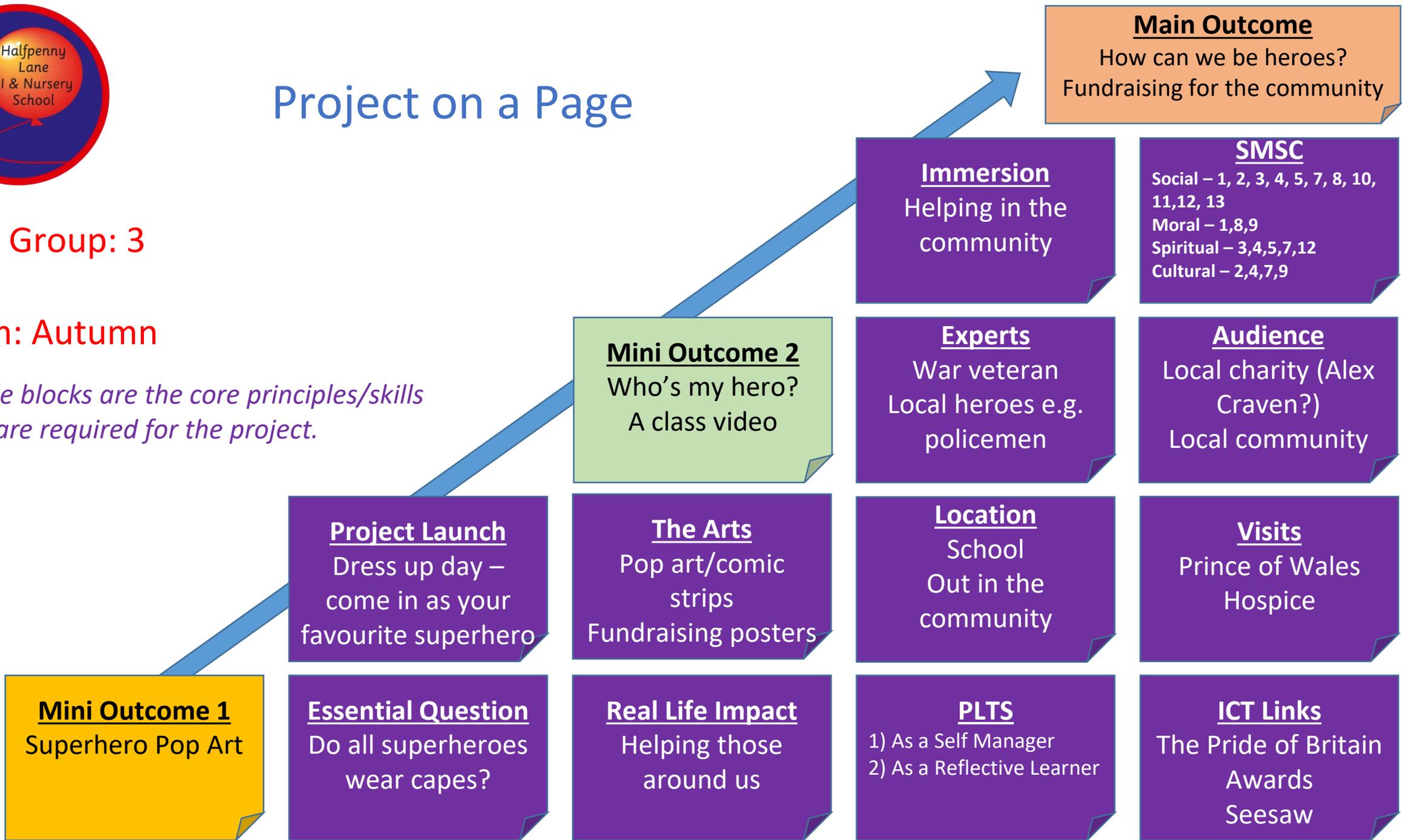


Project on a Page

Year Group: 3

Term: Autumn

Purple blocks are the core principles/skills that are required for the project.





