Wow Starter: Superhero Fact or fiction? (Whole school investigation into what is or who is a superhero)

Final Event: Super Hero Day





# UNDERSTANDING THE WORLD

### Working scientifically LKS2

• sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

• sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers · sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

sc36 recording findings using simple scientific

language, drawings, labelled diagrams, keys, bar charts, and tables sc39 identifying differences, similarities or

changes related to simple scientific ideas and processes

### Rocks LKS2

· sc47 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

• sc48 describe in simple terms how fossils are formed when things that have lived are trapped within rock

sc49 recognise that soils are made from rocks and organic matter.

# **Electricity** LKS2

• sc75 identify common appliances that run on electricity

• sc76 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

ad10 I can show in my sketch book how I have

ad13 I can show examples of painting with

· ad15 I can talk about some famous artists,

· dt28 I can communicate my ideas through

• dt32 I can select and use appropriate tools and

· dt33 I can measure, mark, cut and shape a range

dt34 I can join, assemble and combine components

· dt35 I can use appropriate finishing techniques to

· dt37 I can discuss the aesthetic qualities of my

strengthen and improve the appearance of my

product in relation to the properties of the

· dt40 I have asked for the views of others,

especially the intended users, to help to improve my

PSED Preparing to play an active role as citizens

pa23 Participate in making and changing rules.

PSED Developing confidence and responsibility

materials etc I am intending to use

cross-sectional and exploding diagrams

· dt29 I can make a model of my design

architects and designers from the past

• ad11 I can describe the range of materials I have

developed techniques and ideas

used since being in KS1

different kinds of paint

Design LKS2

Make LKS2

with precision

Evaluate LKS2

design

techniques for my product

of materials accurately

EXPRESSIVE ARTS AND DESIGN

· sc77 identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery · sc78 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • sc79 recognise some common conductors and

insulators, and associate metals with being good

# Core Skills across the Key Stage LKS2

• hi18 I can place events, people and changes into correct periods of time (British, local and world history)

· hi20 I can recognise similarities and differences between periods of time

· hi21 I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or peasantry'

· hi22 I can ask and answer questions about change and cause and effect

· hi23 can ask and answer questions about similarities and differences and their significance · hi25 I can produce structured work from an

appropriate range of resources relevant to the focus of enquiry • hi26 can use sources of information, including ICT, to find out about events, people and changes in the

· hi27 I understand that the same event in the past can be interpreted or represented differently by different people

· hi29 I have studied changes in Britain from the Stone Age to the Iron Age

· dt43 I can strengthen, stiffen and reinforce more

dt47 I can use series circuits incorporating

· mull I can sing in a group, or on my own, with

· mu12 I can play instruments with accuracy and

· mu13 I can play instruments with fluency and

· mu16 I can listen carefully and perform

· mu17 I can perform from simple, standard

· mu19 I can describe, compare and evaluate

· mu20 I can identify music from different

· mu21 I can talk about some famous composers and

musicians and express my opinions of their music

expression to reflect the intentions of the music

• mu14 I can compose pieces of music for a specific

purpose, choosing and combining sounds to achieve

expression, awareness of others and in tune

switches, bulbs, buzzers and motors

Technical knowledge LKS2

complex structures

the effect I desire

accurately from memory

different kinds of music

using appropriate vocabulary

#### bes and super powers in different fields The Plant Hunters Marie Curie Rachel Carson Explorers-Columbus, Shackleton and Scott Monarchs-Comparing John, Anne and Victoria William Wallace Robert the Bruce Science-Rocks topic Learning to compare different types of rocks group rocks based on their properties explain how fossils are formed explain Mary Anning's contribution to palaeontology, explain how soil is formed and observe compare and record systematically.

Understand place value in 3-digit numbers
Multiply divide 2 and 3-digit numbers by 10/
Count in 10s and 100s up to 1000/Count on and back in 50
Add and subtract numbers of 10 and 100 to/from 3-digit numbers
Add pairs of 2-digit numbers with a total ≤ 198
Count in 8s and recall multiplication and division facts for the Use doubling and halving to multiply and divide by 4 and 8 Double and halve numbers to 100, including partitioning 2-digit Sort objects on to a Venn diagram (two overlapping sets) Understand the concept of a non-unit fraction (non-unit halves, non-unit thirds, non-unit quarters, non-unit eighths) Add fractions with the same denominator to make one whole Begin to understand equivalence by placing fractions on a number

Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s Use fraction strips to find fractions of amounts Name and identify 2D shapes including circles, ovals and simple

polygons
Identify right angles in 2D shapes
Compare and classify squares, rectangles and triangles
Identify and describe angles as more than 90°, less than 90°

or right angles in 2D shapes Identify right angles (90°) as quarter turns Measure the perimeter of simple shapes Round 3-digit numbers up or down to the nearest 100 and 10 Subtract by counting up from a 2-digit to a 3-digit number < 200 Find change from £5, £10 and £20

# Historical Superheroe s 43

by counting up

Dance-Michelle Hankinson-Wednesday pm Gymnastics-Sam Dronsfield-Friday am Swimming-Tuesday-pm Yoga-Debbie McAllister-Wednesday-am

Fiction unit-Dragon Slayer Looking at the features of myths and legends Expanded noun phrase Descriptive phrases Short piece of writing-description of a beast Long composition-writing own legend
Non-fiction-Space Explorer
looking at pronouns, fronted adverbials and possessive pronouns
Poetry-creating imagery-looking at metaphor, simile and free verse, haiku and performance poetry Continue with guided reading of Clockwork Focus on writer's intentions Why does he choose certain punctuation? (What's the effect of the ellipse on page 17?) Inference-why are stories like Clockwork?

And characterisationcomparing the characters of Karl (pessimist) and Fritz (optimist)

Knowing days of the week and months of the year Listening, reading and responding to a new set of vocabulary Beginning to speak in full sentences by swapping key vocabulary I can make sentences into questions I can say the date

I know about some French festivals Recapping greeting, instructions and food.

French language-focus on time Counting up to 31

Taking part in law making debates
Debates about political parties manifestos
Presentation of chosen "super hero" at end of topic Performance poetry focussing on expression, intonation.

Taking part in school council debates and decision making

# **OUTDOOR LEARNING**

ecoming a Human

Rights Friendly

School

Children to

research

decide on

a project of

their choice

and run

Investigating the use of Rocks around Identifying different types. Investigating soil in different areas of the school grounds.

Show Racism the Red Card

Visit to London and Parliament! Focus on Parliament and decision/law making Who are the different political parties?

# MATHEMATICS AND COMPUTING

# Number - number and place value LKS2

 m80 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number · m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • m85 solve number problems and practical problems involving these ideas.

Number - addition and subtraction LKS2

· m86 add and subtract numbers mentally, including: · m87 a three-digit number and ones

· m88 a three-digit number and tens · m89 a three-digit number and hundreds · m90 add and subtract numbers with up to three

addition and subtraction · m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

digits, using formal written methods of columnar

# Number - multiplication and division LK52

• m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables · m94 write and calculate mathematical statements for multiplication and division using the

multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • m95 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are

Number - fractions LKS2

connected to m objects.

m97 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

· m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small

· m100 add and subtract fractions with the same denominator within one whole [for example, 5/7 +

· m101 compare and order unit fractions, and fractions with the same denominators

• m102 solve problems that involve all of the above.

### Measurement LKS2

· m104 measure the perimeter of simple 2-D shapes · m105 add and subtract amounts of money to give change, using both £ and p in practical contexts • m107 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

· m109 compare durations of events [for example to calculate the time taken by particular events or

#### Geometry - properties of shapes LK52 • m111 recognise angles as a property of shape or a description of a turn

• m112 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

# Statistics LKS2

· m115 solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

# PHYSICAL EDUCATION

· pe6.1 I can perform fluent gymnastics sequences to demonstrate my control and balance • pe7 I can respond to music to create and perform

dances, on my own or with a group, that incorporate a range of more complex, controlled and precise

Swimming and water safety LKS2 • pe10 I can swim unaided in a recognised style over a distance of 25m

• pe10.1 I can swim at least two strokes in a

• e159 use the first two or three letters of a word

• e160 write from memory simple sentences,

dictated by the teacher, that include words and

· e161 use the diagonal and horizontal strokes that

letters, when adjacent to one another, are best left

are needed to join letters and understand which

• e162 increase the legibility, consistency and

quality of their handwriting [for example, by

ensuring that the downstrokes of letters are

parallel and equidistant; that lines of writing are

• e164 discussing writing similar to that which they

are planning to write in order to understand and

learn from its structure, vocabulary and grammar

• e167 composing and rehearsing sentences orally

(including dialogue), progressively building a varied

spaced sufficiently so that the ascenders and

descenders of letters do not touch].

