	Week 1 2.9.24	Week 2 9.9.24	Week 3 16.9.24	Week 4 23.9.24	Week 5 30.9.24	Week 6 7.10.24	Week 7 14.10.24	Week 8 21.10.24
TOPIC	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?
SPELLING SPAG	YEAR 3-6 SPELLING LISTS	YEAR 3-6 SPELLING LISTS Singular and Plural Nouns Y4	YEAR 3-6 SPELLING LISTS Pronouns Y4	YEAR 3-6 SPELLING LISTS Suffixes: -ly Y3	YEAR 3-6 SPELLING LISTS Subordinate Clauses Y3	YEAR 3-6 SPELLING LISTS Past Tense Y3	YEAR 3-6 SPELLING LISTS Adverbs to Express Time and Cause Y4	YEAR 3-6 SPELLING LISTS Compound Words Y4
WRITING (Core Texts/Animation)	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur
GENRES	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth
SPOTLIG HT ON	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths

r	WITP Autumn T Humsnaugh First School Class 3 - Wirs Long/Wis Osborne/Wirs Wilkinson/ Wir Hulbert								
	Guided	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	
RS	reading	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	
VIPERS	VIPERS	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	
>	Ancient Greece	Modern Myths	Modern Myths	Modern Myths	Modern Myths	Modern Myths	Modern Myths	Modern Myths	
	Modern Myths								
⋖	Harvest	Harvest	Harvest	Harvest Festival	Harvest Festival	Harvest Festival	Harvest Festival	Harvest Festival	
DRAMA	Festival	Festival	Festival	Theseus and the	Theseus and the	Theseus and the	Theseus and the	Theseus and the	
OR.	Theseus and	Theseus and	Theseus and	Minotaur	Minotaur	Minotaur	Minotaur	Minotaur	
_	the Minotaur	the Minotaur	the Minotaur						
	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value	
	Addition and	Addition and	Addition and	Addition and	Addition and	Addition and	Addition and	Addition and	
를 됐는	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	
MATHS	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	
2	Angles,	Angles,	Angles,	Angles,	Angles,	Angles,	Angles,	Angles,	
	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	
	Position	Position	Position	Position	Position	Position	Position	Position	
	Ancient	Ancient Greece	Ancient	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	
	Greece	Why were	Greece	Why did a small	What were the	What happened at	What were the	How significant is	
	Who were the	Athens and	What was	Greek army win	Ancient Greek	the Ancient Greek	Ancient Greek	the legacy of	
	Ancient	Sparta so	Alexander the	the Battle of	gods known for?	Olympic Games?	philosophers	Ancient Greece for	
	Greeks?	different?	Great's impact	Marathon?	To learn about the	To explain the	famous for?	life today?	
	To find out	To know what city-states were	on the Greek	To find out what	twelve Olympian	importance of the	To find out about	To explore the	
≿	when and where the Ancient	To compare the	empire?	happened at the Battle of Marathon	gods and their associated symbols	Olympic Games in Ancient Greek	famous thinkers from Ancient	influence of Ancient Greece on various	
HISTORY	Greeks lived	city-states of	To find out why	To analyse the main	To identify key	culture	Greece	areas of modern life	
ISI	To make a	Athens and Sparta	Alexander the Great was a	reasons for the	Ancient Greek gods	To explore the	To explore key	To consider the	
I	timeline of key	To make a	significant figure	Greek victory	and goddesses	balance of religious,	ideas and questions	significance of	
	events	balanced	To analyse the	,	from historical	social and sporting	from Ancient Greek	different legacies	
	To use historical	argument based	historical impact		sources	activities at the	philosophy	on life today	
	sources to infer	on historical	of Alexander the			Ancient Greek			
	information	knowledge	Great			Olympics			
	about the past								

Animals Including Humans	Animals Including	Animals	Animals	Animals	Animals	Animals
		Including	Including	Including	Including	Including
Hamans	Humans	Humans	Humans	Humans	Humans	Humans
	Food Labels	Skeletons	Human	Muscles	Investigating	Investigating
Nutrition	To explore the	To sort animal	Skeletons	To explain how	To design and	To design and
To sort foods	nutritional	skeletons into	To investigate	bones and	carry out my	carry out my
into food	values of	groups,	an idea about	muscles work	own	own
groups and	different foods	discussing	how the human	together to	investigation.	investigation.
