

# PICKHURST ACADEMY

## YEAR 3 AUTUMN 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	<b>Place Value</b> <ul style="list-style-type: none"> <li>• To represent numbers to 100.</li> <li>• To partition numbers to 100.</li> <li>• To use a number line to 100.</li> </ul>	<b>Baseline Assessment Week</b>	<b>Place Value</b> <ul style="list-style-type: none"> <li>• To explore hundreds.</li> <li>• To represent numbers to 1,000.</li> <li>• To partition numbers to 1,000.</li> <li>• To explore flexible partitioning of numbers to 1,000.</li> </ul>	<b>Place Value</b> <ul style="list-style-type: none"> <li>• To explore hundreds, tens and ones.</li> <li>• To find 1, 10 or 100 more or less than a given number.</li> <li>• To use a number line to 1,000.</li> <li>• To estimate on a number line to</li> </ul>	<b>Place Value</b> <ul style="list-style-type: none"> <li>• To compare numbers to 1,000.</li> <li>• To order numbers to 1,000.</li> <li>• To count in 50s.</li> </ul> <b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To apply number bonds within 10.</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To add and subtract 1s.</li> <li>• To add and subtract 10s.</li> <li>• To add and subtract 100s.</li> <li>• To spot the pattern.</li> </ul>

# ENGLISH

				1,000.		
	<p><b>Stone Age Boy</b></p> 	<p><b>Stone Age Boy</b></p> 	<p><b>Stone Age Boy</b></p> 	<p><b>Stone Age Boy</b></p> 	<p><b>Stone Age Boy</b></p> 	<p><b>Stone Age Boy</b></p> 
	<p>Develop positive attitudes to reading by listening to and discussing a wide range of fiction.</p> <p>Vocabulary focus: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversations.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Use previous taught punctuation correctly including: full stops, capital letters, exclamation marks, question marks, apostrophes.</p>	<p>Identify themes and conventions.</p> <p>Inference focus: Draw inferences and justify inferences with evidence. Select and use appropriate registers for effective communication. Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Identify sentences as commands, questions, statements and exclamations.</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant).</p>	<p>Ask questions to improve understanding of the text.</p> <p>Prediction focus: Predicting what might happen from details stated and implied. Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Write correctly in a given tense: past, present and future.</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant).</p> <p><i>Writing in Role Narrative writing</i></p>	<p>Develop positive attitudes to reading by listening to and discussing a wide range of non-fiction.</p> <p>Explain focus: Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Prepositions (including prepositional phrases).</p> <p>Words with a short</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Retrieval focus: Using the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.</p> <p>Provide reasoned justifications for their views. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Apostrophes for</p>	<p>Asking questions to improve understanding of the text. Making comparisons within and across books.</p> <p>Summary focus: Distinguishing between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.</p> <p>Participate in discussions, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Word Families: Words with a /k/ sound spelt with 'ch'.</p>

	Words with short /i/ sound spelt with 'y'.  <i>Free Verse Poetry</i> <i>Setting Description</i>	<i>Narrative Recount</i>		/u/ sound spelt with 'o'-.  <i>Persuasive (Leaflet)</i>  <i>Persuasive (letter)</i>	possession.  Words with a short /u/ sound spelt with 'ou'.  <i>Non-chronological report</i>	<i>Explanatory Text</i>
<b>SCIENCE</b>	<b>Rock Detectives (Rocks)</b> <ul style="list-style-type: none"><li>To compare and group together rocks based on their appearance.</li></ul>	<b>Rock Detectives (Rocks)</b> <ul style="list-style-type: none"><li>To be able to identify different types of rock and their uses.</li></ul>	<b>Rock Detectives (Rocks)</b> <ul style="list-style-type: none"><li>To recognise where and how rocks are used and explain how their properties make them suitable for their purpose.</li></ul>	<b>Rock Detectives (Rocks)</b> <ul style="list-style-type: none"><li>To investigate if all rocks are as hard as each other.</li></ul>	<b>Rock Detectives (Rocks)</b> <ul style="list-style-type: none"><li>To understand and explain how fossils are made.</li></ul>	<b>Rock Detectives (Rocks)</b> <ul style="list-style-type: none"><li>Consolidation/Assessment Week</li></ul>
<b>HISTORY</b>	<b>Introduction to the Stone Age</b> <ul style="list-style-type: none"><li>To identify what is important to know about the Stone Age.</li></ul>	<b>Stone Age</b> <ul style="list-style-type: none"><li>To define the Stone Age and its different periods.</li></ul>	<b>Stone Age</b> <ul style="list-style-type: none"><li>To use sources to identify distinctive features of two time periods.</li></ul>	<b>Stone Age</b> <ul style="list-style-type: none"><li>To explore the meaning of cave paintings during the Mesolithic period.</li></ul>	<b>Stone Age</b> <ul style="list-style-type: none"><li>To know about life in Neolithic times from investigating historical and archaeological sources.</li></ul>	<b>Stone Age Big Finish</b> <ul style="list-style-type: none"><li>To explain the extent of change and the level of progress during the Stone Age. (TV news report)</li></ul>
<b>MFL</b>	<b>Introduction to French Focus on Getting to know me</b> <ul style="list-style-type: none"><li>To learn where the French language started.</li></ul>	<b>Introduction to French Focus on Getting to know me</b> <ul style="list-style-type: none"><li>To know how to use simple greetings.</li></ul>	<b>Introduction to French Focus on Getting to know me</b> <ul style="list-style-type: none"><li>To know some of the main countries that speak French around the world (Francophonie)</li></ul>	<b>Introduction to French Focus on Getting to know me</b> <ul style="list-style-type: none"><li>To be able to introduce myself using simple language.</li></ul>	<b>Introduction to French Focus on Getting to know me</b> <ul style="list-style-type: none"><li>To identify some family members in French.</li></ul>	<b>Introduction to French Focus on Getting to know me</b> <ul style="list-style-type: none"><li>To recap on the acquired knowledge of the new language.</li></ul>
<b>RE</b>	<b>What Makes a Building Sacred?</b> <ul style="list-style-type: none"><li>To be able to demonstrate my knowledge and understanding about the religions of the world.</li></ul>	<b>What Makes a Building Sacred?</b> <ul style="list-style-type: none"><li>To understand why a place might be sacred.</li></ul>	<b>What Makes a Building Sacred?</b> <ul style="list-style-type: none"><li>To understand about where some Christians worship.</li></ul>	<b>What Makes a Building Sacred?</b> <ul style="list-style-type: none"><li>To recognise some features of a Christian Church.</li></ul>	<b>What Makes a Building Sacred?</b> <ul style="list-style-type: none"><li>To explore our knowledge of the features of a Christian Church.</li></ul>	<b>What Makes a Building Sacred?</b> <ul style="list-style-type: none"><li>To explore where Hindus worship.</li></ul>
<b>PSHE</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"><li>To understand why we have rules.</li></ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"><li>To know who I have special relationships</li></ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"><li>To resolve conflict.</li></ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"><li>To recognise when pressure from others</li></ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"><li>To express opinions and respect those of</li></ul>	<b>Me and My Relationships</b>

		with.		may make me feel uncomfortable or unsafe.	others.	
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To understand how the internet can be used to share beliefs, opinions and facts .</li> </ul>	<b>Networks and the Internet</b> <ul style="list-style-type: none"> <li>To understand what a network is and the network in our school.</li> </ul>	<b>Networks and the Internet</b> <ul style="list-style-type: none"> <li>To understand how information moves around a network and begin to recognise real life networks.</li> </ul>	<b>Networks and the Internet</b> <ul style="list-style-type: none"> <li>To understand how information moves around a network and begin to recognise real life networks.</li> </ul>	<b>Networks and the Internet</b> <ul style="list-style-type: none"> <li>To understand how the Internet and websites work.</li> </ul>	<b>Networks and the Internet</b> <ul style="list-style-type: none"> <li>To understand how the Internet and websites work.</li> </ul>
<b>ART</b>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To explore what prehistoric man-made art is.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To develop understanding of tone and texture.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To experiment with the pigments in natural products to make different colours.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To select and apply a range of painting techniques.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To collaborate in small or large groups to create a joint piece of artwork.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To collaborate in small or large groups to create a joint piece of artwork.</li> </ul>
<b>PE</b>	<b>Outdoor – Football</b> <ul style="list-style-type: none"> <li>To develop controlling the ball and dribbling under pressure.</li> </ul> <b>Indoor – Ball Skills</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>To understand the basic principles of invasion games.</li> </ul>	<b>Outdoor – Football</b> <ul style="list-style-type: none"> <li>To develop passing to a teammate.</li> </ul> <b>Indoor – Ball Skills</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To move with the ball.</li> </ul>	<b>Outdoor – Football</b> <ul style="list-style-type: none"> <li>To be able to control the ball with different parts of the body.</li> </ul> <b>Indoor – Ball Skills</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To use a range of techniques to pass the ball.</li> </ul>	<b>Outdoor – Football</b> <ul style="list-style-type: none"> <li>To develop changing direction with the ball using an inside and outside hook.</li> </ul> <b>Indoor – Ball Skills</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>To understand the basic principles of defending in invasion games.</li> </ul>	<b>Outdoor – Football</b> <ul style="list-style-type: none"> <li>To be able to jockey / track an opponent.</li> </ul> <b>Indoor – Ball Skills</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>To understand the principles of attacking in invasion games.</li> </ul>	<b>Outdoor – Football</b> <ul style="list-style-type: none"> <li>To be able to apply the rules and tactics you have learnt to play in a football tournament.</li> </ul> <b>Indoor – Ball Skills</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>To apply the basic principals of invasion games.</li> </ul>
<b>MUSIC</b>	<b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>To listen and appraise Let your Spirit Fly by Joanna Mangona.</li> <li>To begin to recognise</li> </ul>	<b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>To listen to and appraise a comparative R&amp;B song.</li> <li>To begin to use</li> </ul>	<b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>To listen to and appraise both Colonel Bogey March by Kenneth Alford and Let your Spirit</li> </ul>	<b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>To listen to and appraise Consider Yourself from the musical Oliver!</li> <li>To continue to</li> </ul>	<b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>To listen to and appraise Aint No Mountain High Enough by Marvin Gaye and compare</li> </ul>	<b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>To listen to and appraise You're the First, the Last, My Everything by Barry White.</li> </ul>