• e165 discussing and recording ideas

Writing - composition LKS2

• e163 plan their writing by:

• e166 draft and write by:

to check its spelling in a dictionary

punctuation taught so far.

unjoined

Writing - handwriting LKS2

recognised style • pe10.2 I can demonstrate self-rescue skills

# LITERACY

# Reading - word reading LKS2

• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they

• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

# Reading - comprehension LK52

• e137 develop positive attitudes to reading and understanding of what they read by: · e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• e139 reading books that are structured in different ways and reading for a range of purposes • e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

• e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action · e144 discussing words and phrases that capture the reader's interest and imagination · e145 recognising some different forms of poetry [for example, free verse, narrative poetry] e147 checking that the text makes sense to them, discussing their understanding and explaining the

meaning of words in context • e148 asking questions to improve their

and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • e168 organising paragraphs around a theme

• e169 in narratives, creating settings, characters

Focus on British art.

Objectives
I can tell you about the artist Paula Rega.
I can paint part of a famous artwork (Gainsborough)
I can tell you about the artist Sonia Boyce.
I cam make a portrait (in different mediums)

Violins and arts award with Mrs Nicklen

Pantomime trip

Theatre Royal

Hatton Gallery visit

I can paint an abstract composition using "warm" colour I can tell you about the artist Anish Kapoor

Instrumental tuition, recorders and singing with Kathy Anderson

Working on Amnesty International Project to become a Human Rights Friendly School.

in the UK in preparation for our class trip to London

Show Racism the Red Card project How do other religions view Easter?

Focus on key festivals

We will research issues of human rights around the world and with support from our local office, research and develop a project based on a human rights issue

itizenship-finding out all about Parliament and decision/law making

· ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of · ra20 Begin to describe the variety of practices

and ways of life in religions. · ra21 Identify and begin to describe the similarities in religions.

that effect themselves and their class.

and making the most of their abilities LKS2 pc25 Be able to talk about their views on issues

PSED & RELIGIOUS EDUCATION

Learning About Religion LKS2

# Historical Superheroes Y3 - Stage Coverage

# UNDERSTANDING THE WORLD

# Working scientifically LKS2

- sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
   sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- sc39 identifying differences, similarities or changes related to simple scientific ideas and processes

### Rocks LKS2

 sc47 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

 sc48 describe in simple terms how fossils are formed when things that have lived are trapped within rock

• sc49 recognise that soils are made from rocks and organic matter.

### **Electricity LKS2**

- sc75 identify common appliances that run on electricity
- sc76 construct a simple series electrical circuit, identifying and naming its basic parts, including cells,
- wires, bulbs, switches and buzzers
   sc77 identify whether or not a lamp will light in a
- simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
   sc78 recognise that a switch opens and closes a
- circuit and associate this with whether or not a lamp lights in a simple series circuit
- sc79 recognise some common conductors and insulators, and associate metals with being good conductors.

# LKS2

• hi18 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history

hi20 They should note connections, contrasts and

- trends over timehi21 They should develop the appropriate use of
- historical terms.
  hi22 They should regularly address and sometimes devise historically valid questions about change and
- hi23 They should regularly address and sometimes
  devise historically valid questions about similarity and
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- hi25 They should construct informed responses that involve organisation of relevant historical information.
  hi26 They should understand how our knowledge of the past is constructed from a range of sources
  hi27 They should understand that different versions of past events may exist
- hi29 changes in Britain from the Stone Age to the Iron Age

# MATHEMATICS AND COMPUTING

Number - number and place value LKS2
 m80 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

- m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- m85 solve number problems and practical problems involving these ideas.

### Number - addition and subtraction LKS2

- m86 add and subtract numbers mentally, including:
- m87 a three-digit number and ones
- m88 a three-digit number and tens
  m89 a three-digit number and hundreds
- m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

# Number - multiplication and division LKS2

- m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- m94 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- m95 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

### Number - fractions LKS2

- m97 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- m100 add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7
- = 6/7]• m101 compare and order unit fractions, and
- fractions with the same denominators
   m102 solve problems that involve all of the above.

# Measurement LKS2

- m104 measure the perimeter of simple 2-D shapes
   m105 add and subtract amounts of money to give
- change, using both £ and p in practical contexts
  m107 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use
- afternoon, noon and midnight
  m109 compare durations of events [for example to calculate the time taken by particular events or

vocabulary such as o'clock, a.m./p.m., morning,

# Geometry - properties of shapes LKS2

• m111 recognise angles as a property of shape or a description of a turn

 m112 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

# Statistics LKS2

• m115 solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

# PHYSICAL EDUCATION

- LKS2
   pe6.1 develop flexibility, strength, technique, control
- and balance, for example gymnasticspe7 perform dances using a range of movement patterns

# Swimming and water safety LKS2

- pe10 swim competently, confidently and proficiently over a distance of at least 25 metres
- pe10.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke
- pe10.2 perform safe self-rescue in different water-based situations.

