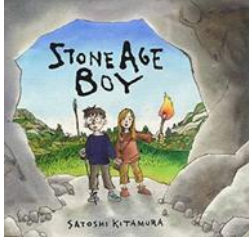
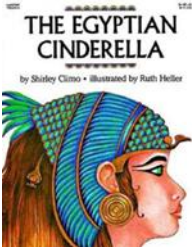
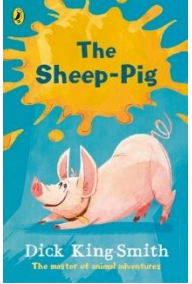




H.C.P.S. Year 3 Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topics	Stone Age	Rockin' Fossils Volcanoes and Mountains Light Christmas	Egyptians Food Glorious Food	Where in the World? The Secret Garden	Iron Man Alberto Giacometti	Rattle and Bones Bear Grylls Life Skills and Safety Unit
Texts						
Inspirational People		Mary Anning	Jamie Oliver	Amy Johnson Thomas Edison	Alberto Giacometti	Bear Grylls
English	<u>Extended Write</u> Non-chronological report – Mary Anning Narrative - Halloween <u>Big Write</u> Description – History cross-curricular writing Description – Christmas <u>Writing Process</u> Narrative – Stone Age story cross curricular links to History Diary – Linked to Remembrance Day		<u>Extended Write</u> Story – Linked to Inspirational person Amy Johnson Discussion text – Topic cross-curricular writing <u>Big Write</u> Description – Science cross-curricular writing linked to plants (also linked to Secret Garden text) Description – History cross-curricular writing linked to the Ancient Egyptians <u>Writing Process</u> Explanation text – Science cross-curricular writing linked to plants Story – History cross-curricular writing linked to the Ancient Egyptians		<u>Extended Write</u> Biography – Inspirational person - Stephen Hawking Recount – RE Trip <u>Big Write</u> Description – RE cross-curricular writing Description – <u>Writing Process</u> Playscript – Topic cross-curricular writing Instructions – Science cross-curricular writing	
Spelling/ Phonics	Adding the prefixes dis- and in- Adding the prefix im- to root words beginning with m or p Adding the suffix -ous		Words with the sh sound spelt ch Adding the suffix -ion (to root words ending in t or te) Adding the suffix -ian (to root words ending in c or cs)		Read and spell additional homophones e.g. he'll, heal, heel and near homophones	

	Adding the suffix -ly (<i>to adjectives to form adverbs</i>) Words ending in -ture Adding -ation to verbs to form nouns Words with the ch sound spelt ch		Adding the prefix re- Adding the prefix anti- Adding the prefix super- Adding the prefix sub- The short i sound spelt with the letter y		Spell correctly word families based on common words, showing how words are related in form and meaning e.g. solve, solution Spell identified commonly misspelt words from Year 3 and 4 word list (see spelling appendix) Use the first 2 or 3 letters of a word to check its spelling in a dictionary	
Maths	<u>Place Value to 1000</u> Represent, recognise and partition numbers to 1000. Find 1, 10 and 100 more and less than numbers to 1000. To count in 4s, 8s, 50s and 100s. To read and write numbers in words to 1000. To solve problems using place value. <u>Addition and Subtraction</u> To add and subtract: 3-digit numbers and 1s. 3-digit numbers and 10s. 3-digit numbers and 100s. 3-digit numbers using formal column methods. To estimate answers and use the inverse to check calculations.	<u>Addition and Subtraction</u> To add and subtract: 3-digit numbers and 1s. 3-digit numbers and 10s. 3-digit numbers and 100s. 3-digit numbers using formal column methods. To estimate answers and use the inverse to check calculations. <u>Multiplication and Division</u> To recall facts from the 3-, 4- and 8-times table and the relate division facts. To use these facts to solve problems. To write number sentences using the multiplication and division symbols. To begin to use formal column multiplication to calculate 2-digit and 1-digit numbers. To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems	<u>Length and Perimeter</u> To measure, calculate and compare lengths in cm and m. To calculate perimeter. <u>Fractions</u> To recognise tenths, count in tenths and recognise tenths as decimals. Recognise and use unit fractions with small denominators as numbers To recognise and use non-unit and unit fractions with small denominators as numbers To recognise and show, using diagrams, equivalent fractions with small denominators To add fractions with the same denominator within one whole	<u>Mass and Capacity</u> To compare, measure and calculate mass To compare, measure and calculate capacity. To compare, measure and calculate temperature. <u>Fractions</u> To recognise tenths, count in tenths and recognise tenths as decimals. To recognise and show, using diagrams, families of common equivalent fractions To count up and down in hundredths To know that hundredths arise when dividing an object by 100 and tenths by 10 To solve problems involving increasingly harder fractions to calculate quantities To solve problems involving fractions, including non-unit fractions where the answer is a whole number To add and subtract fractions with the same denominator To recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ To find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the digits in the	<u>Money</u> Estimate, compare and calculate different measures, including money in pounds and pence <u>Time</u> To record and compare time in seconds, minutes and hours To use vocabulary such o'clock, am/pm, morning, afternoon, noon and midnight To know the number of seconds in a minute To know the number of days in each month, year and leap year. To compare durations of events (e.g to calculate the time taken by particular events or tasks) <u>Shape</u> To recognise 3D and 2D shapes, naming properties. To make 3D shapes using nets. To recognise perpendicular, parallel, horizontal and vertical lines. To recognise $\frac{1}{2}$ and $\frac{1}{4}$ turns. To compare and recognise angles.	<u>Shape</u> To recognise 3D and 2D shapes, naming properties. To make 3D shapes using modelling materials. To recognise horizontal and vertical lines. To recognise $\frac{1}{2}$ and $\frac{1}{4}$ turns. To recognise right angles. <u>Statistics</u> To present data and interpret using bar charts To present data and interpret using pictograms To present data and interpret using tables To solve problems <u>Problem Solving</u> To solve a variety of problems including <u>Consolidation</u> To revise relevant objectives.