	<p>the basic indicators of R&amp;B music.</p> <ul style="list-style-type: none"><li>• To begin to explore how an R&amp;B song is put together.</li></ul>	<p>correct musical vocabulary related to R&amp;B music, including the term 'pulse'.</p> <ul style="list-style-type: none"><li>• To continue learning Let your Spirit Fly by Joanna Mangona.</li></ul>	<p>Fly by Joanna Mangona to compare and contrast.</p> <ul style="list-style-type: none"><li>• To continue to use musical vocabulary related to R&amp;B music.</li><li>• To play and improvise with the song.</li></ul>	<p>identify pulse.</p> <ul style="list-style-type: none"><li>• To continue to learn Let your Spirit Fly by Joanna Mangona.</li><li>• To develop playing instruments with the song, improvising and introduce composing with the song.</li></ul>	<p>and contrast with Let your Spirit Fly by Joanna Mangona.</p> <ul style="list-style-type: none"><li>• To use musical vocabulary related to R&amp;B music.</li><li>• To continue to improve composing with the song.</li></ul>	<ul style="list-style-type: none"><li>• To use musical vocabulary related to R&amp;B music.</li><li>• To perform Let your Spirit Fly by Joanna Mangona, to record the performance and evaluate it.</li></ul>
<b>Citizenship</b>			<p><b>Democracy</b></p> <ul style="list-style-type: none"><li>• To express and justify my opinion, and to know mine and others' views count.</li></ul>		<p><b>Democracy</b></p> <ul style="list-style-type: none"><li>• To make choices and begin to understand and respect the democratic process.</li></ul>	
<b>P4C</b>	<b>Introduction to P4C</b>	<b>I love to Laugh – Mary Poppins</b>		<b>Beauty and the Beast</b>		<b>Invisible Guest</b>

# PICKHURST ACADEMY

## YEAR 3 AUTUMN 2 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

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Proud

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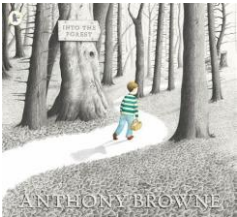
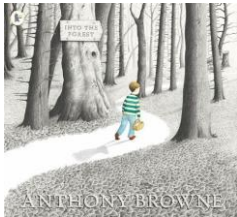
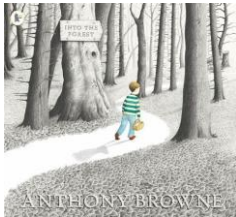
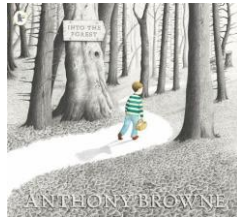
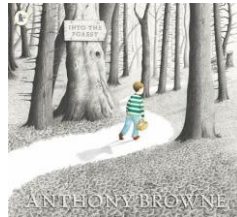
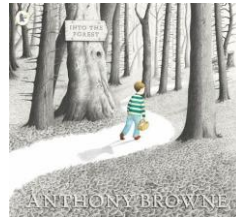
By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
- Take advantage of opportunities and responsibilities of later life
- Be good communicators and to be resilient

Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>MATHS</b>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To add 1s across a 10.</li> <li>• To add 10s across a 100.</li> <li>• To subtract 1s across a 10.</li> <li>• To subtract 10s across a 100.</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To make connections.</li> <li>• To add two numbers (no exchange).</li> <li>• To subtract two numbers (no exchange).</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To add two numbers (across a 100).</li> <li>• To subtract two numbers (across a 100).</li> <li>• To subtract two numbers (no exchange).</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To subtract a 2-digit number from a 3-digit number.</li> <li>• To find complements to 100.</li> <li>• To estimate</li> </ul>	<b>Assessment Week</b>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To find equal groups by using arrays to share and group.</li> <li>• To explore multiples of 2, 5 and 10.</li> </ul>

# ENGLISH

		<p>exchange).</p> <ul style="list-style-type: none"> <li>To add two numbers (across a 10).</li> </ul>	<p>numbers (across a 100).</p> <ul style="list-style-type: none"> <li>To add 2-digit and 3-digit numbers.</li> </ul>	<p>answers.</p> <ul style="list-style-type: none"> <li>To use inverse operations.</li> </ul>		<ul style="list-style-type: none"> <li>To multiply by 3.</li> <li>To divide by 3.</li> </ul>
	<p><b>Into the Forest</b> <b>Main writing focus:</b> <b>Narrative</b></p> 	<p><b>Into the Forest</b> <b>Main writing focus:</b> <b>Narrative</b></p> 	<p><b>Into the Forest</b> <b>Main writing focus:</b> <b>Narrative</b></p> 	<p><b>Into the Forest</b> <b>Main writing focus:</b> <b>Narrative</b></p> 	<p><b>Into the Forest</b> <b>Main writing focus:</b> <b>Narrative</b></p> 	<p><b>Into the Forest</b> <b>Main writing focus:</b> <b>Narrative</b></p> 
	<p>Develop positive attitudes to reading by listening to and discussing a wide range of fiction.</p> <p>Vocabulary focus: Discuss words and phrases that capture readers' interest and imagination. Listen and respond appropriately to adults and their peers.</p> <p>Participate actively in collaborative conversations.</p> <p>Conjunctions (coordinating) Words with the long /ai/ sound spelt with Ei.</p> <p><i>Character and setting description</i></p>	<p>Identify themes and conventions.</p> <p>Inference focus: Draw inferences and justify inferences with evidence.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas. Select and use appropriate registers for effective communication.</p> <p>Conjunctions (subordinating) Words with the long /ai/ sound spelt with ey</p> <p><i>List poetry</i></p>	<p>Ask questions to improve understanding of the text.</p> <p>Prediction focus: Predicting what might happen from details stated and implied. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.</p> <p>Adverbials (time, place, manner and frequency).</p> <p>Building sentences using conjunctions.</p> <p>Words with the long /ai/ sound spelt with ai</p> <p><i>Recount</i></p>	<p>Develop positive attitudes to reading by listening to and discussing a wide range of fiction.</p> <p>Explain focus: Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Identify themes and conventions.</p> <p>Retrieval focus: Using the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.</p> <p>Provide reasoned justifications for their views. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Preparing poems and play scripts to read aloud and to perform.</p> <p>Summary focus: Distinguishing between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with. Participate in discussions, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others. Using different clausal structures in various positions.</p>



				<p>Adverbials (time, place, manner and frequency).</p> <p>Building sentences using conjunctions.</p> <p>Words with /ur/ sound spelt with ear.</p> <p><i>Writing in role (different forms including email)</i></p>	<p>Adverbials (time, place, manner and frequency).</p> <p>Building sentences using conjunctions.</p> <p>Homophones &amp; near Homophones.</p> <p><i>Writing in role (different forms including email)</i></p>	<p>Homophones &amp; near homophones.</p> <p><i>Rewriting the narrative as a play script</i></p>
<b>SCIENCE</b>	<p><b>Amazing Bodies – Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food</li> </ul>	<p><b>Amazing Bodies – Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>To know that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Amazing Bodies – Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>To identify different muscles in our body and what they do</li> </ul>	<p><b>Amazing Bodies – Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Apply my understanding of the human muscular and skeletal system to an investigation.</li> </ul>	<p><b>Amazing Bodies – Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>To draw conclusions based on data gathered in an investigation</li> </ul>	<p><b>Amazing Bodies – Animals Including Humans</b></p> <p><i>Big Finish/Assessment</i></p>
<b>GEOGRAPHY</b>	<p><b>Climate and Weather</b></p> <ul style="list-style-type: none"> <li>To explore the difference between weather and climate.</li> </ul>	<p><b>Climate and Weather</b></p> <ul style="list-style-type: none"> <li>To recognise some characteristics of the polar climate and the tundra biome.</li> </ul>	<p><b>Climate and Weather</b></p> <ul style="list-style-type: none"> <li>To explore the geographical features of the tropical desert climate zone.</li> </ul>	<p><b>Climate and Weather</b></p> <ul style="list-style-type: none"> <li>To explore the geographical features of the tropical rainforest climate zone.</li> </ul>	<p><b>Climate and Weather</b></p> <ul style="list-style-type: none"> <li>To demonstrate knowledge of climate, biomes and weather and how they affect lives.</li> </ul>	<p><b>Climate and Weather</b></p> <p><i>Big Finish</i></p> <ul style="list-style-type: none"> <li>To evaluate my learning progression of climate and weather.</li> </ul>
<b>MFL</b>	<p><b>Pets and Numbers</b></p> <ul style="list-style-type: none"> <li>To know the names of some pets.</li> </ul>	<p><b>Pets and Numbers</b></p> <ul style="list-style-type: none"> <li>To apply my knowledge of some pets when listening and speaking.</li> </ul>	<p><b>Pets and Numbers</b></p> <ul style="list-style-type: none"> <li>To know numbers from 1-10 by learning a rhyme song.</li> </ul>	<p><b>Pets and Numbers</b></p> <ul style="list-style-type: none"> <li>To apply my knowledge of numbers to solve simple questions.</li> </ul>	<p><b>Pets and Numbers</b></p> <ul style="list-style-type: none"> <li>To understand about the Christmas traditions in France.</li> </ul>	<p><b>Pets and Numbers</b></p> <ul style="list-style-type: none"> <li>To understand about the Christmas traditions in some other countries where French is the first language.</li> </ul>
<b>RE</b>	<p><b>What Makes a Building Sacred?</b></p> <ul style="list-style-type: none"> <li>To explore the role of</li> </ul>	<p><b>What Makes a Building Sacred?</b></p> <ul style="list-style-type: none"> <li>To reflect on the Hindu</li> </ul>	<p><b>What Makes a Building Sacred?</b></p> <ul style="list-style-type: none"> <li>To explore where</li> </ul>	<p><b>What Makes a Building Sacred?</b></p> <ul style="list-style-type: none"> <li>To apply what I know</li> </ul>	<p><b>What Makes a Building Sacred?</b></p> <ul style="list-style-type: none"> <li>To use my knowledge</li> </ul>	<p><b>What Makes a Building Sacred?</b></p> <ul style="list-style-type: none"> <li>To use my</li> </ul>



