



# HEYHOUSES C.E. PRIMARY SCHOOL YEAR 3 CURRICULUM





**At Heyhouses we aspire to be all that God has created us to be.**

*'I can do all things through Christ who strengthens me.'* Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

**— Firm Foundations — Ambitious Learning — Flourishing for life —**



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# Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Rocks and Fossils	Human Health and Nutrition	Skeletons	Forces and Magnets	Plants	Light, Shadows and reflections
<b>History</b>		Changes in Britain from the Stone Age to the Iron Age		The Ancient Egyptians		
<b>Geography</b>	Extreme Earth – Volcanoes & Earthquakes		UK including cities & rivers			Europe
<b>Design Technology</b>		<i>Cooking and nutrition:</i> Eating seasonally <i>Structures:</i> Constructing a castle		<i>Textiles:</i> sewing – Cushions		<i>Mechanical systems:</i> Pneumatic toys <i>Digital world:</i> Wearable technology
<b>Art and Design</b>	Abstract Sculpture		Clarice Cliff: Drawing, Painting, Sculpture		Portraits: Painting, Sculpture	
<b>Music</b>	School of Rock	Composer Profile Aaron Copland Hoe Down	Human Body	Musical structure. Spanish.	Music in story. Sound of Music.	Music for public performance: Charter award
<b>MFL- Spanish</b>	Meet and Greet	My Body	Time to Eat	The People Around Me	All About school	Tell Me When
<b>PSHE</b>	Relationships	Living in The Wider World	Relationships	Health and Wellbeing	Living in The Wider World	Living in The Wider World
<b>Religious Education</b>	Harvest. The Lord's prayer.	Christmas	Jesus	Easter	Rules for Living	Christian worship
<b>Computing</b>	Connecting computers	Stop-frame animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs

Educational Visits / Visitors		
Autumn	Spring	Summer
		Music, Arts and Drama Festival



# Reading

Each Year Group will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>'Twas the Night before christmas Anon</p>				



# Writing Map

## The writing sequence using the Increased Frequency Model

Each unit has a Block A and Block B version. *Green units* represent Block B. Block A is the first-time key concepts and text types are taught, with clear scaffolding provided to develop writing. Block B is the revisit unit allowing time for children to master the concepts previously taught and to build independence by reducing the scaffolding provided.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence composition	Formal letters to complain	Third person narrative (animal stories)	Advanced instructional writing	<i>Third person narrative (animal stories)</i>	<i>Dialogue through narrative (historical stories)</i>
First person narrative descriptions	Dialogue through narrative (historical stories)	<i>Non-chronological reports</i>	<i>First person narrative descriptions</i>	<i>Formal letters to complain</i>	<i>Poetry on a theme (emotions) Enrichment</i>
Poetry on a theme (emotions)	Performance poetry (including poetry from other cultures)	Advanced instructional writing	<i>Performance poetry (incl. poetry from other cultures) Enrichment</i>		<i>Advanced instructional writing</i>
Non-chronological reports					





Autumn	Spring	Summer
Number – place value within 1,000	Number – multiplication and division	Number – fractions
Number – addition and subtraction	Measure – length and perimeter	Measure – money
Number – multiplication and division	Number – fractions	Measure – time
	Measure – mass	Geometry – angles and properties of shapes
	Measure – capacity	Statistics



Year 3 Science		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• <b>Materials and their properties - Rocks and Fossils</b></li> <li>• <b>Life Processes (animal) – Animals Growth and Movement (skeletons)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Life Processes (animal) – Animals Health and Nutrition</b></li> <li>• <b>Physical processes - Forces and Magnets</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Life Processes – Plants</b></li> <li>• <b>Physical Processes - Light</b></li> </ul>

