



Year 3 Autumn Term – Sensational South America

Key Values:

Term 1: Organisation and Independence

Term 2: Communication and Respect



| English | | Maths |
|---|--|---|
| <p>Non-chronological reports</p> <ul style="list-style-type: none"> - Non-chronological reports linked to Rainforest topic <p>Characters and settings</p> <ul style="list-style-type: none"> - Characters/settings based on Charlie and the Chocolate Factory | <p>Persuasive Writing</p> <ul style="list-style-type: none"> - Information texts (linked to topic – ‘The Rainforests using The Lorax as a starting point), writing a persuasive letter about deforestation <p>Poetry</p> <ul style="list-style-type: none"> - Linked to our topic ‘Rainforests’ Reading and writing poetry, exploring description, imagery and the author’s use of language. | <p>Power Maths</p> <p>Unit 1 – Place Value with 1,000.</p> <p>Unit 2 – Addition and Subtraction (1)</p> <p>Unit 3 – Addition and Subtraction (2)</p> <p>Unit 4 – Multiplication and Division. (1)</p> |
| History and Geography | | Science |
| <p>History</p> <p>Chronology:</p> <ul style="list-style-type: none"> - Describe events from the past using dates when things happened. - Use mathematical knowledge to work out how long-ago events happened. - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Place the time studied on a timeline. - Use a timeline to place historical events / artefacts in chronological order within the specific period of history studied. <p>Knowledge & Understanding of Events, People and Changes in the Past:</p> <ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Use evidence to describe buildings and their uses to people from the past. - Compare these findings with life today. - Identify and understand reasons people may have had or wanted to do something and the results of these people’s actions. - Study the change through the lives of significant individuals <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Use research skills to find answers to specific, provided historical questions. - Use a range of sources to find out about a period. - Select and record information relevant to the study. <p>Organisation & Communication:</p> <ul style="list-style-type: none"> - Timelines (pictures, key events / people / dates) - Discussions, pictures, stories, drama / role play, models, annotations. - Use a computer / iPad to present information. - Different genres of writing, diagrams, labelling, debates | | <p>Plants:</p> <ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working Scientifically</p> <p>Asking Questions:</p> <ul style="list-style-type: none"> - Independently use a range of question stems. Where appropriate, they answer these questions. - Answer questions posed by the teacher. <p>Observing & Measuring:</p> <ul style="list-style-type: none"> - Make systematic and careful observations. <p>Gathering & Recording Data:</p> <ul style="list-style-type: none"> - Sometimes decide how to record and present evidence. - Record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. - Record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). |

| | |
|---|--|
| <p>Geography</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> - Focus study of South America - Compare similarities and differences of human and physical geography with a region of the UK <p>Geographical Skills & Fieldwork:</p> <ul style="list-style-type: none"> - Use NF books, stories, atlases, pics/photos and the internet as sources of info - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pics, temperatures in different locations | <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Draw conclusions based on their evidence and current subject knowledge. - Identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. - Communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary. |
|---|--|

| Art | DT |
|---|--|
| <p>Drawing:</p> <ul style="list-style-type: none"> - Refine and alter their drawings as necessary. - Use different grades of pencils to shade and show different tones and textures. - Use their sketchbook to collect and record from different sources. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p>Printing</p> <ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques. <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. - Explore the roles and purposes of artists, crafts people and designers working in different times and cultures (Rousseau) <p>Evaluating & Developing Work:</p> <ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. | <p>Evaluate:</p> <ul style="list-style-type: none"> - Begin to evaluate their finished work against the original design criteria, e.g. Identifying strengths and areas for development. - Begin to consider the views of others to improve their work - Begin to investigate and analyse existing products e.g. who designed them, where and when they were designed <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Develop further the correct technical vocabulary for the projects they are undertaking. - Begin to know how to control a computer to control their products, e.g. construction kit. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Begin to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs, and cattle) and caught (such as fish) in the UK, Europe and the wider world. - Begin to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat Well Plate'. - Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. - Begin to know that food ingredients can be fresh, pre-cooked and processed. - Begin to analyse the taste, texture, smell and appearance of a range of foods, further developing sensory knowledge and vocabulary. - Begin to know how to chop, slice, mix and spread ingredients safely in addition to cutting, peeling and grating. - Follow a recipe to prepare and cook predominantly savoury dishes safely and hygienically including, where appropriate, a heat source. - Begin to measure and weigh ingredients appropriately. |

PE

Health-Related Fitness

Warm-up/set up:

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.
- Know about the four components of fitness (strength, cardiovascular, flexibility and balance).