	Brahman within Hinduism.	beliefs of Vishnu.	some Muslims worship.	about places of worship.	to design my own sacred building and share my ideas.	knowledge to design my own sacred building and share my ideas.
<b>PSHE</b>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To explore what is meant by different.</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To discuss why differences are precious.</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To understand there are many different types of family.</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To know what it means to belong to a community.</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To show respect to others.</li> </ul>	<i>Life Education Visit</i>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To understand the effects that some internet use can have on our feelings and emotional wellbeing.</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>To explore a programming application.</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>To use repetition (a loop) in a program.</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>To program an animation.</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>To program a story.</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>To program a game.</li> </ul>
<b>PE</b>	<b>Outdoor – Tag Rugby</b> <ul style="list-style-type: none"> <li>To develop throwing, catching and running with the ball.</li> </ul> <b>Indoor - Ball Skills</b> <ul style="list-style-type: none"> <li>To develop confidence and accuracy when tracking a ball.</li> </ul>	<b>Outdoor – Tag Rugby</b> <ul style="list-style-type: none"> <li>To develop an understanding of tagging rules.</li> </ul> <b>Indoor - Ball Skills</b> <ul style="list-style-type: none"> <li>To continue to develop confidence and accuracy when tracking a ball.</li> </ul>	<b>Outdoor – Tag Rugby</b> <ul style="list-style-type: none"> <li>To begin to use the 'forward pass' and 'off side' rule.</li> </ul> <b>Indoor - Ball Skills</b> <ul style="list-style-type: none"> <li>To explore and develop a variety of throwing techniques.</li> </ul>	<b>Outdoor – Tag Rugby</b> <ul style="list-style-type: none"> <li>To be able to dodge a defender and move into space when running towards the goal.</li> </ul> <b>Indoor - Ball Skills</b> <ul style="list-style-type: none"> <li>To develop catching skills using one and two hands.</li> </ul>	<b>Outdoor – Tag Rugby</b> <ul style="list-style-type: none"> <li>To develop defending skills and use them in a game situation.</li> </ul> <b>Indoor - Ball Skills</b> <ul style="list-style-type: none"> <li>To develop dribbling a ball with hands.</li> </ul>	<b>Outdoor – Tag Rugby</b> <ul style="list-style-type: none"> <li>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</li> </ul> <b>Indoor - Ball Skills</b> <ul style="list-style-type: none"> <li>To use tracking, sending and dribbling skills with feet.</li> </ul>
<b>MUSIC</b>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To listen to and appraise the songs from the play.</li> <li>To begin learning the songs from the play.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To continue learning songs from the play.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To continue learning songs from the play, exploring singing in rounds.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To continue learning songs from the play, developing singing in rounds.</li> <li>To focus on beats and timing to begin to explore how to perform with a mixture of solo, small group and whole choir contribution.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To polish performances of songs from the play.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To perform songs from the play, applying knowledge of singing in rounds and different group sizes.</li> </ul>

DT	<b>Castles</b> <ul style="list-style-type: none"><li>To use my knowledge and apply my understanding on castles.</li></ul>	<b>Castles</b> <ul style="list-style-type: none"><li>To identify features of a castle.</li></ul>	<b>Castles</b> <ul style="list-style-type: none"><li>To understand the design specification of a castle.</li></ul>	<b>Castles</b> <ul style="list-style-type: none"><li>To apply my knowledge to construct a castle.</li></ul>	<b>Castles</b> <ul style="list-style-type: none"><li>To apply my knowledge to construct a castle.</li></ul>	<b>Castles</b> <ul style="list-style-type: none"><li>To participate in a gallery, walk and make suggestions to my peers.</li></ul>
Citizenship		<u><b>The Rule of Law</b></u> <ul style="list-style-type: none"><li>To know what is right/wrong and to apply this in my life.</li></ul>			<u><b>The Rule of Law</b></u> <ul style="list-style-type: none"><li>To understand the need for rules.</li></ul>	
P4C	<b>The Box of Ambitions</b>					<b>John Lewis Christmas Advert</b>

# PICKHURST ACADEMY

## YEAR 3 SPRING 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

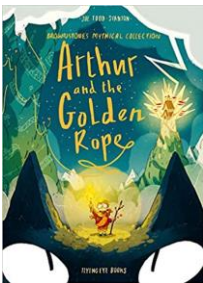
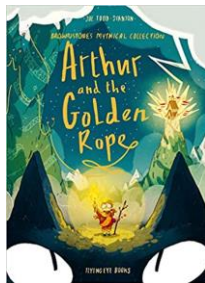




Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>MATHS</b>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To revise my multiplication knowledge of the 2s, 4s and 8s.</li> <li>• To compare and relate calculations.</li> <li>• To use column multiplication to</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To divide 2-digit number by 1-digit number with no remainder.</li> <li>• To divide 2-digit numbers by 1-digit number with remainders.</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To multiply 2-digit number by 1-digit number with an exchange.</li> <li>• To multiply 2-digit number by 1-digit number with an exchange.</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To recognise the value of pounds and pence.</li> <li>• To recognise the value of pounds and pence.</li> <li>• To solve addition problems involving</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To solve problems involving giving the correct change.</li> <li>• To solve two-step problems involving money.</li> <li>• To read and</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To create bar charts based on information gathered from tally charts and pictograms.</li> <li>• To interpret information from tables.</li> </ul>

# ENGLISH

	multiply 2-digit numbers and 1-digit numbers.	<ul style="list-style-type: none"> <li>To use the bar model to solve scaling problems.</li> </ul>	<ul style="list-style-type: none"> <li>To divide 100 into 2, 4, 5 and 10 equal parts.</li> <li>To solve problems, involving multiplication.</li> </ul>	money. <ul style="list-style-type: none"> <li>To solve subtraction problems involving money.</li> </ul>	understand tally charts. <ul style="list-style-type: none"> <li>To interpret and draw pictograms.</li> </ul>	<ul style="list-style-type: none"> <li>To solve problems involving bar charts, tally charts and pictogram charts.</li> </ul>
	<b>Arthur and the Golden Rope</b> <b>Main writing focus:</b> <b>Narrative - legends</b>	<b>Arthur and the Golden Rope</b> <b>Main writing focus:</b> <b>Narrative - legends</b>	<b>Arthur and the Golden Rope</b> <b>Main writing focus:</b> <b>Narrative - legends</b>	<b>Arthur and the Golden Rope</b> <b>Main writing focus:</b> <b>Narrative - legends</b>	<b>Arthur and the Golden Rope</b> <b>Main writing focus:</b> <b>Narrative - legends</b>	<b>Arthur and the Golden Rope</b> <b>Main writing focus:</b> <b>Narrative - legends</b>
						
	<p>Continuing to read and discuss an increasingly wide range of fiction.</p> <p>Vocabulary focus: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversations.</p> <p>Speech (punctuation). Creating adverbs using the suffix -ly</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Inference focus: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas. Select and use appropriate registers for</p>	<p>Making comparisons within and across books.</p> <p>Prediction focus: Asking questions to improve their understanding</p> <p>predicting what might happen from details stated and implied. Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction.</p> <p>Explain focus: Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions,</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Retrieval focus: Using the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.</p> <p>Provide reasoned justifications for their views. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to</p>	<p>Making comparisons within and across books.</p> <p>Summary focus: Distinguishing between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.</p> <p>Participate in discussions, performances, role play, improvisations and debates. Consider and evaluate different viewpoints,</p>