Y3 Life Processes (animal) – Animals Growth and Movement		
<b>Scientific knowledge and understanding</b>		<b>Vocabulary</b>
<b>Revision</b> Those animals, including humans, have offspring which <b>grow</b> into adults. Basic needs for survival, water, food, air.	<b>Year 3</b> <ul style="list-style-type: none"> <li>• <b>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b></li> <li>• <b>Recognise the Life Processes of Growth and Movement.</b></li> </ul> Scientist – Charles Darwin (classification)	Skeleton, support, protection, movement, skull, spine (backbone, vertebrae), ribs, pelvis, growth, muscles, vertebrates, invertebrates, endoskeleton, exoskeleton and hydrostatic skeleton, classify.
<b>Scientific Enquiry</b>		
<b>Questioning and Research</b> <ul style="list-style-type: none"> <li>• I can ask some relevant questions about the world around us.</li> <li>• I am beginning to carry out simple research on my own.</li> </ul>	<b>Planning and Recording</b> <ul style="list-style-type: none"> <li>• I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</li> <li>• I can begin to record results in tables and bar charts.</li> </ul>	
<b>Equipment and Measurement</b> <ul style="list-style-type: none"> <li>• I can begin to observe and measure accurately using standard units eg. mm, cm, m</li> <li>• I can make systematic and careful observations.</li> </ul>	<b>Communicating and Presenting</b> <ul style="list-style-type: none"> <li>• I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest.</li> <li>• I am beginning to communicate findings using simple scientific language.</li> </ul>	<b>Considering Evidence and Evaluating.</b> <ul style="list-style-type: none"> <li>• I am beginning to talk about and identify differences and similarities or changes related to simple scientific ideas and processes.</li> <li>• I am beginning to answer my questions using the results of my enquiry.</li> </ul>





# Science

Y3 Life Processes (animal) – Health and Nutrition		
Scientific knowledge and understanding		
<b>Revision</b> Animals have different diets. Importance of exercise, diet and hygiene.	<b>Year 3</b> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition from what they eat and cannot make their own.</li> <li>An adequate and varied diet and regular exercise is beneficial to health.</li> </ul>	<b>Vocabulary</b> Health, nutrition, diet, energy, exercise, sleep, physical and mental health, resilience.
Scientific Enquiry		
<b>Questioning and Research</b> <ul style="list-style-type: none"> <li>I can use some different types of scientific enquiry to answer questions.</li> <li>I am beginning to carry out simple research on my own.</li> </ul>	<b>Planning and Recording</b> <ul style="list-style-type: none"> <li>I begin to use simple tables and standard units and help to decide how to record and analyse their data.</li> <li>I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.</li> </ul>	
<b>Equipment and Measurement</b> <ul style="list-style-type: none"> <li>I can begin to observe and measure accurately using standard units eg. mm, cm, m including time in minutes and seconds.</li> </ul>	<b>Communicating and Presenting</b> <ul style="list-style-type: none"> <li>I am beginning to identify simple changes related to simple scientific phenomena.</li> <li>I can begin to record findings using simple scientific language, keys, bar charts and tables.</li> </ul>	<b>Considering Evidence and Evaluating</b> <ul style="list-style-type: none"> <li>I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys.</li> <li>I am beginning to use results to draw simple conclusions.</li> </ul>

Y3 Materials and their properties - Rocks and soils		
Scientific knowledge and understanding		Vocabulary
<b>Revision</b> Observed the material of rock in the environment, recognise some of its physical properties.	<b>Year 3</b> <ul style="list-style-type: none"> <li>Compare and group different kinds of rocks, on the basis of their appearance and physical properties. D</li> <li>Describe how a fossil is formed.</li> <li>Recognise that soils is formed from rocks and organic matter.</li> </ul> Scientist – Mary Anning	Properties, texture, appearance, purpose. Permeable, impermeable, absorb. Igneous (volcanic), sedimentary and metamorphic. Granite, pumice, sandstone, chalk, slate and marble. Fossil, organic. Predict, compare, similarities and differences, fair test, variables, conclusions.



Scientific Enquiry		
<p><b>Questioning and Research</b></p> <ul style="list-style-type: none"> <li>I can ask some relevant questions about the world around us.</li> <li>I can use some different types of scientific enquiry to answer questions.</li> </ul>	<p><b>Planning and Recording</b></p> <ul style="list-style-type: none"> <li>I can begin to look for naturally occurring patterns and relationships and decide what data to collect and identify them.</li> <li>I can begin to see a pattern in my results.</li> </ul>	
<p><b>Equipment and Measurement</b></p> <ul style="list-style-type: none"> <li>I can make systematic and careful observations.</li> <li>I can use a range of equipment.</li> </ul>	<p><b>Communicating and Presenting</b></p> <ul style="list-style-type: none"> <li>I can gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</li> <li>I am beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<p><b>Considering Evidence and Evaluating.</b></p> <ul style="list-style-type: none"> <li>I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys.</li> <li>I can begin to compare and group according to properties, based on testing.</li> </ul>