Select and apply skills, tactics and compositional ideas:

Evaluate & Improve Performance:

Invasion Games (Tag Rugby)

Warm-up/set up:

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Practise passing to a partner using a number of sending and receiving techniques.
- Play games that involve keeping possession and scoring in targets.
- Know which passes are best, tactics to keep possession.
- How to organise themselves differently to play each of the games successfully.

Select and apply skills, tactics and compositional ideas:

- Improve accuracy of passes and use space to keep possession better.
- Remain in control of ball while travelling.
- Use communication skills to help others know where they are going.
- Play 3vs 1 and 4vs 1 games.
- Find space to receive and support.

Evaluate & Improve Performance:

- Know what to think about when team has and hasn't got the ball.

Dance

Warm-up/set up:

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Begin to improvise with a partner to create a simple routine.
- Create motifs from different stimuli.

Select and apply skills, tactics and compositional ideas:

- Begin to compare and adapt movements and motifs to create a larger sequence.
- Use simple choreographic devices such as unison, canon and mirroring do develop motifs
- Perform with some awareness of rhythm and expression.

Evaluate & Improve Performance:

- Use simple dance vocabulary to compare and improve work.

Invasion Games (Hockey)

Warm-up/set up:

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Practise passing to a partner using a number of sending and receiving techniques.
- Play games that involve keeping possession and scoring in targets.
- Know which passes are best, tactics to keep possession.
- How to organise themselves differently to play each of the games successfully.

Select and apply skills, tactics and compositional ideas:

- Improve accuracy of passes and use space to keep possession better.
- Remain in control of ball while travelling.
- Use communication skills to help others know where they are going.
- Play 3vs 1 and 4vs 1 games.
- Find space to receive and support.

Evaluate & Improve Performance:

- Know what to think about when team has and hasn't got the ball.

| RE | | Computing | | Music | |
|--|---|---|--|---|--|
| <p><u>LAS Unit – God</u> (Hinduism)</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Describe some religious beliefs and teachings of religions studied, and their importance - Describe how some features of religions studied are used or exemplified in festivals and practices - Make links between religious symbols, oral stories and practices and the beliefs or ideas that underlie them <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> - Ask significant questions about religions and beliefs <p>Interpreting:</p> <ul style="list-style-type: none"> - Describe and suggest meanings for symbols and other forms of religious expression <p>Evaluate:</p> <ul style="list-style-type: none"> - Enquire into different religions and draw conclusions based on findings - Draw conclusions based on a wide range of sources, i.e. trips, videos, artefacts, etc - Use evidence to independently conclude how people live their lives and why | <p><u>LAS Unit - God</u> (Islam)</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Describe some religious beliefs and teachings of religions studied, and their importance - Describe how some features of religions studied are used or exemplified in festivals and practices - Make links between religious symbols, oral stories and practices and the beliefs or ideas that underlie them <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> - Ask significant questions about religions and beliefs <p>Interpreting:</p> <ul style="list-style-type: none"> - Describe and suggest meanings for symbols and other forms of religious expression <p>Evaluate:</p> <ul style="list-style-type: none"> - Enquire into different religions and draw conclusions based on findings - Draw conclusions based on a wide range of sources, i.e. trips, videos, artefacts, etc - Use evidence to independently conclude how people live their lives and why | <p>Online Safety:</p> <ul style="list-style-type: none"> - Understand that the information they put online leaves a digital footprint or “trail.” - Explore what cyberbullying means and what to do if they encounter it. - Pupils learn that all websites are not equally good sources of information and are not all appropriate. <p>Word Processing:</p> <ul style="list-style-type: none"> - Insert clip art, format & resize - Use spell check - Insert headings / sub-headings - Use the highlight tool - Use a wide range of punctuation keys - Use the cut, copy, paste icons - Open documents from G-drive | <p>Rising Stars: We are Communicators</p> <p>Communication & Networks:</p> <ul style="list-style-type: none"> - Understands the difference between the internet and internet service e.g. world wide web. (AB) - Shows an awareness of, and can use a range of internet services e.g. VOIP. - Recognises what is acceptable and unacceptable behaviour when using technologies and online services. | <p>Music Express: Building</p> <p>Composing:</p> <ul style="list-style-type: none"> - Make choices about musical structure <p>Music Express: Singing French</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Read graphic notation to play a melody on tuned instruments <p>Appraising:</p> <ul style="list-style-type: none"> - Recognise pitch shapes | <p>Music Express: Communication</p> <p>Singing:</p> <ul style="list-style-type: none"> - Copy and create a wide range of vocal sounds to incorporate into a song <p>Playing Instruments/ Composing:</p> <ul style="list-style-type: none"> - Create and perform from a symbol score <p>Music Express: Poetry</p> <p>Improvising/ exploring:</p> <ul style="list-style-type: none"> - Improvise descriptive music |