	<p>(no change to root word).</p> <p><i>Character description</i></p> <p><i>Writing in role</i></p>	<p>effective communication.</p> <p>Speech (rules of direct speech).</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable).</p> <p><i>Script</i></p> <p><i>Narrative Voice: Storytelling</i></p>	<p>Using speech within narrative descriptions.</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le').</p> <p><i>Writing in Role: journal</i></p> <p><i>Letter Writing</i></p>	<p>explanations and narratives for different purposes, including for expressing feelings.</p> <p>Reported Speech.</p> <p>Organising ideas into headings.</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al').</p> <p><i>Newspaper Article / Non-Chronological Report</i></p>	<p>comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Determiners / expanded noun phrases.</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules).</p> <p><i>Plan and write: own 'legend' story</i></p>	<p>attending to and building on the contributions of others.</p> <p>Review of direct speech.</p> <p>Statutory Spelling Challenge Words.</p> <p><i>Plan and write: own 'legend' story</i></p>
<b>SCIENCE</b>	<p><b>The Power of Forces (Forces and Magnets)</b></p> <ul style="list-style-type: none"> <li>To explore how a force is required to make something start to move.</li> </ul>	<p><b>The Power of Forces (Forces and Magnets)</b></p> <ul style="list-style-type: none"> <li>To explore how air can make things move.</li> </ul>	<p><b>The Power of Forces (Forces and Magnets)</b></p> <ul style="list-style-type: none"> <li>To explore how objects move on different surfaces.</li> </ul>	<p><b>The Power of Forces (Forces and Magnets)</b></p> <ul style="list-style-type: none"> <li>To explore the characteristics of materials that are magnetic.</li> </ul>	<p><b>The Power of Forces (Forces and Magnets)</b></p> <ul style="list-style-type: none"> <li>To know that a magnet has two poles and investigate how magnets attract or repel each other.</li> </ul>	<p><b>Big Finish/Assessment</b></p>
<b>HISTORY</b>	<p><b>Bronze Age – Iron Age</b></p> <ul style="list-style-type: none"> <li>To discuss ideas on what makes an Age impressive.</li> </ul>	<p><b>Bronze Age – Iron Age</b></p> <ul style="list-style-type: none"> <li>To understand the importance of the improvements made by using bronze.</li> </ul>	<p><b>Bronze Age – Iron Age</b></p> <ul style="list-style-type: none"> <li>To use sources in order to find out more about Bronze Age life.</li> </ul>	<p><b>Bronze Age – Iron Age</b></p> <ul style="list-style-type: none"> <li>To reach a conclusion about the scale of the achievements made in the Iron Age.</li> </ul>	<p><b>Bronze Age – Iron Age</b></p> <ul style="list-style-type: none"> <li>To make a comparison between home life in the Bronze Age and the Iron Age.</li> </ul>	<p><b>Big Finish/Bronze/Iron Ages Day</b></p> <ul style="list-style-type: none"> <li>To reach an overall judgement comparing the bronze age to the iron Age.</li> </ul>
<b>MFL</b>	<p><b>Pets and colours</b></p> <ul style="list-style-type: none"> <li>To identify familiar words when listening to a story.</li> </ul>	<p><b>Pets and colours</b></p> <ul style="list-style-type: none"> <li>To develop my reading in French by identifying familiar words in a</li> </ul>	<p><b>Pets and colours</b></p> <ul style="list-style-type: none"> <li>To know some of the colours in French.</li> </ul>	<p><b>Pets and colours</b></p> <ul style="list-style-type: none"> <li>To apply my knowledge of colours to orally describe pets'</li> </ul>	<p><b>Pets and colours</b></p> <ul style="list-style-type: none"> <li>To learn a rhyme for colours.</li> </ul>	<p><b>Pets and colours</b></p> <ul style="list-style-type: none"> <li>To revise numbers, pets and colours.</li> </ul>

		text.		colours.		
<b>RE</b>	<b>What Makes a Building Sacred? (continued)</b> <ul style="list-style-type: none"> <li>To reflect on why prayer is sacred to Muslims.</li> </ul>	<b>What Makes a Building Sacred? (continued)</b> <ul style="list-style-type: none"> <li>To explain why Allah is sacred to Muslims.</li> </ul>	<b>What Makes a Building Sacred? (continued)</b> <ul style="list-style-type: none"> <li>To learn about the Jewish synagogue and its importance to individuals and the community.</li> </ul>	<b>What Makes a Building Sacred? (continued)</b> <ul style="list-style-type: none"> <li>To explain what makes a Gurdwara a special place for Sikhs.</li> </ul>	<b>What Makes a Building Sacred? (continued)</b> <ul style="list-style-type: none"> <li>To discuss different religious leaders and reflect on their qualities.</li> </ul>	<b>What Makes a Building Sacred? (continued)</b> <ul style="list-style-type: none"> <li>To appreciate and celebrate diversity and differences in my community.</li> </ul>
<b>PSHE</b>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand what is meant by safe and unsafe</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand what is meant by danger and risk.</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand that some situations contain risk.</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand some effects of cigarettes and alcohol</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand how to browse the internet safely</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To know how to stay safe online.</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To understand the ways personal information can be shared on the internet.</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>To understand what email is used for and how to send an email.</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>To edit email content and to add an attachment.</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>To understand the importance of being kind online and what this looks like.</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>To understand that cyberbullying involves being unkind online.</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>To understand that not all emails are genuine.</li> </ul>
<b>ART</b>	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>To draw cartoon characters, inspired by the style of other artists.</li> </ul>	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>To understand how to create tint and shade of a colour.</li> </ul>	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>To draw from observation.</li> </ul>	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>To use different materials to make a three-dimensional artwork.</li> </ul>	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>To use different materials to make a three-dimensional artwork.</li> </ul>	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>To use different materials to make a three-dimensional artwork.</li> </ul>
<b>PE</b>	<b>Outdoor – Netball</b> <ul style="list-style-type: none"> <li>To develop passing and moving and play within the footwork rule.</li> </ul> <b>Indoor - Dance – Extreme Earth</b> <ul style="list-style-type: none"> <li>To perform dances with a range of movement patterns.</li> <li>To improvise and create movements with a partner.</li> </ul>	<b>Outdoor – Netball</b> <ul style="list-style-type: none"> <li>To develop passing and moving towards a goal.</li> </ul> <b>Indoor - Dance – Extreme Earth</b> <ul style="list-style-type: none"> <li>To perform dances with a range of movement patterns.</li> <li>To create and perform imaginative movements to fit</li> </ul>	<b>Outdoor – Netball</b> <ul style="list-style-type: none"> <li>To develop movement skills to lose a defender.</li> </ul> <b>Dance – Extreme Earth</b> <ul style="list-style-type: none"> <li>To perform dances with a range of movement patterns.</li> <li>To develop new actions whilst working in a small group.</li> </ul>	<b>Outdoor – Netball</b> <ul style="list-style-type: none"> <li>To be able to defend an opponent and try to win the ball.</li> </ul> <b>Dance – Extreme Earth</b> <ul style="list-style-type: none"> <li>To perform dances with a range of movement patterns.</li> <li>To show awareness of others when moving.</li> </ul>	<b>Outdoor – Netball</b> <ul style="list-style-type: none"> <li>To develop the shooting action.</li> </ul> <b>Dance – Extreme Earth</b> <ul style="list-style-type: none"> <li>To perform dances with a range of movement patterns.</li> <li>To work with a partner to create and perform a dance to show feelings and</li> </ul>	<b>Outdoor – Netball</b> <ul style="list-style-type: none"> <li>To develop playing using netball rules.</li> </ul> <b>Dance – Extreme Earth</b> <ul style="list-style-type: none"> <li>To perform dances with a range of movement patterns.</li> <li>To work in a group to link actions to create a dance montage.</li> </ul>

		with different stimuli.			emotions.	
MUSIC	<b>Three Little Birds</b> <ul style="list-style-type: none"><li>To listen to and appraise the song Three Little Birds by Bob Marley.</li><li>To begin to recognise the basic indicators of Reggae music.</li><li>To begin learning Three Little Birds by Bob Marley.</li></ul>	<b>Three Little Birds</b> <ul style="list-style-type: none"><li>To listen to and appraise the song Jamming by Bob Marley.</li><li>To begin to use musical vocabulary related to Reggae music.</li><li>To continue learning Three Little Birds by Bob Marley and begin to play instruments with the song.</li></ul>	<b>Three Little Birds</b> <ul style="list-style-type: none"><li>To listen to and appraise the song Small People by Ziggy Marley.</li><li>To continue to use musical vocabulary related to Reggae music.</li><li>To continue learning Three Little Birds by Bob Marley and begin to improvise with the song.</li></ul>	<b>Three Little Birds</b> <ul style="list-style-type: none"><li>To listen to and appraise the song 54-46 Was My Number by Toots and the Maytals.</li><li>To continue to use musical vocabulary related to Reggae music.</li><li>To continue learning Three Little Birds by Bob Marley and begin to compose with the song.</li></ul>	<b>Three Little Birds</b> <ul style="list-style-type: none"><li>To listen to and appraise the song Ram Goat Liver by Pluto Shervington.</li><li>To use musical vocabulary related to Reggae music.</li><li>To develop and improve my performance of Three Little Birds by Bob Marley.</li></ul>	<b>Three Little Birds</b> <ul style="list-style-type: none"><li>To listen to and appraise Our Day Will Come by Amy Winehouse.</li><li>To use musical vocabulary related to Reggae music.</li><li>To perform Three Little Birds by Bob Marley.</li><li>To evaluate my performance to reflect on how I can improve.</li></ul>
Citizenship		<b>Individual Liberty</b> <ul style="list-style-type: none"><li>To developing an awareness of my own needs, views and feelings.</li></ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"><li>To talk about how I feel</li></ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"><li>To be sensitive to the feelings of others.</li></ul>
P4C	Window		Animals vs Humans		Adopt a Grandparent	



# YEAR 3 SPRING 2 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

## OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
- Take advantage of opportunities and responsibilities of later life
- Be good communicators and to be resilient

Confident and stand up for what is right

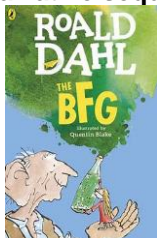
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>MATHS</b>	<b>Measurement and Statistics</b> <ul style="list-style-type: none"> <li>• To accurately use a ruler</li> <li>• to measure objects.</li> <li>• To solve problems involving equivalent lengths (m and cm).</li> <li>• To solve problems involving equivalent lengths (mm and cm).</li> <li>• To understand that</li> </ul>	<b>Measurement and Statistics</b> <ul style="list-style-type: none"> <li>• To compare lengths using the appropriate vocabulary.</li> <li>• To add lengths in mm, cm, and m.</li> <li>• To subtract lengths in mm, cm, and m.</li> <li>• To solve length problems.</li> </ul>	<b>Measurement and Statistics</b> <ul style="list-style-type: none"> <li>• To convert between different units of measure.</li> <li>• To convert between different units of measure.</li> <li>• I know what perimeter is.</li> <li>• To measure the outside of a shape to work out its</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To multiply and divide by 2, 5 and 10.</li> <li>• To multiply and divide by 3.</li> <li>• To multiply and divide by 4.</li> <li>• To make equal parts.</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To find fractions of amounts (unit).</li> <li>• To find fractions of amounts (non-unit).</li> <li>• To recognise equivalent fractions (half and 2 quarters).</li> </ul>	<b>Assessment Week</b>

# ENGLISH

1m is greater than  
1cm.

perimeter.