Y3 Physical processes - Forces and Magnets		
<p><b>Scientific knowledge and understanding</b></p>		<p><b>Vocabulary</b></p> <p>Force, push, pull, friction, gravity, air and water resistance, magnetism, contact, attract, repel, pole. Predict, compare, similarities and differences, fair test, variables, conclusions.</p>
<p><b>Revision</b></p> <p>Distinguish between an object and the material it is made from, including wood, plastic, glass, metal, rock. Describe their physical properties. Suitability for material for its use. Pushes and pulls.</p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li><b>Compare how things move on different surfaces.</b></li> <li><b>Contact and noncontact forces.</b></li> <li><b>Magnets attract and repel some materials. Magnets have 2 poles.</b></li> <li><b>Comparing, grouping, materials and making predictions based on magnetic properties.</b></li> </ul> <p>Scientist – Sir Isaac Newton</p>	

Scientific Enquiry		
<p><b>Questioning and Research</b></p> <ul style="list-style-type: none"> <li>I am beginning to help decide which variables to keep the same and which to change.</li> <li>I can set up some simple practical enquiries, including comparative and fair tests.</li> </ul>	<p><b>Planning and Recording</b></p> <ul style="list-style-type: none"> <li>I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</li> <li>I can begin to see a pattern in my results.</li> </ul>	
<p><b>Equipment and Measurement</b></p> <ul style="list-style-type: none"> <li>I can make systematic and careful observations.</li> <li>I can begin to choose from a selection of equipment and can use new equipment.</li> </ul>	<p><b>Communicating and Presenting</b></p> <ul style="list-style-type: none"> <li>I am beginning to describe my observations and my findings.</li> <li>I can begin to describe cause and effect.</li> </ul>	<p><b>Considering Evidence and Evaluating.</b></p> <ul style="list-style-type: none"> <li>I am beginning to talk about and identify differences and similarities in the properties of materials and other scientific phenomena.</li> </ul>



		<ul style="list-style-type: none"> <li>• I can begin to compare and group according to properties, based on testing.</li> </ul>
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Y3 Life Processes - Plants		
<b>Scientific knowledge and understanding</b>		<b>Vocabulary</b>
<b>Revision</b> Life cycles – seeds and bulbs. Requirements for life - water, light, suitable temperature to grow and stay healthy.	<b>Year 3</b> <ul style="list-style-type: none"> <li>• <b>Identify and describe the structure and function of flowering plants, roots, stem/trunk, leaves and flowers.</b></li> <li>• <b>Including pollination, seed formation and seed dispersal. Investigate the way in which water is transported within plants.</b></li> <li>• <b>Requirements for life and growth and how they can vary from plant to plants.</b></li> </ul> Opportunities for science capital – Bee visit, pollination.	Structure, function, roots, stem, leaves, flowers, fruit, seeds, dispersal, transportation, nutrients, photosynthesis, pollination, life cycles. Predict, compare, similarities and differences, fair test, variables, conclusions.
Scientific Enquiry		
<b>Questioning and Research</b> <ul style="list-style-type: none"> <li>• I can set up some simple practical enquiries, including comparative and fair tests.</li> <li>• I am beginning to help decide which variables to keep the same and which to change.</li> </ul>	<b>Planning and Recording</b> <ul style="list-style-type: none"> <li>• I can begin to look for naturally occurring patterns and relationships and decide what data to collect and identify them.</li> <li>• I am beginning to collect data in a variety of ways, including labelled diagrams</li> </ul>	
<b>Equipment and Measurement</b> <ul style="list-style-type: none"> <li>• I can make systematic and careful observations.</li> <li>• I can use a range of equipment.</li> </ul>	<b>Communicating and Presenting</b> <ul style="list-style-type: none"> <li>• I can begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• I am beginning to identify simple changes related to simple scientific phenomena.</li> </ul>	<b>Considering Evidence and Evaluating.</b> <ul style="list-style-type: none"> <li>• I can begin to compare and group according to properties, based on testing.</li> <li>• I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> </ul>