| PSHE | | MFL | |
|---|---|---|--|
| <p><u>Relationships - Families and Friendships:</u></p> <ul style="list-style-type: none"> - To recognise and respect that there are different types of families, | <p><u>Relationships - Safe Relationships:</u></p> <ul style="list-style-type: none"> - What is appropriate to share with friends, classmates, family and wider social groups including online - About what privacy and personal boundaries are, including online | <p>Vocabulary:</p> <ul style="list-style-type: none"> - Counting and using numbers 0-10 | <p>Vocabulary:</p> <ul style="list-style-type: none"> - Giving personal details (name and age) |

| | | | |
|--|---|--|---|
| <p>including single parents, same-sex parents, step-parents, foster parents</p> <ul style="list-style-type: none"> - The positive aspects of being part of a family: it provides care, love, support, stability - The different ways people care for each other, e.g. giving encouragement and support in difficult times - Identify when something in a family might make someone upset or worried - What to do if family relationships are making them feel unhappy or unsafe <p>Health & Wellbeing – Physical</p> <p>Health & Mental Wellbeing:</p> <ul style="list-style-type: none"> - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally | <ul style="list-style-type: none"> - Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision - That bullying and hurtful behaviour is unacceptable in any situation - About the effects and consequences of bullying for the people involved - About bullying online, and the similarities and differences to face-to-face bullying - What to do and whom to tell if they see or experience bullying or hurtful behaviour <p>Living in the Wider World – Media Literacy & Digital Resilience:</p> <ul style="list-style-type: none"> - how the internet can be used positively for leisure, for school and for work - to recognise that images and information online can be altered or adapted and the reasons for why this happens - strategies to recognise whether something they see online is true or accurate - to evaluate whether a game is suitable to play or a website is appropriate for their age-group - to make safe, reliable choices from search results - how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>Relationships - Respecting Ourselves and Others:</p> <ul style="list-style-type: none"> - To recognise respectful behaviours e.g. helping or including others, being responsible - How to model respectful behaviour in different situations e.g. at home, at school, online - The importance of self-respect and their right to be treated respectfully by others - What it means to treat others, and be treated, politely - The ways in which people show respect and courtesy in different cultures and in wider society | <ul style="list-style-type: none"> - Greeting and responding to greetings - Following simple instructions <p>Speaking and Listening:</p> <ul style="list-style-type: none"> - Make links between some sounds, rhymes and spellings - Listen and respond to: rhymes/songs/ simple stories - Listen to and follow simple commands - Watch mouth of speaker and imitate pronunciation - Participate in short exchange - Use single words, phrases and short sentences <p>Reading:</p> <ul style="list-style-type: none"> - Read familiar words with accurate pronunciation - Recognise: <ul style="list-style-type: none"> - syllables in words - how accents alter pronunciation - questions and negatives | <ul style="list-style-type: none"> - Christmas - nativity characters - presents <p>Speaking and Listening:</p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> - Understand, ask and respond to simple questions - Perform short role play <p>Reading:</p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> - Follow short dialogue <p>Cultural:</p> <p>(Christmas)</p> <ul style="list-style-type: none"> - Identify social conventions at home and in French culture |
|--|---|--|---|



Year 3 Spring Term – Climates around the World

Key Values:

Term 3: Resilient Rosie and Aspiration

Term 4: Izzy Initiative and Creativity



English

Adventure Stories

- Exploring adventure Stories linked to 'The Lion, the Witch and the Wardrobe'

Playscripts

- Exploring features of play scripts, writing their own based on a familiar story

Reading Project

Explanation Texts

- Linked to topic: Weather, looking at features and using them to write their own non-fiction text.