**The BFG**  
Main writing focus:  
Narrative sequel



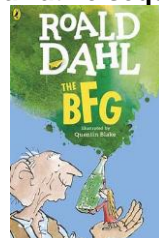
Show understanding through intonation, tone, volume and action.

Vocabulary focus:  
Discuss words and phrases that capture readers' interest and imagination.  
Listen and respond appropriately to adults and their peers.

Participate actively in collaborative conversations.  
Use spoken language to develop understanding through imagining and exploring ideas.

Review word classes of words - (including determiners and pronouns).  
Begin to carefully select more appropriate word

**The BFG**  
Main writing focus:  
Narrative sequel



Asking questions to improve understanding of the text.  
Making comparisons within and across books.

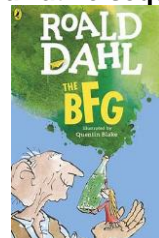
Inference focus:  
Draw inferences and justify inferences with evidence.  
  
Select and use appropriate registers for effective communication.  
Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Apostrophes for possession and contraction.

Homophones & Near

**The BFG**  
Main writing focus:  
Narrative sequel



Identifying and discussing themes and conventions in and across a wide range of writing.

Prediction focus:  
Predicting what might happen from details stated and implied.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Write correctly in a given tense: past, present and future.

Words ending in -ary.

*Dream Bottle*

**The BFG**  
Main writing focus:  
Narrative sequel



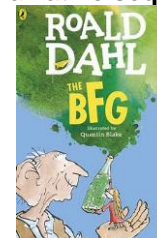
Continuing to read and discuss an increasingly wide range of fiction.

Explain focus:  
Identifying how language, structure and presentation contribute to meaning.  
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Articulate and justify answers, arguments and opinions.  
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Organising ideas into headings  
Words ending in the /g/ sound spelt

**The BFG**  
Main writing focus:  
Narrative sequel



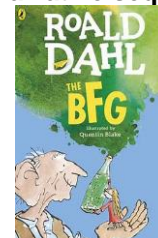
Identifying and discussing themes and conventions in and across a wide range of writing.

Retrieval focus:  
Using the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.

Provide reasoned justifications for their views.  
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

**The BFG**  
Main writing focus:  
Narrative sequel



Asking questions to improve understanding of the text.  
Making comparisons within and across books.

Summary focus:  
Distinguishing between the important and less important information in a text.  
They are able to give a brief verbal summary of texts that they are familiar with.

Participate in discussions, performances, role play, improvisations and debates.  
Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Review adverbials and

	<p>choices.</p> <p>Homophones &amp; Near Homophones.</p> <p><i>Diary entry</i></p>	<p>Homophones</p> <p><i>Character and setting description</i></p>		<p>'gue' and the /k/ sound spelt 'que'.</p> <p><i>Collaborative poem about Journey to London</i></p>	<p>ideas.</p> <p>Present perfect tense</p> <p>Words with a /sh/ sound spelt with 'ch'.</p> <p><i>Alternative narrative ending</i></p>	<p>speech.</p> <p>Statutory Spellings; Challenge Words.</p> <p><i>Alternative narrative ending</i></p>
SCIENCE	<p><b>Can you see me? (Light)</b></p> <ul style="list-style-type: none"> <li>LO1: To recognise that light is needed in order to see things and that dark is the absence of light</li> <li>LO2 : To investigate how different objects reflect different amounts of light</li> </ul>	<p><b>Can you see me? (Light)</b></p> <ul style="list-style-type: none"> <li>To explain how a mirror works and describe how images in mirrors may look 'different'.</li> </ul>	<p><b>Can you see me? (Light)</b></p> <ul style="list-style-type: none"> <li>To identify how shadows are formed.</li> </ul>	<p><b>Can you see me? (Light)</b></p> <ul style="list-style-type: none"> <li>To identify what affects the shape of a shadow.</li> </ul>	<p><b>Can you see me? (Light)</b></p> <ul style="list-style-type: none"> <li>To investigate how to change the size of a shadow.</li> </ul>	<p><b>Can you see me? (Light)</b></p> <ul style="list-style-type: none"> <li>To recognise that light from the sun can be dangerous and that there are ways to protect the eyes.</li> </ul>
GEOGRAPHY	<p><b>Our World: Where on Earth are we?</b></p> <ul style="list-style-type: none"> <li>To understand that flat 2D maps and spherical 3D physical and political globes all represent our world, but in different ways.</li> </ul>	<p><b>Our World: Where on Earth are we?</b></p> <ul style="list-style-type: none"> <li>To demonstrate the relationship between maps and globes and how they relate to addresses</li> </ul>	<p><b>Our World: Where on Earth are we?</b></p> <ul style="list-style-type: none"> <li>To be able to identify the position of lines of latitude considering the aspects of the Northern and the Southern hemispheres.</li> </ul>	<p><b>Our World: Where on Earth are we?</b></p> <ul style="list-style-type: none"> <li>To learn more about longitude and the Earth's daily rotation and its effects.</li> </ul>	<p><b>Our World: Where on Earth are we?</b></p> <ul style="list-style-type: none"> <li>To understand the importance of the International Date Line and time around the world.</li> </ul>	<p><b>Our World: Where on Earth are we?</b></p> <p><b><i>Big Finish</i></b></p> <ul style="list-style-type: none"> <li>To describe the significance of latitude and longitude and their relation to co-ordinates.</li> </ul>

<b>MFL</b>	<b>Days and Months</b> <ul style="list-style-type: none"> <li>To know numbers to 20.</li> </ul>	<b>Days and Months</b> <ul style="list-style-type: none"> <li>To learn the days of the week.</li> </ul>	<b>Days and Months</b> <ul style="list-style-type: none"> <li>To apply my knowledge of the days of the week.</li> </ul>	<b>Days and Months</b> <ul style="list-style-type: none"> <li>To learn the months of the year.</li> </ul>	<b>Days and Months</b> <ul style="list-style-type: none"> <li>To apply my knowledge of the months of the year.</li> </ul>	<b>Days and Months</b> <ul style="list-style-type: none"> <li>To show my understanding of days of the week and months of the year by connecting both in my reading and writing.</li> </ul>
<b>RE</b>	<b>Can Anywhere be Sacred?</b> <ul style="list-style-type: none"> <li>To reflect on the Bahai beliefs and how this promotes an individual sacred.</li> </ul>	<b>Can Anywhere be Sacred?</b> <ul style="list-style-type: none"> <li>To explain what the Islamic practises are and how this promotes the idea that anywhere can be sacred.</li> </ul>	<b>Can Anywhere be Sacred?</b> <ul style="list-style-type: none"> <li>To explore the importance of prayer beads in Islam and Christianity.</li> </ul>	<b>Can Anywhere be Sacred?</b> <ul style="list-style-type: none"> <li>To reflect on Kosher and Halal religious practises within Judaism and Islam.</li> </ul>	<b>Can Anywhere be Sacred?</b> <ul style="list-style-type: none"> <li>To understand why private prayer is an important part of Christian worship.</li> </ul>	<b>Can Anywhere be Sacred?</b> <ul style="list-style-type: none"> <li>To understand why the home shrine is an important part of Hindu worship.</li> </ul>
<b>PSHE</b>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand what a volunteer is.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To identify people who keep us safe.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand the difference between fact and fiction.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand some ways to help the environment.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand that sometimes we spend money and sometimes we save money.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand that people earn money from doing their job.</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To understand the rules for social media platforms.</li> </ul>	<b>Journey Inside a Computer</b> <ul style="list-style-type: none"> <li>To recognise basic inputs and outputs.</li> </ul>	<b>Journey Inside a Computer</b> <ul style="list-style-type: none"> <li>To decompose a laptop.</li> </ul>	<b>Journey Inside a Computer</b> <ul style="list-style-type: none"> <li>To understand the purpose of computer parts.</li> </ul>	<b>Journey Inside a Computer</b> <ul style="list-style-type: none"> <li>To understand the purpose of computer parts.</li> </ul>	<b>Journey Inside a Computer</b> <ul style="list-style-type: none"> <li>To decompose a tablet computer.</li> </ul>
<b>PE</b>	<b>Outdoor – Hockey</b> <ul style="list-style-type: none"> <li>To develop sending the ball with a push pass.</li> </ul> <b>Indoor - Gymnastics: Movement</b> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance by learning and</li> </ul>	<b>Outdoor – Hockey</b> <ul style="list-style-type: none"> <li>To develop receiving the ball.</li> </ul> <b>Indoor - Gymnastics: Movement</b> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance by performing a range</li> </ul>	<b>Outdoor – Hockey</b> <ul style="list-style-type: none"> <li>To develop dribbling using the reverse stick (Indian dribble).</li> </ul> <b>Indoor - Gymnastics: Movement</b> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance by</li> </ul>	<b>Outdoor – Hockey</b> <ul style="list-style-type: none"> <li>To develop moving into space after passing the ball.</li> </ul> <b>Indoor - Gymnastics: Movement</b> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance by learning and</li> </ul>	<b>Outdoor – Hockey</b> <ul style="list-style-type: none"> <li>To be able to use an open stick tackle.</li> </ul> <b>Indoor - Gymnastics: Movement</b> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance by learning and</li> </ul>	<b>Outdoor – Hockey</b> <ul style="list-style-type: none"> <li>To apply defending and attacking principles and skills in a hockey tournament.</li> </ul> <b>Indoor - Gymnastics: Movement</b> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance by</li> </ul>