Y3 Physical Processes - Light		
<b>Scientific knowledge and understanding</b>		<b>Vocabulary</b>
<b>Revision</b> Senses and sight, seasonal changes and day length, materials and solid objects.	<b>Year 3</b> <ul style="list-style-type: none"> <li>• <b>Need light to see. Dark is the absence of light. Light is reflected from surfaces. Sunlight can be dangerous, eyes need protection.</b></li> <li>• <b>A shadow is formed when light from a light source is blocked by a solid object.</b></li> <li>• <b>To find patterns in the way shadows change.</b></li> </ul> Scientist – Alhazen	Light source, light rays, reflect, reflector, dark, shadow, block, transparent, translucent, opaque, solar system, sun, earth, axis.  Measurement, pattern investigation, cause and effect.
Scientific Enquiry		
<b>Questioning and Research</b> I can begin to decide when research will help in my enquiry. <ul style="list-style-type: none"> <li>• I can set up some simple practical enquiries, including comparative and fair tests.</li> </ul>	<b>Planning and Recording</b> <ul style="list-style-type: none"> <li>• I can begin to look for naturally occurring patterns and relationships and decide what data to collect and identify them.</li> <li>• I can begin to see a pattern in my results.</li> </ul>	
<b>Equipment and Measurement</b> <ul style="list-style-type: none"> <li>• I can begin to observe and measure accurately using standard units eg. mm, cm, mm, including time in minutes and seconds.</li> <li>• I can use a range of equipment.</li> </ul>	<b>Communicating and Presenting</b> <ul style="list-style-type: none"> <li>• I am beginning to identify simple changes related to simple scientific phenomena.</li> <li>• I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest.</li> </ul>	<b>Considering Evidence and Evaluating.</b> <ul style="list-style-type: none"> <li>• I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys.</li> <li>• I can begin to compare and group according to behaviour or properties, based on testing.</li> </ul>



### Year 3 History

In Year 3 we will learn about changes in Britain from the Stone Age to the Iron Age; the Ancient Egyptians.

#### National Curriculum

##### Changes in Britain from the Stone Age to the Iron Age

- Late Neolithic hunter gatherers and early farmers eg Skara Brae.
- Bronze Age Religion, technology and travel eg Stone Henge.
- Iron Age hill forts, tribal kingdoms, farming, art and culture.

##### The Ancient Egyptians

- The achievements of the earliest civilisations
- An overview of where the civilisation was and a depth study of its civilisation and culture.

### Changes in Britain from the Stone Age to the Iron Age.

<b>Prior Learning</b>	This is the first time that the children will have learnt about ancient history.		
<b>Year 3 will learn:</b>	<ul style="list-style-type: none"> <li>• Learn that prehistory and prehistoric means history before we were able to record it.</li> <li>• Learn what a timeline is and know the key prehistoric periods.</li> <li>• Know that their homes were very different to ours and what they were like.</li> <li>• Know what the people needed, and did, to survive.</li> <li>• Know how life changed in the Bronze Age.</li> <li>• Know who the Celts were and how they used iron during the Iron Age.</li> </ul>		
<b>Future Learning</b>	The children will encounter The Ancient Egyptians in Year 3, the Ancient Greeks and the Romans in Year 4, and the Mayans in Year 6.		
<b>Chronological Understanding</b>	<b>Events, People and changes</b>	<b>Historical Interpretation or Enquiry</b>	<b>Communication</b>
<ul style="list-style-type: none"> <li>• Sequence two periods or events into correct chronological order</li> <li>• Use some dates and historical terms such as ancient and century.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the main, aspects and events within an historical period.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that my knowledge of the past is constructed from different sources of evidence.</li> <li>• Identify some of the different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some historical events, issues, connections and changes.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of historical</li> </ul>