Maths

Power Maths

Unit 5 – Multiplication and Division (2)

Unit 6 – Money

Unit 7 – Statistics

Unit 8 – Length

Unit 9 – Fractions (1)

Geography

Locational Knowledge:

- Confidently name the countries of the UK.
- Identify and place the world's countries on a map, focussing on North & South America.
- Confidently name and locate the world's 7 continents from Y2.

Human & Physical Geography:

- Describe key aspects of Physical Geography: the water cycle and climate zones, biomes and vegetation belts

Geographical Skills & Fieldwork:

-Use the four compass points to follow/give directions.
-Use letter/number co-ordinates to locate features on a map.
- Identify and use standard symbols on a map
- Begin to ask/initiate geographical questions
- Begin to collect and record evidence

Animals, including humans:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Working Scientifically

Testing:

- Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.
- Follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.

Gathering & Recording Data:

- Record classifications e.g. using tables, Venn diagrams, Carroll diagrams.
- Supported to present the same data in different ways in order to help with answering the question.

Science

Rocks:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Working Scientifically

Asking Questions:

- Consider their prior knowledge when asking questions.
- Given a range of resources, decide for themselves how to gather evidence to answer the question.

Identifying & Classifying:

- Interpret their data to generate simple comparative statements based on their evidence.
- Begin to identify naturally occurring patterns and causal relationships.

Concluding & Communicating:

- Answer their own and others' questions based on observations they have made; measurements they have taken or information they have gained from secondary sources.
- Answers are consistent with the evidence

| Art | DT |
|---|--|
| <p>Painting:</p> <ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. <p>Textiles/collage:</p> <ul style="list-style-type: none"> - Use a variety of techniques, inc. weaving, and appliqué. - Name the tools and materials they have used. - Develop skills in stitching, cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc. <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Explore the roles and purposes of artists, crafts people and designers working in different times and cultures (Seurat) | <p>Design:</p> <ul style="list-style-type: none"> - Begin to gather information through research to generate realistic ideas, focusing on the needs of the user and particular individuals and groups. - Begin to make design decisions that take account of the availability of the resources. - Begin to understand whether products can be recycled or reused. - Begin to share and clarify ideas through discussion and annotated sketches. - Begin to identify a purpose and establish the design criteria for a successful product. - Select and explain their choice of tools, equipment and materials in relation to the skills and techniques they will be using. - Order the main stages of making. - Model their ideas using prototypes and pattern pieces, e.g. for a bag. - Demonstrate how to create drawings and diagrams with labels when designing. <p>Make:</p> <ul style="list-style-type: none"> - Begin to explain choice of 'suitable' tools and equipment in relation to the skills and techniques being used. - Begin to work safely and accurately with a range of simple tools, e.g. sewing equipment, modelling tools. - Begin to measure, mark out, cut and shape a range of materials with some accuracy, e.g. fabric, wood. - Begin to assemble, join and combine a range of materials and components with some accuracy in temporary and permanent ways, e.g. construction materials, mechanical components, textiles. <p>Evaluate:</p> <ul style="list-style-type: none"> - Begin to evaluate their finished work against the original design criteria, e.g. Identifying strengths and areas for development. - Begin to consider the views of others to improve their work - Begin to investigate and analyse existing products e.g. who designed them, where and when they were designed. |