	performing a range of different jumps and leaps. <ul style="list-style-type: none"> <li>To perform a range of jumps accurately.</li> </ul>	of different jumps and leaps. <ul style="list-style-type: none"> <li>To accurately perform a forward roll from standing and a tucked backward roll.</li> </ul>	learning and performing a range of different jumps and leaps. <ul style="list-style-type: none"> <li>To perform a squat on vault accurately.</li> </ul>	performing a range of different jumps and leaps. <ul style="list-style-type: none"> <li>To perform a lunge into handstand and a cartwheel accurately.</li> </ul>	performing a range of different jumps and leaps. <ul style="list-style-type: none"> <li>To link movements together by performing a chassis step, straight jump half-turn and cat leap.</li> </ul>	learning and performing a range of different jumps and leaps. <ul style="list-style-type: none"> <li>To create and perform a gymnastics sequence with a partner.</li> </ul>
<b>MUSIC</b>	<b>The Dragon Song</b> <ul style="list-style-type: none"> <li>To listen to and appraise The Dragon Song by Joanna Mangona.</li> <li>To discuss the themes of kindness, respect, friendship, acceptance and happiness.</li> <li>To begin learning part or all of The Dragon Song.</li> </ul>	<b>The Dragon Song</b> <ul style="list-style-type: none"> <li>To listen to and appraise Birdsong – Chinese Folk Music.</li> <li>To continue learning part or all of The Dragon Song.</li> <li>To introduce playing instruments with the song.</li> </ul>	<b>The Dragon Song</b> <ul style="list-style-type: none"> <li>To listen to and appraise Vaishnava Jana, then compare and contrast with The Dragon Song by Joanna Mangona.</li> <li>To continue to learn The Dragon Song by Joanna Mangona.</li> <li>To play and improvise with the song.</li> </ul>	<b>The Dragon Song</b> <ul style="list-style-type: none"> <li>To listen to and appraise A Turkish Traditional Tune.</li> <li>To continue to learn The Dragon Song by Joanna Mangona.</li> <li>To develop playing instruments with the song, improvising and introduce composing with the song.</li> </ul>	<b>The Dragon Song</b> <ul style="list-style-type: none"> <li>To listen to and appraise Aitutaki Drum Dance and compare and contrast with The Dragon Song by Joanna Mangona.</li> <li>To continue to improve composing with the song.</li> </ul>	<b>The Dragon Song</b> <ul style="list-style-type: none"> <li>To listen to and appraise Zebaidir Song.</li> <li>To evaluate The Dragon Song by Joanna Mangona, to record the performance and evaluate it.</li> </ul>
<b>DT</b>	<b>Eating Seasonally</b> <ul style="list-style-type: none"> <li>To understand how to prepare food safely.</li> </ul>	<b>Eating Seasonally</b> <ul style="list-style-type: none"> <li>To understand where food comes from.</li> </ul>	<b>Eating Seasonally</b> <ul style="list-style-type: none"> <li>To identify seasonal vegetables.</li> </ul>	<b>Eating Seasonally</b> <ul style="list-style-type: none"> <li>To identify the features of a recipe.</li> </ul>	<b>Eating Seasonally</b> <ul style="list-style-type: none"> <li>To understand how to follow a recipe.</li> </ul>	<b>Eating Seasonally</b> <ul style="list-style-type: none"> <li>To evaluate the success of a product.</li> </ul>
<b>Citizenship</b>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To explore what I like and dislike.</li> </ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To have confidence in making decisions and talking about what you want to do.</li> </ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To know how to overcome our fears about not being good enough.</li> </ul>
<b>P4C</b>	Pay It Forward (with home learning link)		What Do You See?		There's an Orangutan in my Bedroom	

# PICKHURST ACADEMY

## YEAR 3 SUMMER 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

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Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

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By the end of their time in school leaders want their pupils to be able to:

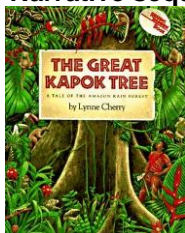
- Have the knowledge and skills for future learning and employment
- Take advantage of opportunities and responsibilities of later life
- Be good communicators and to be resilient

Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To make a whole using fractions.</li> <li>• To identify tenths.</li> <li>• To count in tenths.</li> <li>• To recognise tenths as decimals.</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To convert tenths into decimals.</li> <li>• To convert decimals into tenths.</li> <li>• To show fractions on a number line.</li> <li>• To find a unit fraction of an amount.</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To find a fraction of an amount.</li> <li>• To apply my knowledge and understanding of fractions to solve problems in various contexts.</li> <li>• To investigate and record equivalent fractions.</li> <li>• To investigate and record equivalent fractions.</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To compare unit fractions and fractions with the same denominator.</li> <li>• To order fractions.</li> <li>• To add two or more fractions with the same denominator.</li> <li>• To subtract fractions.</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• To tell the time to the hour and half past the hour.</li> <li>• To read quarter to and quarter past times.</li> <li>• I understand the concept of years and months.</li> <li>• To tell the time.</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• To use a.m. and p.m. to describe the time of day.</li> <li>• To tell the time on a 24-hour digital clock.</li> <li>• To find and compare durations of time.</li> <li>• To solve problems involving time.</li> </ul>

# ENGLISH

## The Great Kapok Tree Writing focus: Poetry or Narrative sequel



Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

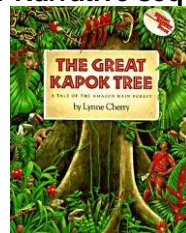
Vocabulary focus:  
Discuss words and phrases that capture readers' interest and imagination.

Listen and respond appropriately to adults and their peers.  
Participate actively in collaborative conversations.

Use spoken language to develop understanding through imagining and exploring ideas.

Prefixes.  
Review prepositions.  
Adding the prefix bi- (meaning 'two' or

## The Great Kapok Tree Writing focus: Poetry or Narrative sequel



Identifying and discussing themes and conventions in and across a wide range of writing.

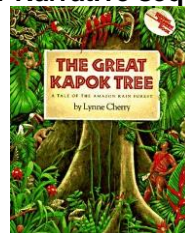
Inference focus:  
Draw inferences and justify inferences with evidence.

Select and use appropriate registers for effective communication.  
Ask relevant questions to extend their understanding and knowledge.  
Use relevant strategies to build their vocabulary.

Using dialogue to show character interactions (review speech rules).  
Creating negative meanings using prefix mis-.

*Poetry / character and setting description*

## The Great Kapok Tree Writing focus: Poetry or Narrative sequel



Asking questions to improve understanding of the text.  
Making comparisons within and across books.

Prediction focus:  
Predicting what might happen from details stated and implied.  
Ask relevant questions to extend their understanding and knowledge.

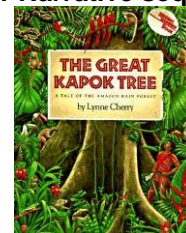
Use relevant strategies to build their vocabulary.

Paragraphs: Organising ideas into headings and subheadings.

Creating negative Meanings using prefix dis-.

*Letter writing (formal)*

## The Great Kapok Tree Writing focus: Poetry or Narrative sequel



Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

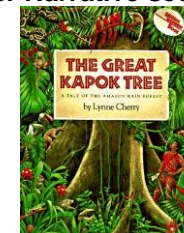
Explain focus:  
Identifying how language, structure and presentation contribute to meaning.  
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Articulate and justify answers, arguments and opinions.  
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Paragraphs: Organising ideas into headings and subheadings.

Word families based on common words,

## The Great Kapok Tree Writing focus: Poetry or Narrative sequel



Identifying and discussing themes and conventions in and across a wide range of writing.

Retrieval focus:  
Using the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.

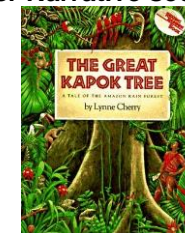
Provide reasoned justifications for their views.  
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Organising narrative ideas around a theme.

Word families based on common words,

## The Great Kapok Tree Writing focus: Poetry or Narrative sequel



Asking questions to improve understanding of the text.  
Making comparisons within and across books.

Summary focus:  
Distinguishing between the important and less important information in a text.  
They are able to give a brief verbal summary of texts that they are familiar with.

Participate in discussions, performances, role play, improvisations and debates.  
Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Review of building complex sentences.

Word families based on common words, showing how words are related in form and meaning.



	<p>'twice'). Adding the prefix re- (meaning 'again' or back')</p> <p><i>Description of setting</i></p>			<p>showing how words are related in form and meaning.</p> <p><i>Letter writing (formal)</i></p>	<p>showing how words are related in form and meaning.</p> <p><i>Narrative sequel to the story</i></p>	<p><i>Non-chronological report</i></p>
<b>SCIENCE</b>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"><li>• To identify and describe the functions of different parts of flowering plants.</li></ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"><li>• To know the function of leaves and explore the outcome of a plant losing its leaves.</li></ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"><li>• To know the similarities and differences between a variety of roots, and to relate these to the function of roots.</li></ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"><li>• To understand how water is transported within a plant.</li></ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"><li>• To understand the function of the stem within a plant.</li></ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"><li>• To know the main stages of a flowering plant's life cycle and discuss them sequentially.</li></ul>
<b>HISTORY</b>	<p><b>Local History</b></p> <ul style="list-style-type: none"><li>• To understand what makes a building special.</li></ul>	<p><b>Local History</b></p> <ul style="list-style-type: none"><li>• To understand that there are diverse range of reasons why buildings are listed.</li></ul>	<p><b>Local History</b></p> <ul style="list-style-type: none"><li>• To reach a decision on whether a building is worth saving.</li></ul>	<p><b>Local History</b></p> <ul style="list-style-type: none"><li>• To plan a campaign for an 'at risk' building.</li></ul>	<p><b>Local History</b></p> <ul style="list-style-type: none"><li>• To produce a campaign for an 'at risk' building.</li></ul>	<p><b>Local History <i>Big Finish</i></b></p> <ul style="list-style-type: none"><li>• To produce a creative response to our campaign buildings.</li></ul>