		<ul style="list-style-type: none"> <li>Use sources, including written sources, to ask and answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>information.</li> <li>Use specialist terms such as settlement and invasion and vocabulary linked to chronology.</li> </ul>
<b>Key concepts</b>	<b>community &amp; culture</b> (architecture, art, civilisation, settlement), <b>similarity &amp; difference</b> (progress), <b>conflict and disaster</b> (hill forts, tribal kingdoms), <b>cause and consequence</b> (technology development and travel), <b>evidence &amp; interpretation</b> (source), <b>significance</b> (progress)		
<b>Vocabulary</b>	<b>Retrieval Vocabulary:</b> now, past, then, today, artefact		
	<b>New Vocabulary:</b> pre-history, bronze age, stone age, iron age, timeline, chronology, Palaeolithic, Mesolithic, neolithic, community, fort, technology, hunter gatherer		

Ancient Egypt			
<b>Prior Learning</b>	Year 3 have learnt about ancient civilisations and their culture in the Stone Age to Iron Age topic.		
<b>Year 3 will learn:</b>	<ul style="list-style-type: none"> <li>Where Egypt is within the world, in relation to the UK and that it is part of Africa.</li> <li>That the River Nile has been intrinsic to the development of the country.</li> <li>The names and locations of key ancient monuments.</li> <li>What daily life was like for people.</li> <li>The hierarchy of importance of citizens of Ancient Egypt.</li> <li>The bodies of Pharaohs and their families were preserved through mummification and stored in pyramids for the afterlife.</li> <li>The processes involved in mummification.</li> <li>That Tutankhamun was a pharaoh whose tomb was discovered by Howard Carter.</li> <li>That the Ancient Egyptians worshiped multiple gods, like the Romans and Greeks, rather than one.</li> <li>That most Ancient Egyptians could not read or write but those who could (scribes) used pictures to represent words, called hieroglyphs.</li> </ul>		
<b>Future Learning</b>	The children will encounter the Ancient Greeks and the Romans in Year 4, the Mayans in Year 6.		
<b>Chronological Understanding</b>	<b>Historical Interpretation</b>	<b>Historical Enquiry</b>	<b>Communication</b>

# History



<ul style="list-style-type: none"> <li>Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe features of past societies and periods and to begin to make connections or contrasts between them.</li> <li>I can ask and answer historically valid questions, and begin to give reasons for, and results of, events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>I can make simple inferences from sources and support my ideas.</li> <li>Select and organise sources to answer questions and test hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to historical questions, using sources effectively.</li> <li>Produce structured work that makes connections and contrasts.</li> <li>Choose relevant ways to convey historical findings.</li> </ul>
<p><b>Key concepts</b></p>	<p><b>community &amp; culture</b> (architecture, art, civilisation, religion), <b>hierarchy &amp; power</b> (government, law), <b>similarity &amp; difference</b> (artefacts), <b>evidence &amp; interpretation</b> (primary and secondary sources), <b>exploration and invention</b> (discovery of Tutankhamun, archaeology), <b>significance</b> (impact, legacy)</p>		
<p><b>Vocabulary</b></p>	<p><b>Retrieval Vocabulary:</b> ruler, now, past, then, today, Monarch, impact, chronology, artefact  <b>New Vocabulary:</b> Pharaoh, ruler, pyramid, mummification, hierarchy, afterlife, scribe, hieroglyphics, artefact, dwellings</p>		





Year 3			
Term:	Autumn	Spring	Summer
Topic:	UK including cities & rivers	Extreme Earth – Volcanoes & Earthquakes	Europe
Key Knowledge:	<ul style="list-style-type: none"> <li>Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map.</li> <li>Knows what defines a city as opposed to a town (i.e. cities must have a cathedral). * *</li> <li>Can name significant rivers of the UK and the seas that some rivers flow into.</li> <li>Knows and can name some of the mountain regions in the UK.</li> <li>Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames and can describe some of the ways that London has changed since AD43.</li> <li>Knows and can describe how the UK population has changed over time.</li> <li>Knows where some immigrants to the UK migrated from, within an historical context.</li> <li>Knows how to find specific information from an atlas (page numbers and compass rose and index).</li> <li>Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.</li> <li>To describe what you find underground.</li> <li>To describe and understand key aspects of physical geography in the context of volcanoes.</li> <li>To explain how volcanoes are formed</li> <li>To describe and understand key aspects of physical geography in the context of volcanoes.</li> <li>To explain how volcanoes affect people's lives.</li> <li>To describe and understand key aspects of physical geography in the context of earthquakes.</li> <li>To explain what causes earthquakes and how they are measured.</li> <li>To describe and understand key aspects of physical geography in the context of tsunamis.</li> <li>To explain what causes tsunamis and how they affect people.</li> </ul>	<ul style="list-style-type: none"> <li>Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia)</li> <li>To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity.</li> <li>To know significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucas)</li> <li>To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral).</li> <li>To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan)</li> <li>To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent.</li> <li>To know that the single market makes trade between European countries easier (<a href="https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states">https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states</a> ) and that trade within the single market can involve countries beyond Europe (for example, Canada).</li> </ul>
Cross Curricular Links	<ul style="list-style-type: none"> <li>Maths: Coordinates</li> <li>Computing curriculum- Researching a coastal area in the UK and creating a presentation to share with peers.</li> </ul>		