| PE | |
|--|---|
| <p>Gymnastics</p> <p>Warm-up/set up:</p> <ul style="list-style-type: none"> - Understand certain stretches to warm up before exercise. - Explain why it is important to warmup and cool-down. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Choose ideas to compose a movement sequence independently/with others - Develop the quality of their shapes and balances. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Link combinations of actions with increasing confidence, including changes of direction, speed or level. - Move with coordination, control and care. - Create interesting body shapes while holding balances with control and confidence. <p>Evaluate & Improve Performance:</p> | <p>Health-Related Fitness</p> <p>Warm-up/set up:</p> <ul style="list-style-type: none"> - Recognise and describe the effects of exercise on the body. - Explain why it is important to warmup and cool-down. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Know the importance of strength and flexibility for physical activity. - Know about the four components of fitness (strength, cardiovascular, flexibility and balance). <p>Select and apply skills, tactics and compositional ideas:</p> <p>Evaluate & Improve Performance:</p> <p>Net & Wall (tennis)</p> <p>Warm-up/set up:</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time. <p>OAA Communication; Trials; Problem Solving; Compete & Perform; Evaluate:</p> <p>Warm-up/set up:</p> <ul style="list-style-type: none"> - Recognise and describe the effects of exercise on the body. - Explain why it is important to warmup and cool-down. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Orientate themselves with increasing confidence and accuracy around a short trail. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Identify and use effective communication to begin to work as a team. Identify symbols used on a key. - Communicate effectively with others. - Begin to complete activities in a set period of time. <p>Evaluate & Improve Performance:</p> <ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time. | <ul style="list-style-type: none"> - Recognise and describe the effects of exercise on the body. - Explain why it is important to warmup and cool-down. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Practise throwing and catching with a variety of different balls and using different types of throwing. - Hit the ball with a racket, using different shots. - Vary strength, length and direction of throw. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Play games using throwing and catching skills. - Know how they can make it difficult for an opponent to receive ball. <p>Evaluate & Improve Performance:</p> <ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time. |
|--|--|

| RE | Computing | | Music | |
|--|--|--|--|--|
| <p>LAS Unit - God (Christianity)</p> <p>Knowledge focus: Learning about religions:</p> <ul style="list-style-type: none"> - Describe some religious beliefs and teachings of religions studied, and their importance - Describe how some features of religions studied are used or exemplified in festivals and practices - Make links between religious symbols, oral stories and practices and the beliefs or ideas that underlie them <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> - Ask significant questions about religions and beliefs <p>Interpreting:</p> <ul style="list-style-type: none"> - Describe and suggest meanings for symbols and other forms of religious expression <p>Analysis:</p> | <p>Rising Stars - We are programmers</p> <p>Algorithms:</p> <ul style="list-style-type: none"> - Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. (AL) - Uses diagrams to express solutions. (AB) <p>Programming & Development:</p> <ul style="list-style-type: none"> - Creates programs that implement algorithms to | <p>Rising Stars - We are Bug Fixers</p> <p>Programming & Development:</p> <ul style="list-style-type: none"> - Declares and assigns variables. (AB) - Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement. (AL) | <p>Music Express: Sounds</p> <p>Listening:</p> <ul style="list-style-type: none"> - Listen to and learn about Hindustani Classical music - Learn how sounds are produced and instruments are classified <p>Music Express: China</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Perform a pentatonic song with tuned and untuned accompaniment | <p>Music Express: In the Past</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Understand and use pitch notations - Read simple rhythm notation <p>Listening:</p> <ul style="list-style-type: none"> - Listen and learn about Medieval antiphon - Listen to, learn about, play and dance to Tudor dance music <p>Music Express: Environment</p> <p>Singing:</p> |

| | | | | |
|---|----------------------------------|---|--|--|
| <ul style="list-style-type: none"> - Identify similarities and differences between religions and beliefs (Wider) <p>Evaluate:</p> <ul style="list-style-type: none"> - Draw conclusions based on a wide range of sources, i.e. trips, videos, artefacts, etc - Use evidence to independently conclude how people live their lives and why | <p>achieve given goals. (AL)</p> | <p>Algorithms:</p> <ul style="list-style-type: none"> - Uses logical reasoning to predict outputs, showing an awareness of inputs. (AL) | <p>Listening:</p> <ul style="list-style-type: none"> - Listen to and learn about traditional Chinese music | <ul style="list-style-type: none"> - Sing in two-part harmony <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Accompany a song with a melodic ostinato on tuned percussion <p>Composing:</p> <ul style="list-style-type: none"> - Select descriptive sounds to accompany a poem - Choose different timbres to make an accompaniment |
|---|----------------------------------|---|--|--|