				answer as ones and tenths/hundredths To round decimals with 1 decimal place to the nearest whole number		
Science		<u>Rocks and Soils</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rock and organic matter		<u>Light</u> To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect their eyes To recognise that shadows are formed when the light from a light source is blocked by an opaque object To find patterns in the way that the size of shadows change. <u>Plants</u> To identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers To explore the requirements of plants for life and growth (air, water, nutrient from soil and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported within plants. To explore the part that flowers play in the lifecycle of a plant including pollination, seed formation and seed dispersal.	<u>Forces</u> To compare how things, move on different surface To notice that some forces need contact between two objects but magnetic forces can act at a distance To observe how magnets, attract or repel each other and attract some materials and not others To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials To describe magnets as having two poles To predict whether two magnets will attract or repel each other, depending on which poles are facing	<u>Humans and other animals</u> To identify that humans and some animals have skeletons and muscles for support, protection and movement To identify that animals including humans need the right amount of nutrition and they cannot make their own food (they get nutrition from what they eat).
History	<u>Stone Age</u> Chronologically place the time studied onto a timeline.	<u>Stone Age</u> Continued	<u>Egyptians</u> Chronologically place the time studied onto a timeline.			

	Can make simple comparisons between our life today and the time period being studied. Identify and give reasons for different ways in which the past is represented. Begin to understand why different sources may offer different interpretations of the same events. Are beginning to use multiple sources and compare between them. People can use sources to justify their answers.	<u>Egyptians</u> Begin topic	Can make simple comparisons between our life today and the time period being studied. Identify and give reasons for different ways in which the past is represented. Begin to understand why different sources may offer different interpretations of the same events. Are beginning to use multiple sources and compare between them. People can use sources to justify their answers.			
Geography		<u>Volcanoes</u> To be able to describe and understand key aspects of physical geography – focusing on mountains and volcanoes. To begin to locate European countries, using maps to focus on their environmental regions, key physical and human characteristics, countries and major cities.	<u>Amy Johnson</u> To be able to name and locate geographical regions in Yorkshire and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns To begin to locate European countries, using maps to focus on their environmental regions, key physical and human characteristics, countries and major cities. To begin to be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and in a European country, using geographical vocabulary. To begin to be able to use maps, atlases, globes and to locate countries and describe features studied using geographical vocabulary.			<u>Bear Grylls</u> To be able to name and locate geographical regions in Yorkshire and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns To begin to locate European countries, using maps to focus on their environmental regions, key physical and human characteristics, countries and major cities. To begin to be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and in a European country, using geographical vocabulary. To begin to be able to use maps, atlases, globes and to locate countries and describe features studied using geographical vocabulary.