# Geography



	<ul style="list-style-type: none"> <li>● History: Context for population changes.</li> </ul>		
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>● Use the 8-point compass points to describe a location relative to another place.</li> <li>● Use a legend to find areas of higher ground on a map.</li> <li>● Use the eight points of a compass.</li> <li>● Interpret symbols and keys to develop knowledge of the United Kingdom.</li> <li>● 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, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>● Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images.</li> <li>● Use an atlas to identify national flags and support understanding what each flag represents.</li> <li>● Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.</li> </ul>
<b>School context:</b>	<ul style="list-style-type: none"> <li>● Be able to name some of the places in London that make it a capital city (understanding what London has to offer people around the world, to make cultural links)</li> </ul>		<ul style="list-style-type: none"> <li>● Children to make connections with personal travels / family living in Europe.</li> <li>● Compare climate and weather changes.</li> </ul>
<p><b>KS2 Knowledge End Points:</b></p> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>● Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>● Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul>			

# Geography



## Human and Physical geography

- Can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## **KS2 Skills End Points: Geographical Skills and Fieldwork:**

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.



# Design Technology

Year 3 Design Technology				
Mechanisms/ Mechanical Systems	Textiles	Cooking and nutrition	Structures	Digital World
Pneumatic toys	Egyptian collars	Eating seasonally	Constructing a castle	Wearable technology

Structures: Constructing a castle			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Designing a castle with key features to appeal to a specific person/purpose.</li> <li>Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.</li> <li>Designing and/or decorating a castle tower on CAD software.</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a range of 3D geometric shapes using nets.</li> <li>Creating special features for individual designs.</li> <li>Making facades from a range of recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</li> <li>Suggesting points for modification of the individual designs.</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>To understand that wide and flat based objects are more stable.</li> <li>To understand the importance of strength and stiffness in structures.</li> </ul>	<ul style="list-style-type: none"> <li>To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.</li> <li>To know that a façade is the front of a structure.</li> <li>To understand that a castle needed to be strong and stable to withstand enemy attack.</li> <li>To know that a paper net is a flat 2D shape that can become a 3D shape once assembled.</li> <li>To know that a design specification is a list of success criteria for a product.</li> </ul>	



# Design Technology

Mechanisms/Mechanical Systems: Pneumatic toys			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Designing a toy which uses a pneumatic system.</li> <li>• Developing design criteria from a design brief.</li> <li>• Generating ideas using thumbnail sketches and exploded diagrams.</li> <li>• Learning that different types of drawings are used in design to explain ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a pneumatic system to create a desired motion.</li> <li>• Building secure housing for a pneumatic system.</li> <li>• Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.</li> <li>• Selecting materials due to their functional and aesthetic characteristics.</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding and weaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the views of others to improve designs.</li> <li>• Testing and modifying the outcome, suggesting improvements.</li> <li>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.</li> </ul>
Knowledge	Technical		Additional
	<ul style="list-style-type: none"> <li>• To understand how pneumatic systems work.</li> <li>• To understand that pneumatic systems can be used as part of a mechanism.</li> <li>• To know that pneumatic systems operate by drawing in, releasing and compressing air.</li> </ul>		<ul style="list-style-type: none"> <li>• To understand how sketches, drawings and diagrams can be used to communicate design ideas.</li> <li>• To know that exploded-diagrams are used to show how different parts of a product fit together.</li> <li>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly.</li> </ul>