| PSHE | | MFL | |
|---|---|--|--|
| <p>Living in the Wider World - Belonging to the Community:</p> <ul style="list-style-type: none"> - The reasons for rules and laws in wider society - The importance of abiding by the law and what might happen if rules and laws are broken - What human rights are and how they protect people - To identify basic examples of human rights including the rights of children - About how they have rights and also responsibilities - That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn | <p>Living in the Wider World - Money and Work:</p> <ul style="list-style-type: none"> - About jobs that people may have from different sectors e.g. teachers, business people, charity work - That people can have more than one job at once or over their lifetime - About common myths and gender stereotypes related to work - To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - About some of the skills needed to do a job, such as teamwork and decision-making - To recognise their interests, skills and achievements and how these might link to future jobs - How to set goals that they would like to achieve this year e.g. learn a new hobby <p>Health & Wellbeing – Physical Health & Mental Wellbeing:</p> <ul style="list-style-type: none"> - About the choices that people make in daily life that could affect their health - To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) | <p>Vocabulary:</p> <ul style="list-style-type: none"> - How old are you question and answer - Colours <p>Speaking and Listening: <i>As for Terms 1 and 2</i></p> <ul style="list-style-type: none"> - Listen and understand instructions, everyday classroom language and praise words <p>Reading: <i>As for Terms 1 and 2</i></p> <ul style="list-style-type: none"> - Recognise familiar words in written form <p>Writing:</p> | <p>Vocabulary:</p> <ul style="list-style-type: none"> - Easter - pancake ingredients <p>Speaking and Listening: <i>As for Terms 1, 2 and 3</i></p> <p>Reading: <i>As for Terms 1, 2 and 3</i></p> <p>Writing: <i>As for Terms 1, 2 and 3</i></p> |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none">- What can help people to make healthy choices and what might negatively influence them- About habits and that sometimes they can be maintained, changed or stopped- The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle- That regular exercise such as walking or cycling has positive benefits for their mental and physical health | <ul style="list-style-type: none">- Write short words and sentence- Copy accurately | <ul style="list-style-type: none">- Rearrange familiar sentences into the correct word order <p>Cultural: (Easter)</p> <ul style="list-style-type: none">- Identify social conventions at home and in French culture |
|--|---|--|---|



Year 3 Summer Term – Raiders and Traders

Key Values:
Term 5: Arnie Adventure
Term 6: Teamwork Twins



English

Stories in familiar settings

- Stories based in a familiar setting (school and transition link)

Instructions

- Reading and writing instructions

Maths

Power Maths

- Unit 10** – Fraction (2)
- Unit 11** – Time
- Unit 12** – Angles and Properties
- Unit 13** – Mass
- Unit 14** – Capacity

History and Geography

History

Britain’s settlement by Anglo-Saxons and Scots & the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Chronology:

- Describe events from the past using dates when things happened.
- Use mathematical knowledge to work out how long-ago events happened.
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Place the time studied on a timeline.
- Use a timeline to place historical events / artefacts in chronological order within the specific period of history studied.

Knowledge & Understanding of Events, People and Changes in the Past:

- Find out about everyday lives of people in time studied.
- Use evidence to describe buildings and their uses to people from the past.
- Compare these findings with life today.
- Identify and understand reasons people may have had or wanted to do something and the results of these people’s actions.
- Study the change through the lives of significant individuals.

Interpretations of History:

- With support, look at and use some of these sources: books and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
- Explore the idea that there are different accounts of history, presented though different sources.
- Distinguish between different sources – compare different versions of the same story / event / person and evaluate their usefulness.

Science

Forces & Magnets:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others - - 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
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically

Asking Questions:

- Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.
- Identify the type of enquiry that they have chosen to answer their question.

Observing & Measuring:

- Use a range of equipment for measuring length, time, temperature and capacity.
- Use standard units for their measurements.

Concluding & Communicating:

- Use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface.

Light:

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

Working Scientifically

Testing:

- Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.
- Follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.

Gathering & Recording Data:

- Record classifications e.g. using tables, Venn diagrams, Carroll diagrams.

| | | |
|---|--|--|
| <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Use research skills to find answers to specific, provided historical questions. - Use a range of sources to find out about a period. - Select and record information relevant to the study. | <ul style="list-style-type: none"> - Following a scientific experience, ask further questions which can be answered by extending the same enquiry | <ul style="list-style-type: none"> - Supported to present the same data in different ways in order to help with answering the question. |
|---|--|--|