find out about	by gathering	patterns and	skeleton	create	J	Consolidation
the nutrients	information	similarities and	supports	movement.		
that different	from food	differences	movement.			
foods provide.	labels.					
ng Making		Making	Making	Making	Making	Making
ted Animated	Animated	Animated	Animated	Animated	Animated	Animated
ngs Drawings	Drawings	Drawings	Drawings	Drawings	Drawings	Drawings
cess See Access Art	See Access Art	See Access Art	See Access Art	See Access Art	See Access Art	See Access Art
way Pathway	Pathway	Pathway (Linked	Pathway (Linked	Pathway (Linked	Pathway (Linked	Pathway (Linked
with (Linked with	(Linked with	with ICT & Link	with ICT & Link	with ICT & Link	with ICT & Link	with ICT & Link
nk to ICT & Link to	ICT & Link to	to Mythical	to Mythical	to Mythical	to Mythical	to Mythical
cal Mythical	Mythical	Beasts and	Beasts and	Beasts and	Beasts and	Beasts and
and Beasts and	Beasts and	Greek Myths)	Greek Myths)	Greek Myths)	Greek Myths)	Greek Myths)
	Crook Muthol					
yths) Greek Myths)	Greek Myths)					
yths) Greek Myths)	Greek (viyths)				FOOD TECH	
yths) Greek Myths)	Greek Myths)				FOOD TECH	
	To sort foods into food groups and find out about the nutrients that different foods provide. To sort foods into food groups and find out about the nutrients that different foods provide. To sort foods into food groups and find out about the nutrients that different foods provide. To sort foods into food groups and find out about the nutrients that different foods provide. To sort foods into food groups and find out about the nutrients that different foods provide. To sort foods into food groups and find out about the nutrients that different foods provide. To sort foods into food groups and find out about the nutrients that different foods provide.	To sort foods into food groups and find out about the nutrients that different foods provide. Making Animated Drawings Sees See Access Art Pathway with ICT & Link to Mythical To sort foods nutritional values of different foods by gathering information from food labels. Making Animated Drawings See Access Art Pathway (Linked with ICT & Link to Mythical	Nutrition To sort foods into food groups and find out about the nutrients that different foods provide. Making Animated Drawings To explore the nutritional values of different foods by gathering information from food labels. Making Animated Drawings To explore the nutritional skeletons into groups, discussing patterns and similarities and differences Making Animated Drawings To explore the nutritional skeletons into groups, discussing patterns and similarities and differences Making Animated Drawings To explore the nutritional skeletons into groups, discussing patterns and similarities and differences Making Animated Drawings To explore the nutritional skeletons into groups, discussing patterns and similarities and differences Making Animated Drawings See Access Art Pathway (Linked with ICT & Link to Mythical Beasts and Mythical	Nutrition To sort foods into food groups and find out about the nutrients that different foods provide. Making Animated Drawings Eess Eess Dess Dess Dess Dess Dess Des	Nutrition To sort foods into food groups and find out about the nutrients that different foods labels. Making Animated Drawings See Access Art Pathway With ICT & Link to all Mythical Nutrition To explore the nutritional skeletons into groups, discussing patterns and similarities and differences Making Animated Drawings See Access Art Pathway With ICT & Link to all Mythical To sort animal skeletons To investigate an idea about how the human skeleton supports movement. To explain how bones and muscles work together to create movement. To explain how bones and muscles work together to create movement. To explain how bones and muscles work together to create movement. To explain how bones and muscles work together to supports movement. Making Animated Drawings See Access Art Pathway (Linked with ICT & Link to Mythical Beasts and B	Nutrition To sort foods into food groups and find out about the nutrients that different foods provide. Making Animated Drawings Sees Access Art Way with Ict & Link to Ict & Link to all into food groups with of the nutrient into food labels. To sort animal skeletons into groups, discussing patterns and similarities and differences of labels. To sort animal skeletons into groups, discussing patterns and similarities and differences of labels. To explain how bones and muscles work together to create movement. To design and carry out my own investigation. Making Animated Drawings See Access Art Pathway (Linked with Ict & Link to Mythical Beasts and Mythical Beasts and Beas

				chool Class 3 - Wi		_		1
	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF
	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)
RE	What is it	What is it like	What is it like	What is it like	What is it like	What is it like	What is it like	What is it like
~	like to	to follow	to follow	to follow God?				
	follow God?	God?	God?					