			To begin to be able to use digital / computer mapping to locate countries and describe features studied using geographical vocabulary. To begin to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.			To begin to be able to use digital / computer mapping to locate countries and describe features studied using geographical vocabulary. To begin to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.
Art	<u>Sculpture</u> To begin to include texture that conveys feelings, expression or movement. To begin to create and combine shapes to create recognisable forms eg. shapes made from nets or solid materials. To use clay and other mouldable materials. <u>Painting</u> To begin to experiment with creating mood with colour. To begin to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line. <u>Artist Study</u> Helen Burton	<u>Drawing</u> To begin to sketch lightly - no need to use a rubber to correct mistakes. To begin to annotate sketches to explain and elaborate ideas. To begin to use different grades of pencils to show line, tone and texture. To begin to use hatching and cross hatching to show tone and texture. To begin to use shading to show light and shadow. <u>Painting</u> To begin to experiment with creating mood with colour. To begin to mix colours effectively. To begin to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line. Use watercolour paint to produce washes for backgrounds.	<u>Collage</u> Select and arrange materials for a striking effect. Use coiling, overlapping, tessellation, mosaic and montage. Ensure work is precise.	<u>Printing</u> Use layers of two or more colours Replicate patterns observed in natural or built environments. Make printing blocks e.g. from coiled string glued to a block Make precise repeating patterns.	<u>Sculpture</u> To begin to include texture that conveys feelings, expression or movement. To begin to create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials. To use clay and other mouldable materials. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. Artist – Alberto Giacometti	<u>Painting and Drawing</u> To begin to sketch lightly - no need to use a rubber to correct mistakes. To begin to annotate sketches to explain and elaborate ideas. To begin to use different grades of pencils to show line, tone and texture. To begin to use hatching and cross hatching to show tone and texture. To begin to use shading to show light and shadow To begin to experiment with creating mood with colour. To begin to mix colours effectively. To begin to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line. Use watercolour paint to produce washes for backgrounds.
DT	<u>Bone Necklace</u> Begin to disassemble products to understand how they work.	<u>Christmas</u> Explore using computer-aided design to communicate ideas.	<u>Food</u> Design with purpose by identifying opportunities to design		Use software to design and represent product designs. Identify some of the great designers to generate designs working on	

	Design with purpose by identifying opportunities to design. To select from a wider range of materials To use a range of tools to complete various tasks e.g. cutting, joining and shaping. Make products, beginning to work efficiently (such as by carefully selecting materials). Identify some of the great designers to generate ideas and improve upon existing designs, beginning to give reasons for choices. Explore using computer-aided design to communicate ideas.		Make products beginning to working efficiently (such as by carefully selecting materials) To select from a wider range of materials Use software to design and represent product design (Design Menu) Identify some of the great designers to generate ideas and improve upon existing designs, beginning to give reasons for choice. To begin to apply the principles of a healthy balanced diet through preparing and cooking savoury dishes. To begin to understand how food is grown, reared, caught and processed Explore using computer-aided design to communicate ideas.		improving on existing designs beginning to give reasons for choices To use a range of tools to complete various tasks e.g. cutting, joining and shaping. Design with purpose by identifying opportunities to design Make products beginning to working efficiently (such as by carefully selecting materials To select from a wider range of materials Explore using computer-aided design to communicate ideas.	
Jigsaw and PSHE	<u>Being Me in My World</u> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal. I value myself and know how to make someone else feel welcome and valued. I can face new challenges positively, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I understand why rules are needed and how they relate	<u>Celebrating Difference</u> I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me. I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique. I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better. I know that witnesses can make the situation better or worse by what they do.	<u>Dreams and Goals</u> I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down a goal into a number of steps and	<u>Healthy Me</u> I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge. I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice. I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs. I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to	<u>Relationships</u> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution. I know and can use some strategies for keeping myself safe online.	<u>Changing Me</u> I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals. I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family. I understand that boys' and girls' bodies need to change so that when they grow up

