



Subject	Week beginning 02/06/25	Week beginning 9/06/25	Week beginning 16/06/25	Week beginning 23/06/25	Week beginning 30/07/25	Week beginning 7/07/25	Week beginning 14/07/25
English	The Iron Man - Instructions	The Iron Man Newspaper writing	The Iron Man Newspaper writing	Year 3 assessment week	Free verse poetry Last Night I Saw a City Breathing by Andrew Fusek Peters	Free verse poetry Last Night I Saw a City Breathing by Andrew Fusek Peters	Fiction writing Visual Literacy using 'Megacity' clip as a stimulus
Handwriting PenPals scheme.	Unit 29	Unit 29 continued	Unit 30	Unit 30 continued	Assessment	Assessment	Assessment
Spelling Support for Spelling	Spelling rule: To embed the correct use correct use and spelling of pronouns (e.g my, your, his).	Spelling Rule: To embed the correct use correct use and spelling of pronouns (e.g my, your, his).	Spelling Rule: To embed the correct use correct use and spelling of pronouns (e.g my, your, his).	Assessment	Spelling Rule: To develop knowledge of prefixes to generate new words from root words (e.g. sense – nonsense, cook – precook)	Spelling rule: To develop knowledge of prefixes to generate new words from root words (e.g. sense – nonsense, cook – precook)	Spelling rule: To develop knowledge of prefixes to generate new words from root words (e.g. sense – nonsense, cook – precook) .
Reading	Text – The Iron Man <u>Objectives:</u> - continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their	Text – The Iron Man <u>Objectives:</u> - continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their	Text – The Iron Man <u>Objectives:</u> - continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Assessment Week	Text – The Iron Man <u>Objectives:</u> - continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their	Text – The Iron Man <u>Objectives:</u> - continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their	Text – The Iron Man <u>Objectives:</u> - continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their

	actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views <u>Key skills:</u> • skimming • scanning referencing the text	actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views <u>Key skills:</u> • skimming • scanning referencing the text	• predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views <u>Key skills:</u> • skimming • scanning referencing the text		actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views <u>Key skills:</u> • skimming • scanning referencing the text	actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views <u>Key skills:</u> • skimming • scanning referencing the text	actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views <u>Key skills:</u> • skimming • scanning referencing the text
Maths White Rose	<u>Time</u> Roman numerals Telling time to 5 minute intervals Telling time to the nearest minute	<u>Time</u> Digital clocks Am and pm Years, months, days	<u>Time</u> Durations Minutes and seconds Solving problems with time	<u>Assessments</u>	<u>Shape</u> Angles	<u>Shape</u> Horizontal, vertical, parallel, perpendicular 2D and 3D shapes	<u>Statistics</u> Pictograms Bar charts
Science Developing Experts Light	We are learning to know the difference between light sources and non light sources.	We are learning to understand that light comes from the sun and how to stay safe.	We are learning to explore materials which are reflective	We are learning to discover how shadows are formed	We are learning to investigate how shadows change throughout the day	We are learning to investigate how shadows can change in size	
DT	<u>Lesson 1</u> <u>WE ARE LEARNING TO: understand what a structure is.</u>	<u>Lesson 2</u> <u>WE ARE LEARNING TO: explore a range of electric switch types.</u>	<u>Lesson 3</u> <u>WE ARE LEARNING TO: draw on previous knowledge to design a product.</u>	<u>Lesson 4</u> <u>WE ARE LEARNING TO: create a purposeful product based on a design.</u>	<u>Lesson 5 and 6</u> <u>WE ARE LEARNING TO: test, evaluate and adapt my product.</u> <u>WE ARE LEARNING TO: evaluate our product</u>		

Art	Skill – To use visual notes - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.	Skill – To use visual notes - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.	Skill – To use visual notes - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.	Skill – To use visual notes - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.	Skill – To use visual notes - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.	Skill – To use visual notes - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.	
PE	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance.	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance.	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance. Step 2: Catch a ball with increasing consistency.	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance. Step 2: Catch a ball with increasing consistency.	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance.	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance.	<u>Fitness</u> Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements <u>Cricket – sports coach</u> Step 1: Throw a ball with increasing accuracy and distance.

	Step 2: Catch a ball with increasing consistency. Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.	Step 2: Catch a ball with increasing consistency. Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.	Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.	Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.	Step 2: Catch a ball with increasing consistency. Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.	Step 2: Catch a ball with increasing consistency. Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.	Step 2: Catch a ball with increasing consistency. Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it difficult for an opponent. Step 6: Work well as part of a team.
PSHE Jigsaw and Amazing Me	<u>Jigsaw – Changing Me</u> We are learning to understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.	<u>Jigsaw – Changing Me</u> We are learning to understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow	<u>Jigsaw – Changing Me</u> We are learning to consider and reflect on change. Looking at what change we can control and what change we can't control.	<u>Jigsaw – Changing Me</u> We are learning to understand stereotypes. Learning to recognise stereotypical ideas I might have about parenting and family roles.	<u>Jigsaw – Changing Me</u> We are learning to consider and reflect on change. Identifying what I am looking forward to when I move to my next class and how I will cope. Discussing what improvements I will make next year and know how to go about this.		Review
Music Traditional instruments & improvisation	We are learning to form an opinion of Indian music.	We are learning to be able to improvise using given notes.	We are learning to be able to improvise using given notes.	We are learning to create a piece of music using a drone, rag and tal.	We are learning to perform a piece of music using musical notation.	We are learning to compose and improvise our own piece of music.	We are learning to perform.
Computing Journey inside a computer	We are learning to recognise basic inputs and outputs.	We are learning to identify the components inside a laptop.	We are learning to understand the purpose of computer parts.	We are learning to understand the purpose of computer parts.	We are learning to decompose a tablet computer.	Online safety lesson	We are learning to research using the internet.