Maths

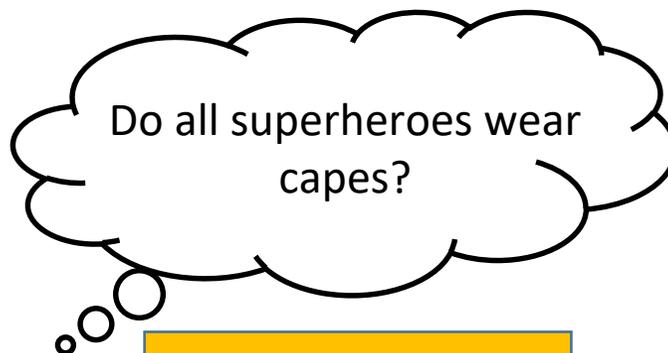
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.
- Recognise angles as a property of shape or a description of a turn.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Science

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

English

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Reading books that are structured in different ways and reading for a range of purposes.
- Discussing words and phrases that capture the reader's interest and imagination.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text.
- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- In non-narrative material, using simple organisational devices.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofread for spelling and punctuation errors.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with singular and plural nouns.
- Using and punctuating direct speech.



Mini Outcome 1 Superhero Pop Art

Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

History

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Art

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

DT

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Geography

PSHE

PE

Music

R.E

French (KS2 only)



Art

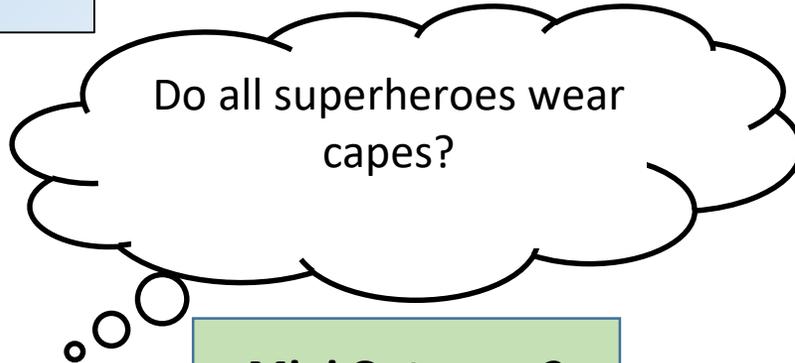
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Music

- improvise and compose music for a range of purposes using the interrelated dimensions of music.

English

- Listen and respond appropriately to adults and their peers.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.
- Develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination.
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text.
- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas.
- Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
 - organising paragraphs around a theme
 - in non-narrative material, using simple organisational devices.
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofread for spelling and punctuation errors.
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Develop their understanding of the concepts set out in Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in Appendix 2.
- Indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with singular and plural nouns.
- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.



Mini Outcome 2
Who's my hero?
 A class video

Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE

- To recognise and respond appropriately to a wider range of feelings in others.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.
- To work collaboratively towards shared goals.

PE

DT

History

Maths

Geography

R.E

French (KS2 only)

Science



Art

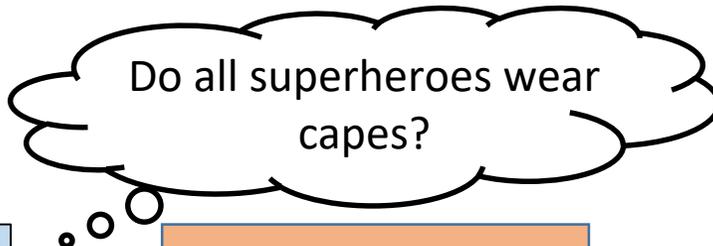
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

DT

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Computing

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



Main Outcome

How can we be heroes? Fundraising for the community

PSHE

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- To develop strategies for getting support for themselves or for others at risk.
- That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
- What being part of a community means, and about the varied institutions that support communities locally and nationally.
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To consider the lives of people living in other places, and people with different values and customs.
- About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

Maths

- Add and subtract numbers mentally.
- Add and subtract numbers with up to 3 digits.
- Estimate the answer to a calculation.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

English

- Listen and respond appropriately to adults and their peers.
 - Ask relevant questions to extend their understanding and knowledge.
 - Use relevant strategies to build their vocabulary.
 - Articulate and justify answers, arguments and opinions.
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
 - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
 - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
 - Speak audibly and fluently with an increasing command of Standard English.
 - Participate in discussions, presentations, performances, roleplay/improvisations and debates.
 - Gain, maintain and monitor the interest of the listener(s).
 - Consider and evaluate different viewpoints, attending to and building on the contributions of others.
 - Select and use appropriate registers for effective communication.
- Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas
- Draft and write by:
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - In non-narrative material, using simple organisational devices.
- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
 - Proofread for spelling and punctuation errors.
 - Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for years 3 and 4.
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with singular and plural nouns.

PE

Science

Geography

R.E

History

French (KS2 only)

Music