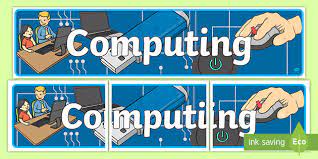
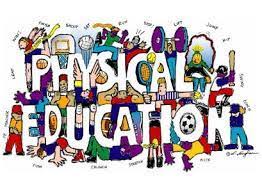
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| Scientific Header High Res Stock Images | Shutterstock | | | |
| Week 1 | Week 2 | Week 3 | Week 4 |
| To learn that humans need the right types of nutrition, and they cannot make their own food; they get nutrition from what they eat (learn about a balanced diet and sort foods into different groups). To gathering, record, classify and present data in a variety of ways to help in answering questions. | To learn that animals need the right types and amounts of nutrition. | To learn that humans need the right types and amounts of nutrition. | Do healthier foods (such as apples) provide us with more energy than a chocolate bar? To learn that humans get nutrition from what they eat  To set up simple practical enquiries, comparative and fair tests. |
| Week 5 | Week 6 | Healthy eating. | |
| To identify that human and some other animals, have skeletons and muscles for support, protection and movement (name some common bones). | Can people with longer legs jump higher? To identify that human and some other animals, have skeletons and muscles for support, protection and movement. |

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| Math heading design for project | how to write math for projects | project  heading design tutoriaL - YouTube | | | |
| Week 1 | Week 2 | Week 3 | Week 4 |
| *~Represent numbers to 100  ~10s and ones using addition* ~Hundreds  ~Represent numbers to 1,000 | *~Represent number to 1,000* ~100s,10s and 1s  ~Number line to 100 &Number line to 1,000  ~Find 1, 10, 100 more or less than a given number | ~ Practical activity finding 1,10, 100 more or less. ~Compare objects to 1,000 & Compare numbers to 1,000  ~order numbers  ~ count in 50s  *~ Assessment for Topic* | ~Add and subtract multiples of 100 & Add and subtract 1s ~ Add and subtract 3-digit and 1-digit numbers – not crossing 10  ~ Add a 2-digit and 1-digit number – crossing 10  ~ Add 3-digit and 1-digit numbers – crossing 10 |
| Week 5 | Week 6 | Week 7 |  |
| ~Subtract a 1-digit number from 2-digits-crossing 10 ~Subtract a 1-digit number from a 3-digit number-crossing 10  ~Add and subtract 3-digit and 2-digit numbers – not crossing 100  ~Add 3-digit and 2-digit numbers – crossing 100  ~Subtract a 2-digit number from a 3-digit number – crossing 100 | ~Add and subtract 100s  ~Add two 2-digit numbers – crossing 10 – add ones and add tens ~Subtract a 2-digit number from a 2-digit number – crossing 10 ~Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100   ~Spot the pattern – making it explicit | ~Addition and Subtraction reconsolidation test for what learnt so far  ~O’clock and half past  ~Quarter past and quarter to  ~ Months and years  ~Hours in a day |  |

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| VoK 48: Counterfactual History | Vassals of Kingsgrave | | | |
| Week 1 | Week 2 | Week 3 | Week 4 |
| Can I use a timeline within a specific time in history to set out the order things may have happened? / Can I use my mathematical knowledge to work out how long ago events would have happened? | Can I summarise key events? /Can I describe events from the past using dates when things happened? | Can I begin to appreciate that how we make decisions has been through a Parliament for some time? | Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?/ Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? |
| Week 5 | Week 6 | Week 7 | Educational Trip  Chester Grovenor Museum and Roman Tour |
| Can I use sources of information to help me learn about the past? | Can I use various sources of evidence to answer questions? | Can I explain how events from the past have helped shape our lives? |



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| EYFS, Y1 and Y2 Reading and Phonics | Ark Little Ridge Primary Academy | | | |
| Week 1 | Week 2 | Week 3 | Week 4 |
| *Flashback: To make comparisons about similar books that have been read previously.* **To retrieve and record information from a fiction text.**  ? | *Flashback: To retrieve and record information from a fiction text.* **To use dictionaries to check the meaning of words that they read.** | *Flashbacks: To begin to use a dictionary to check and explain the meaning of unfamiliar words in context.* **To predict what might happen from details stated and implied.** | *Flashbacks: To begin to make predictions that are supported by evidence from what they have read so far.* **To make inferences such as inferring characters’ feelings, thoughts, and motives from their actions which they justify with evidence from the text.** |
| Week 5 | Week 6 | Week 7 | The Iron Man: A Children's Story in Five Nights: 1: Amazon.co.uk: Ted Hughes,  Tom Gauld: 8601300335667: Books |
| *Flashbacks: To begin to make simple inferences by drawing on the actions of a character.* **To discuss words and phrases that capture the reader’s interest and imagination.**? | **To identify how language, structure and presentation contribute to meaning.** | **To retrieve and record information from a non-fiction text.** |

LCT-Header-Logo | Learning Community Trust Text, Word

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Year 3   
Autumn Term 1

**PHSE**Week 1: Strategies to manage transitions between classes and key stages

Week 2: About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  
Week 3: The importance of seeking support if feeling lonely or excluded  
Week 4: About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  
Week 5: To recognise reasons for rules and laws; consequences of not adhering to rules and laws  
Week 6: About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

**Netball**Lesson 1: To learn the three types of passes in netball.  
Lesson 2: To learn the three types of passes in netball and execute with increased accuracy.  
Lesson 3: To be able to use one of the three netball passes to get around an opponent.   
Lesson 4: To be able to shoot a netball into the hoop.  
Lesson 5: To be able to shoot a netball into the hoop with increasing accuracy.  
 **Basketball**  
Lesson 6: To be able to pass and catch with a teammate.   
Lesson 7: To be able to receive the ball effectively whilst on the move.

Lesson 1: To explain how digital devices function.  
Lesson 2: To identify input and output devices.  
Lesson 3: To recognise how digital devices can change the way we work.  
Lesson 4: To explain how a computer network can be used to share information.  
Lesson 5: To explore how digital devices can be connected.  
Lesson 6: To recognise the physical components of a network.

**Computing**

Lesson 1: To explain how digital devices function.

Lesson 2: To identify input and output devices.

Lesson 3: To recognise how digital devices can change the way we work.

Lesson 4: To explain how a computer network can be used to share information.

Lesson 5: To explore how digital devices can be connected.

Lesson 6: To recognise the physical components of a network.

**Languages**

Lesson 1: I can say greetings in German  
Lesson 2: I can say my name in German  
Lesson 3: I can say some numbers between 1 and 10  
Lesson 4: I can recall numbers to 10  
Lesson 5: I can say 4 different colours in German  
Lesson 6: I can recall colours  
Lesson 7: Consolidation

Lesson 1: To be able to use dot notation to show higher and lower /Use tuned percussion.  
Lesson 2: To be untraduced to staves, lines & spaces, and clefs/ To link pitch knowledge to musical notation (do-do)  
Include a recap on rhythm notation  
Lesson 3: To begin to play recorders / Blowing and hygiene  
Lesson 4: To begin to play recorders / B, A – include staff notation  
Lesson 5: To begin to play recorders /Recap B, A and introduce G, F  
Lesson 6:To begin to play recorders / Recap B, A, G, F and introduce E, D  
Lesson 7: To begin to play recorders/ **Recap all notes.**