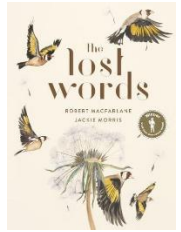
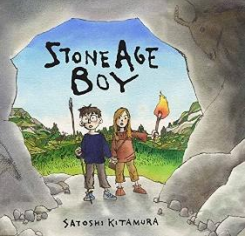
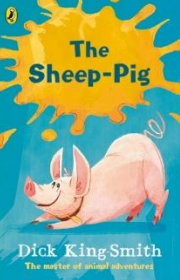
	to rights and responsibilities. I know how to make others feel valued. I understand that my actions affect myself and others and I care about other people's feelings. I understand that my behaviour brings rewards/consequences. I can make responsible choices and take action. I can work cooperatively in a group. I understand my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter.	I can problem-solve a bullying situation with others. I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat). I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	know how others could help me to achieve it. I am motivated and enthusiastic about achieving our new challenge. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur. I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and can store my feelings in my internal treasure chest.	go to for help and how to call emergency services. I can express how being anxious or scared feels. I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe. I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.	I know who to ask for help if I am worried or concerned about anything online. I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them. I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.	their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Computing	<u>How Computers work</u> To log on confidently. Algorithms and programming To create and debug programs and show the need for accuracy in algorithms. To explain that computers are controlled by sequences of precise instructions known as programs.		<u>Communication and E-safety</u> To use search technologies to effectively locate simple information; understanding the importance of safe searching. To recognise acceptable/unacceptable behaviour. To use technology safely, respectfully and responsibly. To know a range of ways to report concerns about content and contact.		<u>Communication and E-safety</u> To use search technologies to effectively locate simple information; understanding the importance of safe searching. To recognise acceptable/unacceptable behaviour. To use technology safely, respectfully and responsibly. To know a range of ways to report concerns about content and contact.	

	To explain and show how algorithms can use selection (if) and repetition (loops) in programs. <u>Communication and E-safety</u> To use search technologies to effectively locate simple information; understanding the importance of safe searching. To recognise acceptable/unacceptable behaviour. To use technology safely, respectfully and responsibly. To know a range of ways to report concerns about content and contact.		
RE	<u>Remembering</u> To compare the experience of participating in a religious festival or celebration around the world. To reflect and share how religious celebrations and rituals have an impact on the community. To identify the stories celebrated at festivals. To explain the meaning behind the celebration of festivals and rituals of different faiths. CHRISTMAS To identify the stories celebrated at festivals from different faiths. To explain the meaning behind the celebration of festivals and rituals from different faiths. To identify symbols and artefacts which are important for at least two different faiths. To explain how artefacts and symbols express the beliefs of faith members. To recognise different forms of religious and spiritual expression	<u>Faith Founders</u> To identify key events in the lives of faith founders and their impact on those around them. To explain the relevance of different faith founders for their followers today. To explain the significance of the key teachings of faith founders for faith members. To describe the teachings of key religious figures, identifying some similarities and differences. To reflect on the teachings of key religious figures and how these teachings impact on society.	<u>Sacred Places</u> To show understanding of what is sacred for believers in religious places. To describe the uses of sacred places, symbols and artefacts by believers and the community. To explain how activities at local places of worship create a sense of community. To suggest how the milestones of life give a sense of identity and belonging for faith members. To identify symbols and artefacts which are important for at least two different faiths.
Music	<u>Charanga Three Little Birds (Reggae)</u> Listen & Appraise: Three Little Birds (Reggae) Musical Activities using glocks Warm-up games play and copy back using up to 2 notes – C + D. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Reflection Perform & Share	<u>Charanga Let Your Spirit Fly (R&B)</u> Listen & Appraise: Let Your Spirit Fly (RnB) Musical Activities using glocks Warm-up games play and copy back using up to 2 notes – C + D. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Reflection Perform & Share	<u>Keyboard Skills Using Charanga Recorder Course</u> Keyboard Playing Skills: Use a different finger for each note. To play keyboard correctly– use right hand with fingers relaxed over all the keys. If sharing, ensure can reach notes comfortably. Use side of thumb to play lowest note, to ensure other fingers are in correct position. Make sure when moving notes, last finger is taken off so each note is separate. Learn how to hold notes down for longer duration and take off for shorter. Learn how to play staccato and legato notes and how to play stronger notes where needed to achieve phrasing. Use all these techniques to make a controlled sound with the keyboard. Be able to control the sound to make high and low and long and short notes.