	Tonon God.		304.					
	Greetings	Crostings and	Greetings and	Greetings and	Crostings and	Greetings and	Greetings and	Greetings and
	9	Greetings and			Greetings and		-	
	and French	French culture	French culture	French culture	French culture	French culture	French culture	French culture
_	culture	Classroom	Classroom	Classroom	Classroom	Classroom	Classroom	Classroom
-	Classroom	instructions	instructions	instructions	instructions	instructions	instructions	instructions
FRENCH	instructions	Animals	Animals	Animals	Animals	Animals	Animals	Animals
품	Animals	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
	vocabulary	Numbers and	Numbers and	Numbers and	Numbers and	Numbers and	Numbers and	Numbers and
	Numbers	plurals	plurals	plurals	plurals	plurals	plurals	plurals
		•	•	•	•	•	•	•
	and plurals							
	and plurals Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
ш	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
PE	•	Tag Rugby Swimming	Tag Rugby Swimming	Tag Rugby Swimming	Tag Rugby Swimming	Tag Rugby Swimming	Tag Rugby Swimming	Tag Rugby Swimming
PE	Tag Rugby							
PE	Tag Rugby							
PE	Tag Rugby Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Tag Rugby Swimming Harvest	Swimming Harvest songs	Swimming Harvest songs	Swimming Harvest songs	Swimming Harvest songs	Swimming Harvest songs	Swimming Harvest songs	Swimming Harvest songs
	Tag Rugby Swimming Harvest songs	Swimming Harvest songs Charanga	Swimming Harvest songs Charanga	Swimming Harvest songs Charanga	Swimming Harvest songs Charanga	Swimming Harvest songs Charanga	Swimming Harvest songs Charanga	Swimming Harvest songs Charanga
	Tag Rugby Swimming Harvest songs Charanga	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia
MUSIC	Tag Rugby Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing
	Tag Rugby Swimming Harvest songs Charanga Mamma Mia Listening and	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing
	Tag Rugby Swimming Harvest songs Charanga Mamma Mia Listening and Appraising	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Harvest songs Charanga Mamma Mia Listening and Appraising Performing	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing

COMPUTING	NCC/360 Scheme Unit 3.2 Creating media- Animation Can a picture move? To explain that animation is a sequence of drawings or photographs I can draw a sequence of pictures I can create an effective flip book—style animation I can explain how an	NCC/360 Scheme Unit 3.2 Creating media- Animation Frame by frame To relate animated movement with a sequence of images I can predict what an animation will look like I can explain why little changes are needed for each frame I can create an effective stop- frame animation	NCC/360 Scheme Unit 3.2 Creating media- Animation What's the story? To plan an animation I can break down a story into settings, characters and events I can describe an animation that is achievable on screen I can create a storyboard	NCC/360 Scheme Unit 3.2 Creating media- Animation Picture perfect To identify the need to work consistently and carefully I can use onion skinning to help me make small changes between frames I can review a sequence of frames to check my work I can evaluate the quality of my animation	NCC/360 Scheme Unit 3.2 Creating media- Animation Evaluate and make it great! To review and improve an animation I can explain ways to make my animation better I can evaluate another learner's animation I can improve my animation based on feedback	NCC/360 Scheme Unit 3.2 Creating media- Animation Lights, camera, action! To evaluate the impact of adding other media to an animation I can add other media to my animation I can explain why I added other media to my animation I can evaluate my final film	Christmas posters Adobe Express	Christmas posters Adobe Express
PSHE	animation/ flip book works 1Decision Feelings and Emotions	1Decision Feelings and Emotions	1Decision Feelings and Emotions	1Decision Feelings and Emotions	1Decision Feelings and Emotions	1Decision Feelings and Emotions	1Decision Feelings and Emotions	1Decision Feelings and Emotions
VISITS & VISITOR			Great North Museum					