# **EXPRESSIVE ARTS AND DESIGN**

# LKS2

- ad10 to create sketch books to record their observations and use them to review and revisit ideas
- ad11 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- ad13 to improve their mastery of art and design techniques, including painting with a range of materials
- ad15 about great artists, architects and designers in history.

#### Design LKS2

- dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams
- dt29 generate, develop, model and communicate their ideas through prototypes

### Make LKS2

- dt32 select from and use a wider range of tools and equipment to perform practical tasks
- dt33 use a wider range of tools and equipment to
- perform practical tasks accuratelydt34 use a wider range of tools and equipment to
- perform practical tasks, such as joining accurately
   dt35 select from and use a wider range of tools and
- equipment to perform practical tasks, such as finishing, accurately
   dt37 select from and use a wider range of materials
- and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

### **Evaluate LKS2**

 dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

# Technical knowledge LKS2

- dt43 apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- dt47 understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

# LKS2

- mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- mu12 play musical instruments with increasing accuracy
- mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- mu14 improvise and compose music for a range of purposes
- mu16 listen with attention to detail and recall sounds with increasing aural memory
- mu17 understand staff and other musical notations
   mu19 appreciate a wide range of high-quality live and recorded music
- mu20 understand music drawn from different traditions
- mu21 appreciate some great composers and musicians

Reading - word reading LKS2

 e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

LITERACY

• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

# Reading - comprehension LKS2

- e137 develop positive attitudes to reading and understanding of what they read by:
- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e139 reading books that are structured in different ways and reading for a range of purposes
- e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- e144 discussing words and phrases that capture
- the reader's interest and imagination
   e145 recognising some different forms of poetry [for example, free verse, narrative poetry]
- e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- e148 asking questions to improve their understanding of a text
- e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
   e150 predicting what might happen from details
- e151 identifying main ideas drawn from more than one paragraph and summarising these
- e152 identifying how language, structure, and presentation contribute to meaning
   e154 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.

# Writing - transcription - Spelling LKS2

- e155 use further prefixes and suffixes and
- understand how to add them (English Appendix 1)
   e156 spell further homophones
- e157 spell words that are often misspelt (English Appendix 1)
- e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- e159 use the first two or three letters of a word to
- check its spelling in a dictionary
   e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

# Writing - handwriting LKS2

- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unioined
- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

# Writing - composition LKS2

- e163 plan their writing by:
- e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- e165 discussing and recording ideas
- e166 draft and write by:
- e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - e168 organising paragraphs around a theme
    e169 in narratives, creating settings, characters and

# **COMMUNICATION AND LANGUAGE**

#### LKS2

- fl1 listen attentively to spoken language and show understanding by joining in and responding
- fl2 explore the patterns and sounds of language through songs and rhymes
- fl2.1 link the spelling, sound and meaning of words
   fl3 engage in conversations; ask and answer
- fl3.2 engage in conversations and seek clarification and help
- fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

• fl6 present ideas and information orally to a range

- of audiences
   fl11 describe people, places, things and actions
- orallyand in writing
   fl12 understand basic grammar appropriate to the language being studied, including (where relevant):
- feminine, masculine and neuter forms
   sl13 listen and respond appropriately to adults and their peers
   ra20 Begin to describe ways of life in religions
   ra21 Identify and begin to describe ways of life in religions
- sl14 ask relevant questions to extend their understanding and knowledge
- sl16 articulate and justify answers, arguments and opinions
- sl19 use spoken language to develop understanding through speculating, hypothesising,
- imagining and exploring ideassl21 participate in discussions, presentations,
- sl23 consider and evaluate different viewpoints, attending to and building on the contributions of others

performances, role play, improvisations and debates

# PSED & RELIGIOUS EDUCATION

- PSED Preparing to play an active role as citizens LKS2
- pa23 Participate in making and changing rules.
- PSED Developing confidence and responsibility and making the most of their abilities LKS2

• pc25 Be able to talk about their views on issues

# PSED Developing good relationships and

that effect themselves and their class.

- respecting the differences between people LKS2pr26 Able to empathise with another viewpoint.
- pr27 Consolidate understanding of differences and similarities between people.

#### Learning About Religion LKS2

- ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- ra20 Begin to describe the variety of practices and ways of life in religions.
- ra21 Identify and begin to describe the similarities in religions.
- ra23 Begin to consider the meaning of a range of forms of religious expression.
- ra24 Begin to learn specialist vocabulary to communicate their knowledge and understanding.