| Art | DT |
|--|--|
| <p>3D Form:</p> <ul style="list-style-type: none"> - Make a simple papier maché object - Plan, design and make a model <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Explore the roles and purposes of artists, craftspeople and designers working in different times and culture | <p>Design:</p> <ul style="list-style-type: none"> - Begin to gather information through research to generate realistic ideas, focusing on the needs of the user and particular individuals and groups. - Begin to make design decisions that take account of the availability of the resources. - Begin to understand whether products can be recycled or reused. - Begin to share and clarify ideas through discussion and annotated sketches. - Begin to identify a purpose and establish the design criteria for a successful product. - Select and explain their choice of tools, equipment and materials in relation to the skills and techniques they will be using. - Order the main stages of making. - Model their ideas using prototypes and pattern pieces, e.g. for a bag. - Demonstrate how to create drawings and diagrams with labels when designing. <p>Make:</p> <ul style="list-style-type: none"> - Begin to explain choice of 'suitable' tools and equipment in relation to the skills and techniques being used. - Begin to work safely and accurately with a range of simple tools, e.g. sewing equipment, modelling tools. - Begin to measure, mark out, cut and shape a range of materials with some accuracy, e.g. fabric, wood. - Begin to assemble, join and combine a range of materials and components with some accuracy in temporary and permanent ways, e.g. construction materials, mechanical components, textiles. - Begin to think about an idea as progress is made and be willing to change things if this helps to improve own work. - Begin to apply a range of art and design finishing techniques with some accuracy, e.g. a drawn-on picture cut out and glued on. <p>Evaluate:</p> <ul style="list-style-type: none"> - Begin to evaluate their finished work against the original design criteria, e.g. Identifying strengths and areas for development. - Begin to consider the views of others to improve their work. - Begin to investigate and analyse existing products, e.g. who designed them, where and when they were designed. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Know and understand how mechanical systems such as levers and linkages or pneumatic systems create movement. |

PE

Dance

Warm-up/set up:

- Recognise and describe the effects of exercise on the body.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Begin to improvise with a partner to create a simple routine.

Select and apply skills, tactics and compositional ideas:

- Create motifs from different stimuli.
- Use simple choreographic devices such as unison, canon and mirroring do develop motifs
- Perform with some awareness of rhythm and expression.

Evaluate & Improve Performance:

- Begin to compare and adapt movements and motifs to create a larger sequence.
- Use simple dance vocabulary to compare and improve work.

Striking & Fielding (Kwik Cricket)

Warm-up/set up:

- Recognise and describe the effects of exercise on the body.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Strike a bowled ball in an intended direction.
- Stop a ball using a range of techniques.

Select and apply skills, tactics and compositional ideas:

- Play cooperatively with teammates, making decisions about when to run for points & when not.
- Choose and use a range of simple tactics and strategies when striking and fielding.
- Invent rules for striking and fielding games.

Evaluate & Improve Performance:

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

Gymnastics

Warm-up/set up:

- Recognise and describe the effects of exercise on the body.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

- Begin to show flexibility in movements
- Show confidence in rolls: log / curled side / teddy bear roll, crouched rocking forward roll.
- Show confidence in jumps: straight, tuck, star, half-turn, cat spring.

Select and apply skills, tactics and compositional ideas:

- Use turns in a variety of ways whilst travelling.
- Use a range of jumps in their sequences and begin to use equipment to vault.

Evaluate & Improve Performance:

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

Athletics

Warm-up/set up:

- Recognise and describe the effects of exercise on the body.
- Explain why it is important to warmup and cool-down.

Acquire and develop skills:

Running

- Identify and demonstrate different techniques that affect their performance.
- Focus on their arm and leg action to improve their sprinting technique.
- Begin to combine running with jumping over hurdles.
- Focus on trail leg/lead leg action when hurdling.
- Understand the importance of adjusting running pace to suit the distance being run.

Throwing

- Throw with greater control and accuracy; show increasing control in their overarm throw.
- Perform a push throw.
- Continue to develop techniques to throw for increased distance.

Jumping

- Use one and two feet to take off and to land with.

- Develop an effective take-off for standing long jump.
- Develop effective flight phase for standing long jump; landing safely and with control.

Select and apply skills, tactics and compositional ideas:

Compete/Perform

- Perform learnt skills and techniques with control and confidence.
- Compete against self and others in a controlled manner.