Cooking and nutrition: Eating seasonally			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.</li> <li>• Following the instructions within a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing and using design criteria to help test and review dishes.</li> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</li> <li>• Suggesting points for improvement when making a seasonal tart.</li> </ul>
Knowledge	Technical		
	<ul style="list-style-type: none"> <li>• To know that vegetables and fruit grow in certain seasons.</li> <li>• To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country.</li> <li>• To know that exported food is food which has been sent to another country.</li> <li>• To know that eating seasonal foods can have a positive impact on the environment.</li> <li>• To know that similar coloured fruits and vegetables often have similar nutritional benefits.</li> <li>• To know that the appearance of food is as important as taste.</li> </ul>		



# Design Technology

Textiles: Cross-stitch and appliqué - Egyptian collars			
Skills	Design		Evaluate
	<ul style="list-style-type: none"> <li>• Designing and making a template from an existing cushion and applying individual design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Following design criteria to create a cushion or Egyptian collar.</li> <li>• Selecting and cutting fabrics with ease using fabric scissors.</li> <li>• Threading needles with greater independence.</li> <li>• Tying knots with greater independence.</li> <li>• Sewing cross stitch to join fabric.</li> <li>• Decorating fabric using appliqué.</li> <li>• Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating an end product and thinking of other ways in which to create similar items.</li> </ul>
Knowledge	Technical		
	<ul style="list-style-type: none"> <li>• To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.</li> <li>• To know that when two edges of fabric have been joined together it is called a seam.</li> <li>• To know that it is important to leave space on the fabric for the seam.</li> <li>• To understand that some products are turned inside out after sewing so the stitching is hidden.</li> </ul>		

Digital world: Wearable technology		
Skills	Design	Make
	<ul style="list-style-type: none"> <li>• Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas.</li> <li>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</li> <li>• Developing design ideas through annotated sketches to create a product concept.</li> <li>• Developing design criteria to respond to a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Following a list of design requirements.</li> <li>• Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</li> </ul>
Knowledge	Technical	
	<ul style="list-style-type: none"> <li>• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.</li> <li>• To know that a micro:bit is a pocket-sized, codeable computer.</li> <li>• To know that a simulator is able to replicate the functions of an existing piece of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by 'point of sale display.'</li> <li>• To know that CAD stands for 'Computer-aided design'.</li> </ul>



# Art and Design

Year 3			
Term:	Autumn	Spring	Summer
Topic:	Abstract Sculpture	Clarice Cliff	Portraits
<b>Theoretical Knowledge</b>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Know how different types of sculpture are created (shaping or combining, free-standing or relief)</li> <li>Know about the lives, style and works of art of significant artists, architects, and designers, including <b>Wassily Kandinsky, Joan Miro, Piet Mondrian, Pablo Picasso</b></li> <li>Know and identify some of the key painting genres, including abstract.</li> <li>Be able to recognise and know about some of the iconic works of art from the past 500 years.</li> <li>Understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Children will know how to use a viewfinder to develop close observational skills.</li> <li>Children will know the basic (primary and secondary) colours in the colour wheel and how to mix them.</li> <li>Children will know the difference between painting and printmaking techniques.</li> <li>Children will know how different types of sculpture are created (shaping or combining, free-standing or relief)</li> <li>Children will know about the lives, style and works of art of significant artists, architects, and designers, including <b>Clarice Cliff</b>.</li> <li>Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Children will know about the lives, style and works of art of significant artists, architects, and designers, including <b>Pablo Picasso, Henri Matisse and Amedo Modigliani</b>.</li> <li>Children will know and be able to identify some of the key painting genres, including <b>portraiture</b>.</li> <li>Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including the Mona Lisa.</li> <li>Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.</li> </ul>
<b>Technical Knowledge</b>	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Use a digital device to take photographs of their artwork or images to include in their artwork.</li> <li>Develop a sketchbook to record images and ideas of interest and examples of their artwork.</li> <li>Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens.</li> </ul>	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Develop a sketchbook to record images and ideas of interest and examples of their artwork.</li> <li>Use sketchbooks to try out ideas and different techniques.</li> <li>Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens.</li> <li>Draw with more accuracy and detail things that they observe.</li> <li>Draw objects to scale and in proportion.</li> </ul>	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Develop a sketchbook to record images of interest and examples of their artwork.</li> <li>Use sketchbooks to try out ideas and different techniques. • Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens.</li> <li>Draw objects to scale and in proportion.</li> </ul>