<b>MFL</b>	<b>Descriptions of people</b> <ul style="list-style-type: none"> <li>To identify some parts of the body in French.</li> </ul>	<b>Descriptions of people</b> <ul style="list-style-type: none"> <li>To orally describe parts of my body in French.</li> </ul>	<b>Descriptions of people</b> <ul style="list-style-type: none"> <li>To know how to use adjectives to describe people.</li> </ul>	<b>Descriptions of people</b> <ul style="list-style-type: none"> <li>To be able to describe people orally and in writing.</li> </ul>	<b>Descriptions of people</b> <ul style="list-style-type: none"> <li>To appreciate a story being read in French.</li> </ul>	<b>Descriptions of people</b> <ul style="list-style-type: none"> <li>To be able to demonstrate my comprehension of a French story.</li> </ul>
<b>RE</b>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explore what Christianity teaches about morality.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explain Hindu views of life after death.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To understand Sikhs teachings of Karma and reincarnation, reflecting on wrong and right values.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To reflect on the caste system in Hinduism.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To reflect on the Guru's teachings of right and wrong within Sikhism.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explain how the Jewish Holy Book is used to aid morality in Judaism.</li> </ul>
<b>PSHE</b>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand what a balanced diet is.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand how some illnesses can spread and how simple hygiene routines can help prevent the spread of infectious illnesses.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To show an understanding of health and wellbeing issues that are relevant to me.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To identify my achievements and areas of development.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To name major internal organs.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand what talents and skills are.</li> </ul>
<b>COMPUTING</b>	<b>Video Trailers</b> <ul style="list-style-type: none"> <li>To plan a book trailer.</li> </ul>	<b>Video Trailers</b> <ul style="list-style-type: none"> <li>To take photos or videos to tell a story.</li> </ul>	<b>Video Trailers</b> <ul style="list-style-type: none"> <li>To edit a video.</li> </ul>	<b>Video Trailers</b> <ul style="list-style-type: none"> <li>To add text and transitions to a video.</li> </ul>	<b>Video Trailers</b> <ul style="list-style-type: none"> <li>To evaluate video editing.</li> </ul>	<b>Video Trailers</b> <ul style="list-style-type: none"> <li><u>Revision</u></li> </ul>
<b>ART</b>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To know what prehistoric man-made art is and to replicate the style.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To apply and blend charcoal to create tone and texture.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To experiment with the pigments in natural products to make different colours.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To develop painting skills.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To collaborate in small or large groups to create a joint piece of artwork.</li> </ul>	<b>Prehistoric Art</b> <ul style="list-style-type: none"> <li>To collaborate in small or large groups to create a joint piece of artwork.</li> </ul>
<b>PE</b>	<b>Outdoor – Cricket</b> <ul style="list-style-type: none"> <li>To develop overarm throwing and catching.</li> </ul>	<b>Outdoor – Cricket</b> <ul style="list-style-type: none"> <li>To develop underarm bowling.</li> </ul>	<b>Outdoor – Cricket</b> <ul style="list-style-type: none"> <li>To learn how to grip the bat and develop batting technique.</li> </ul>	<b>Outdoor – Cricket</b> <ul style="list-style-type: none"> <li>To be able to field a ball using a two-handed pick up</li> </ul>	<b>Outdoor – Cricket</b> <ul style="list-style-type: none"> <li>To develop overarm bowling technique.</li> </ul>	<b>Outdoor – Cricket</b> <ul style="list-style-type: none"> <li>To play and apply skills learnt to mini cricket.</li> </ul>

	<b>Indoor - Tennis</b> <i>External agency</i>	<b>Indoor - Tennis</b> <i>External agency</i>	<b>Indoor - Tennis</b> <i>External agency</i>	and a short barrier.  <b>Indoor - Tennis</b> <i>External agency</i>	<b>Indoor – Tennis</b> <i>External agency</i>	<b>Indoor - Tennis</b> <i>External agency</i>
<b>MUSIC</b>	<b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>To listen to and appraise the song Bringing Us Together by Joanna Mangona and Pete Readman.</li> <li>To begin to recognise the basic indicators of Disco music.</li> <li>To begin learning Bringing Us Together by Joanna Mangona and Pete Readman.</li> </ul>	<b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>To listen to and appraise the song Good Times by Nile Rodgers.</li> <li>To begin to use musical vocabulary related to Disco music.</li> <li>To continue learning Bringing Us Together by Joanna Mangona and Pete Readman and begin to play instruments in groups with the song.</li> </ul>	<b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>To listen to and appraise the song Ain't Nobody by Chaka Khan.</li> <li>To continue to use musical vocabulary related to Disco music.</li> <li>To continue learning Bringing Us Together by Joanna Mangona and Pete Readman and begin to improvise with the song.</li> </ul>	<b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>To listen to and appraise the song We Are Family by Sister Sledge.</li> <li>To continue to use musical vocabulary related to Disco music.</li> <li>To continue learning Bringing Us Together by Joanna Mangona and Pete Readman and begin to compose with the song.</li> </ul>	<b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>To listen to and appraise the song Ain't No Stopping Us Now by McFadden and Whitehead.</li> <li>To use musical vocabulary related to Disco music.</li> <li>To develop and improve my performance of Bringing Us Together by Joanna Mangona and Pete Readman.</li> </ul>	<b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>To listen to and appraise Car Wash by Rose Royce.</li> <li>To use musical vocabulary related to Disco music.</li> <li>To perform Bringing Us Together by Joanna Mangona and Pete Readman.</li> <li>To evaluate my performance to reflect on what went well and how I can improve.</li> </ul>
<b>Citizenship</b>		<b>Mutual Respect, Tolerance and Diversity</b> <ul style="list-style-type: none"> <li>To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</li> </ul>		<b>Mutual Respect, Tolerance and Diversity</b> <ul style="list-style-type: none"> <li>To know that people have things in common but everyone is unique.</li> </ul>		<b>Mutual Respect, Tolerance and Diversity</b> <ul style="list-style-type: none"> <li>To identify and respect the similarities and differences between people.</li> </ul>
<b>P4C</b>	<b>The National Anthem</b>		<b>1940s School Life</b>		<b>Conscience – Jiminy Cricket</b>	

# PICKHURST ACADEMY

## YEAR 3 SUMMER 2 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	<b>Properties of Shapes</b> <ul style="list-style-type: none"> <li>• To recognise angles as a measure of a turn.</li> <li>• To identify right angles in shapes.</li> <li>• To compare angles.</li> <li>• To make 3D</li> </ul>	<b>Properties of Shapes</b> <ul style="list-style-type: none"> <li>• To identify and find parallel and perpendicular lines in a range of practical contexts.</li> <li>• To recognise and describe 2D shapes.</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>• To compare the mass of different objects.</li> <li>• To read a range of scales to measure mass.</li> <li>• To add and subtract mass.</li> </ul>	<b>Maths Week</b>	<b>Measurement</b> <ul style="list-style-type: none"> <li>• To compare and measure the volume of different containers.</li> <li>• To measure capacity.</li> </ul> <p>To add and subtract capacities.</p>	<b>Assessment week</b>

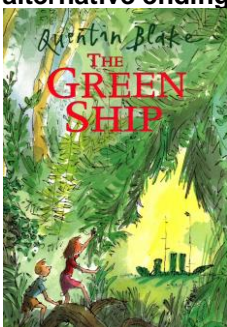
# ENGLISH

shapes.

- To recognise and describe 3D shapes.
- To make 3D shapes. To identify and draw horizontal and vertical lines.

To solve word problems involving mass.

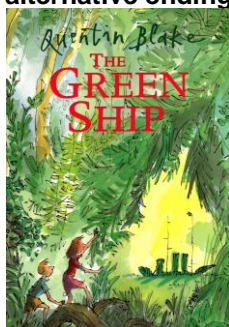
**The Green Ship**  
Main writing focus:  
Narrative - writing an alternative ending



Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Vocabulary focus:  
Discuss words and phrases that capture readers' interest and imagination.

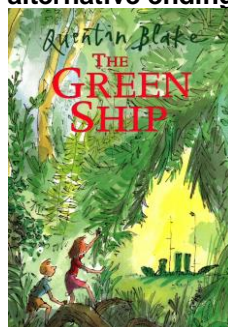
**The Green Ship**  
Main writing focus:  
Narrative - writing an alternative ending



Identifying and discussing themes and conventions in and across a wide range of writing.

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Ask relevant questions to extend their understanding and knowledge.

**The Green Ship**  
Main writing focus:  
Narrative - writing an alternative ending

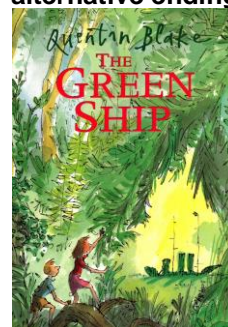


Asking questions to improve understanding of the text.  
Making comparisons within and across books.

Prediction focus:  
Predicting what might happen from details stated and implied.  
Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their

**The Green Ship**  
Main writing focus:  
Narrative - writing an alternative ending

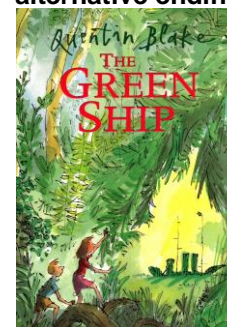


Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Explain focus:  
Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language,

**The Green Ship**  
Main writing focus:  
Narrative - writing an alternative ending



Identifying and discussing themes and conventions in and across a wide range of writing.

Retrieval focus:  
Using the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.

Provide reasoned justifications for their views.  
Maintain attention and participate actively in collaborative

**The Green Ship**  
Main writing focus:  
Narrative - writing an alternative ending



Asking questions to improve understanding of the text.  
Making comparisons within and across books.

Summary focus:  
Distinguishing between the important and less important information in a text.  
They are able to give a brief verbal summary of texts that they are familiar with.