Evaluate & Improve Performance:

Evaluate

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

| RE | Computing | | Music | |
|--|---|---|--|---|
| <p>LAS Unit - Big Questions (<i>including Christianity</i>)</p> <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> - Investigate and connect features of religions and beliefs <p>Critical Thinking and Reflection:</p> <ul style="list-style-type: none"> - Compare their own and other people's ideas about questions that are difficult to answer <p>Empathy:</p> <ul style="list-style-type: none"> - Make links between values and commitments, including religious ones, and their own attitudes or behaviour <p>Evaluate:</p> <ul style="list-style-type: none"> - Draw conclusions based on a wide range of sources, i.e. trips, videos, artefacts, etc - Use evidence to independently conclude how people live their lives and why - Follow a group enquiry asking a 'big' question which requires group discussion | <p>Rising Stars - We are Network Engineers</p> <p>Hardware & Processing:</p> <ul style="list-style-type: none"> - Knows that computers collect data from various input devices, including sensors and application software. (AB) - Understands the difference between hardware and application software, and their roles within a computer system. (AB) | <p>Rising Stars - We are Presenters</p> <p>Information Technology:</p> <ul style="list-style-type: none"> - Collects, organises and presents data and information in digital content. (AB) - Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. (AL) - Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution. (EV) <p>3Rising Stars - We are opinion pollsters</p> <p>Data & Data Representation:</p> <ul style="list-style-type: none"> - Understands the difference between data and information. (AB) - Knows why sorting data in a flat file can improve searching for information. (EV) | <p>Music Express: Ancient Worlds</p> <p>Singing:</p> <ul style="list-style-type: none"> - Perform a round in three parts <p>Composing:</p> <ul style="list-style-type: none"> - Arrange an accompaniment with attention to balance and musical effect <p>Music Express: Time</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion - Perform rhythmic ositinati individually and in combination <p>Improvising/exploring:</p> <ul style="list-style-type: none"> - Improvise to an ostinato <p>Listening:</p> <ul style="list-style-type: none"> - Listen to and learn about a romantic piece of music <p>Appraising:</p> <ul style="list-style-type: none"> - Identify the metre in a piece of music. | <p>Music Express: Human Body</p> <p>Singing:</p> <ul style="list-style-type: none"> - Sing in two parts (two different melodies) with movements and percussion <p>Music Express: Food and Drink</p> <p>Improvising/exploring:</p> <ul style="list-style-type: none"> - Explore simple accompaniments using beat and rhythm patterns <p>Composing:</p> <ul style="list-style-type: none"> - Use a score and combine sounds to create different music textures. |

| | | | | |
|--|--|--|---|--|
| | | - Uses filters or can perform single criteria searches for information. (AL) | - Recognise rhythm patterns in staff notation | |
|--|--|--|---|--|

| PSHE | | MFL | |
|---|---|---|---|
| <p>Health & Wellbeing - Growing and Changing:</p> <ul style="list-style-type: none"> - That everyone is an individual and has unique and valuable contributions to make - To recognise how strengths and interests form part of a person's identity - How to identify their own personal strengths and interests and what they're proud of (in school, out of school) - To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues - Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p>Health & Wellbeing – Physical Health & Mental Wellbeing:</p> <ul style="list-style-type: none"> - about the things that affect feelings both positively and negatively - strategies to identify and talk about their feelings - about some of the different ways people express feelings e.g. words, actions, body language - to recognise how feelings can change over time and become more or less powerful | <p>Health & Wellbeing - Keeping Safe:</p> <ul style="list-style-type: none"> - How to identify typical hazards at home and in school - How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen - About fire safety at home including the need for smoke alarms - The importance of following safety rules from parents and other adults - How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety | <p>Vocabulary:</p> <ul style="list-style-type: none"> - Fruit - Food - Revision <p>Speaking and Listening: <i>As for Terms 1, 2, 3 and 4</i></p> <p>Reading: <i>As for Terms 1, 2, 3 and 4</i></p> <ul style="list-style-type: none"> - Listen and respond to extended texts, chorusing repeated phrases and vocabulary <p>Writing: <i>As for Terms 1, 2, 3 and 4</i></p> <ul style="list-style-type: none"> - Notice the spelling of familiar words | <p>Vocabulary:</p> <ul style="list-style-type: none"> - Days of the week - Months of the year - Revision <p>Speaking and Listening: <i>As for Terms 1, 2, 3 4 and 5</i></p> <p>Reading: <i>As for Terms 1, 2, 3 4 and 5</i></p> <p>Writing: <i>As for Terms 1, 2, 3 4 and 5</i></p> <ul style="list-style-type: none"> - Copy accurately <p>Cultural: (Choice)</p> <ul style="list-style-type: none"> - Identify social conventions at home and in French culture |