					<i>Progress with these skills over Year 3 and Year 4.</i> Musical Skills: Listen with understanding and direction. Start to read simple notation– crotchets, minims and their rests, set out in bars with treble clef and time signature at the beginning. Follow instruction and notation to play a piece of music using B, A then G. Play their keyboards in ensemble in unison and in two parts. Build on previous musical learning about the interrelated dimensions of music Year 3 Pieces using Charanga Recorder Course Easy B, Strictly B, Abie's Blues, What's Up, Mardi Gras Groovin', Portsmouth (GA)	
PE	<u>Dance (Unit 1)</u> To perform a jazz square and use it in our dance. To perform a dance showing two contrasting characters. To develop movements using improvisation. To use props in our dance sequence. To use facial expressions to bring life and emotion to our dance. To take on the director role to help others improve their dance. <u>Tennis</u> To use the ready position to return a ball. To hit the ball to different parts of the court using a forehand hit. To perform an underarm serve to start a rally. To move towards a ball to return it over the net. To play cooperatively with a partner to keep the ball moving over the net.	<u>Basketball</u> To keep possession of the ball when dribbling. To work as a pair to move forward and attack. To use a defensive body position. To perform a two-handed shot to score baskets. To use a jump ball to restart a game. When to move to space to receive the ball. <u>Apparatus</u>	<u>Football</u> To use the inside of the foot to pass the ball. To trap a ball that is moving along the ground with control. To pass the ball accurately into space over short distances. To identify and move into space to receive the ball. To use the outside of the foot to control the ball and dribble. To cushion the ball when receiving it. <u>Gymnastics (Unit 1)</u> To show full extension during a balance. To move in and out of contrasting shapes with fluency. To perform a sequence using different types of rolls. To perform powerful jumps from low apparatus. To perform in unison with a partner. To create a group performance using contrasting actions.	<u>OAA</u> To use clear communication, strength and flexibility to complete a task. To work with others to complete map-reading tasks. To draw and create a clear route on a map for others to follow. To work with others and identify what went well and what we could do to improve. To identify and explain what is required to complete a variety of challenges. To safely take part in trust-based activities. <u>Apparatus</u>	<u>Athletics</u> Jumping and hopping in sequence. To run at different speeds. To approach and jump hurdles. To throw a javelin using the pull throw technique. A variety of skipping techniques. To keep score accurately over a range of events. <u>Handball</u> To use the ready position to catch effectively. To perform accurate passes in different situations. To move with the ball using the 3 step rule. To prevent the ball from being passed by blocking and intercepting. To use quick, effective passes to attack as a team. To develop accurate passing and move into space in a game.	<u>Rounders</u> To get into the best body position to field a ball. To bowl with some consistency in a game. To hit a moving ball with one hand. To stop a moving ball using the long barrier technique. To throw longer distances using overarm technique. To select and apply new skills in a competition. <u>Dance (Unit 2)</u> To perform classic dance actions such as do se do, in a specific order. To perform travelling dance actions which follow a floor pattern. A range of dynamics and using them in our dance. To create our own actions that match the barn dance style. To create partner actions based on barn dance movements. To refine our work to improve the quality of our performance.

	To perform forehand hits to score points in a competition.					
French	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction <i>J'ai</i> (I have) Age Easter	Definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est aussi</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments Paris project
Gophers	Play Charades & Learn Clapping Games Go on a Scavenger Hunt	Play in the Snow Watch a Live Performance Learn some Origami	Make paper aeroplanes Cook and taste foods from other cultures	Grow plants from seeds Cook and taste foods from other cultures	Paint with your feet Do some wild art Grow plants from seeds	Look after an animal Be safe on the roads
Visits and Visitors	Artist workshop	Fossil workshop	Walking around Hornsea	Hull Museums Food workshop	Memorial Gardens	Beach trip

Reading Spine Texts

	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Year 3	The Lost Words by Robert Macfarlane and Jackie Morris 	Stone Age Boy by Satoshi Kitamura 	The Sheep Pig by Dick King Smith 	Iron Man by Ted Hughes 	Cloud Busting by Malorie Blackman 	The Egyptian Cinderella by Shirley Climo 

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