Participate in discussions,

	<p>Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversations.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Review rules of using adverbials to start sentences.</p> <p>Words ending in the suffix -al.</p> <p><i>Description of setting Poetry</i></p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Varying sentences with changing sentence structures. Words ending with an /zher/ sound spelt with 'sure'.</p> <p><i>Description of character Narrative writing and setting description</i></p>	<p>vocabulary.</p> <p>Review tenses (including progressive and perfect tenses).</p> <p>Words ending with a /cher/ sound spelt with 'ture'</p> <p><i>Debate / balanced argument writing</i></p>	<p>considering the impact on the reader. Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Paragraphs: Organising ideas into headings and subheadings.</p> <p>Silent Letters.</p> <p><i>Persuasive writing</i></p>	<p>conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Review of taught punctuation and terminology: adverb, preposition, conjunction, clause, subordinate clause, direct speech, consonant, vowel, apostrophe, inverted commas.</p> <p>Silent Letters.</p> <p><i>Narrative – innovation of the text</i></p>	<p>performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Review of taught punctuation and terminology: adverb, preposition, conjunction, clause, subordinate clause, direct speech, consonant, vowel, apostrophe, inverted commas.</p> <p>Statutory Spellings. Challenge Words / Review.</p> <p><i>Narrative – innovation of the text</i></p>
<b>SCIENCE</b>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"> <li>To identify and compare the parts of flowers and describe their functions.</li> </ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"> <li>To understand the process of insect pollination.</li> </ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"> <li>To demonstrate knowledge about the different parts of plants.</li> </ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"> <li>To use secondary research to expand my knowledge of rare species of plants.</li> </ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"> <li>To determine and explain why bees are important to our ecosystem and how we can protect them.</li> </ul>	<p><b>How does your garden grow? (Plants)</b></p> <ul style="list-style-type: none"> <li>Big Finish/Assessment</li> </ul>

<b>GEOGRAPHY</b>	<b>Coasts</b> <ul style="list-style-type: none"> <li>To name and locate (some) counties and cities of the UK.</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>To know about key topographical or physical features of a coastal area</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>To describe, compare and contrast natural features of coasts using geographical vocabulary</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>To identify economic activities found in built coastal areas</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>To research a coastal area and identify tourism opportunities</li> </ul>	<b>Coasts</b> <i><b>Big Finish</b></i> <ul style="list-style-type: none"> <li>To present my research and reflect on knowledge of coastal areas</li> </ul>
<b>MFL</b>	<b>Numbers</b> <ul style="list-style-type: none"> <li>To remember my numbers to 20.</li> </ul>	<b>Colours</b> <ul style="list-style-type: none"> <li>To revise my knowledge of colours.</li> </ul>	<b>Colours</b> <ul style="list-style-type: none"> <li>To apply my knowledge of colours.</li> </ul>	<b>Greetings</b> <ul style="list-style-type: none"> <li>To use French greetings in context.</li> </ul>	<b>Pets</b> <ul style="list-style-type: none"> <li>To revise my knowledge of pet names.</li> </ul>	<b>Pets, Numbers and Colours</b> <ul style="list-style-type: none"> <li>To use my listening skills to infer meaning from a story.</li> </ul>
<b>RE</b>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explore the importance of celebrating religious and non-religious diversity.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explore moral values within Humanism and the impact of the choices I make.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To understand the values of The Christian Golden Rule and how it impacts decision-making.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explore morality within Zoroastrianism.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explore morality within Christianity.</li> </ul>	<b>What Happens If We Do Wrong?</b> <ul style="list-style-type: none"> <li>To explore morality within the Baha'i faith.</li> </ul>
<b>PSHE</b>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To identify different types of relationships.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand what is meant by the term personal or body space.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To know what the words secret and surprise mean.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand what to do in an unexpected situation.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand why First Aid is important.</li> </ul>	<b>Growing and Changing</b> <i><b>Big Finish</b></i>
<b>COMPUTING</b>	<b>Database</b> <ul style="list-style-type: none"> <li>To understand the terminology around databases.</li> </ul>	<b>Database</b> <ul style="list-style-type: none"> <li>To compare paper and computerised databases.</li> </ul>	<b>Database</b> <ul style="list-style-type: none"> <li>To sort, filter and interpret data.</li> </ul>	<b>Database</b> <ul style="list-style-type: none"> <li>To represent data in different ways.</li> </ul>	<b>Database</b> <ul style="list-style-type: none"> <li>To sort data for a purpose.</li> </ul>	<b>Database</b> <ul style="list-style-type: none"> <li><u>Revision</u></li> </ul>
<b>PE</b>	<b>Outdoor – Athletics</b> <ul style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> </ul>	<b>Outdoor – Athletics</b> <ul style="list-style-type: none"> <li>To develop changeover in relay events.</li> </ul>	<b>Outdoor – Athletics</b> <ul style="list-style-type: none"> <li>To develop jumping technique in a range of approaches and</li> </ul>	<b>Outdoor – Athletics</b> <ul style="list-style-type: none"> <li>To develop throwing for distance and accuracy.</li> </ul>	<b>Outdoor – Athletics</b> <ul style="list-style-type: none"> <li>To develop throwing for distance in a pull throw.</li> </ul>	<b>Outdoor – Athletics</b> <ul style="list-style-type: none"> <li>To develop officiating and performing skills.</li> </ul>



	<b>Indoor - Tennis</b> <ul style="list-style-type: none"> <li>To develop racket and ball control.</li> </ul>	<b>Indoor - Tennis</b> <ul style="list-style-type: none"> <li>To develop returning the ball using a forehand groundstroke.</li> </ul>	take off positions. <b>Indoor - Tennis</b> <ul style="list-style-type: none"> <li>To be able to rally using a forehand.</li> </ul>	<b>Indoor – Tennis</b> <ul style="list-style-type: none"> <li>To develop the two handed backhand.</li> </ul>	<b>Indoor - Tennis</b> <ul style="list-style-type: none"> <li>To learn how to score.</li> <li>To develop playing against an opponent.</li> </ul>	<b>Indoor - Tennis</b> <ul style="list-style-type: none"> <li>To work collaboratively with a partner and compete against others.</li> </ul>
<b>MUSIC</b>	<b>Reflect, Rewind, Replay</b> <ul style="list-style-type: none"> <li>To listen to and appraise the classical piece L'Homme Armé by Robert Morton.</li> <li>To understand the concept of Early classical music.</li> <li>To 'rewind and replay' Ain't No Mountain High Enough by Marvin Gaye, from earlier in the year to remember songs, instruments and their sounds.</li> </ul>	<b>Reflect, Rewind, Replay</b> <ul style="list-style-type: none"> <li>To listen to and appraise Les Tricoteuses (The Knitters) by François Couperin written in 1730.</li> <li>To begin to use musical vocabulary related to classical music.</li> <li>To 'rewind and replay' Small People by Ziggy Marley from earlier in the year to remember songs, instruments and their sounds.</li> </ul>	<b>Reflect, Rewind, Replay</b> <ul style="list-style-type: none"> <li>To listen to and appraise Symphony No 101 'The Clock': Part II Andante by Franz Joseph Haydn (from the Classical era).</li> <li>To continue to use musical vocabulary related to classical music.</li> <li>To 'rewind and replay' Vaishnava Java (Traditional) from earlier in the year to remember songs, instruments and their sounds.</li> </ul>	<b>Reflect, Rewind, Replay</b> <ul style="list-style-type: none"> <li>To listen to and appraise Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era).</li> <li>To continue to use musical vocabulary related to classical music.</li> <li>To 'rewind and replay' Birdsong (Chinese Traditional) from earlier in the year to remember songs, instruments and their sounds.</li> </ul>	<b>Reflect, Rewind, Replay</b> <ul style="list-style-type: none"> <li>To listen to and appraise Prélude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century).</li> <li>To continue to explore the history and development of music.</li> <li>To 'rewind and replay' We Are Family by Sister Sledge from earlier in the year to remember songs, instruments and their sounds.</li> </ul>	<b>Reflect, Rewind, Replay</b> <ul style="list-style-type: none"> <li>To listen to and appraise Music For Large And Small Ensembles (the opening) by Kenny Wheeler (Contemporary Jazz).</li> <li>To continue to explore the history and development of music.</li> <li>To 'rewind and replay' Car Wash by Rose Royce from earlier in the year to remember songs, instruments and their sounds.</li> <li>To summarise and evaluate the focus music from across the year. Prepare a performance of one of these and evaluate.</li> </ul>
<b>DT</b>	<b>Cushions</b> <ul style="list-style-type: none"> <li>To explore and evaluate cushions.</li> </ul>	<b>Cushions</b> <ul style="list-style-type: none"> <li>To identify and design key features of a product.</li> </ul>	<b>Cushions</b> <ul style="list-style-type: none"> <li>To understand the purpose of a template.</li> </ul>	<b>Cushions</b> <ul style="list-style-type: none"> <li>To develop understanding of sewing techniques.</li> </ul>	<b>Cushions</b> <ul style="list-style-type: none"> <li>To consolidate understanding of sewing techniques.</li> </ul>	<b>Cushions</b> <ul style="list-style-type: none"> <li>To evaluate the success of a product.</li> </ul>
<b>Citizenship</b>		<b>Economics, Money and Managing Resources</b> <ul style="list-style-type: none"> <li>The Government and the Economy.</li> </ul>		<b>Economics, Money and Managing Resources</b> <ul style="list-style-type: none"> <li>The Government and the Economy.</li> </ul>		<b>Economics, Money and Managing Resources</b> <ul style="list-style-type: none"> <li>The Government and the Economy.</li> </ul>

		<ul style="list-style-type: none"><li>What Affects My Choices About Money?</li></ul>		<ul style="list-style-type: none"><li>What Affects My Choices About Money?</li></ul>		<ul style="list-style-type: none"><li>What Affects My Choices About Money?</li></ul>
<b>P4C</b>	<b>These Are a Few of my Favourite Things by Julie Andrews</b>		<b>Misunderstandings – The Monkey’s his Uncle?</b>		<b>Giving Up Your Dreams</b>	