# Art and Design

	<ul style="list-style-type: none"> <li>• Make decisions about which drawing implements to use and which techniques to apply for the task.</li> <li>• Combine paper, card, and cardboard to create sculptures.</li> <li>• Shape clay and other malleable materials to create sculptures.</li> <li>• Create patterns and textures when using malleable materials such as clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop painted compositions from drawings including sketchbook ideas.</li> <li>• Create different effects and textures using a range of brushes, techniques, and paints.</li> <li>• Mix colours based on their knowledge of colour theory, including tints and shades.</li> <li>• Shape clay and other malleable materials to create sculptures.</li> <li>• Create patterns and textures when using malleable materials such as clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop painted compositions from drawings including sketchbook ideas.</li> <li>• Create different effects and textures using a range of brushes, techniques, and paints.</li> <li>• Combine paper, card, and cardboard to create sculptures.</li> </ul>
<p><b>Conceptual Knowledge</b></p>	<p><b>Children will understand the creative process through:</b></p> <ul style="list-style-type: none"> <li>• Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress.</li> <li>• Using a sketchbook to record first-hand observations and developing ideas for creative work.</li> <li>• Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images.</li> <li>• Presenting ideas imaginatively in a sketchbook. • Understanding the importance of adapting and refining their work as it progresses.</li> <li>• Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey.</li> <li>• Creating original pieces that are influenced by studies of others and show a range of influences and styles.</li> <li>• Using the qualities of materials to enhance ideas.</li> <li>• Commenting on artworks with a fluent grasp of visual language.</li> </ul>	<p><b>Children will understand the creative process through:</b></p> <ul style="list-style-type: none"> <li>• Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress.</li> <li>• Using a sketchbook to record first-hand observations and developing ideas for creative work.</li> <li>• Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images.</li> <li>• Understanding the importance of adapting and refining their work as it progresses.</li> <li>• Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey.</li> <li>• Creating original pieces that are influenced by studies of others and show a range of influences and styles.</li> <li>• Using the qualities of materials to enhance ideas.</li> <li>• Commenting on artworks with a fluent grasp of visual language.</li> </ul>	<p><b>Children will understand the creative process through:</b></p> <ul style="list-style-type: none"> <li>• Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress.</li> <li>• Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images.</li> <li>• Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey.</li> <li>• Creating original pieces that are influenced by studies of others and show a range of influences and styles.</li> </ul>



# Music

<p>Y3</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Adding melody to pulse and rhythm</b></p>	<p>Harvest Songs Preparing Harvest hymns for Church Service integrated with Years 4,5,6.</p> <p>Roman Rap (Cross curricular History). Pupils compose in groups Roman Rap for Class performance and recording. Fitting words to an established rhythm, metre and compound duple pulse. NC1.1, NC1.3, NC1.4 NC1.5, NC1.6</p>	<p>Human Body (Cross Curricular Science). Children learn the different bones in the body to a song in popular style. Move and respond to focus given pulse and rhythm. Muscles song integrates with skeleton song, making the association of muscles and bones. Christmas songs and Carols learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. Learn and perform a range of Christmas Carols and songs for parents. Some use of percussion instruments developing awareness of pulse and rhythm. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>Composer Profile Aaron Copland Hoe Down. Pupils study the biography of American Composer Aaron Copland and study instruments in the symphony orchestra. Developing awareness of dynamics, pitch, rhythmic devices and tempo in instrumental music. NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>French Songs Cross curricular (languages and numeracy). Pupils learn greetings, nouns and verbs and to count to 12 in French. Pupils learn about musical structure, introduction, verse and chorus. NC1.1, NC1.2, NC1.3, NC1.5</p>	<p>Music in story. Pupils continue to learn about the elements of music (pitch, pulse, rhythm, dynamics, duration) through Ostinato, songs and how music expresses dramatic events in films. Bee Assembly Rehearsing songs for Ecological theme assembly, integrating movement and dance to music. Performing to parents. NC1.1, NC1.3, NC1.4 NC1.5, NC1.6 MAD Festival movement to music, music appreciation, dance and drama activities through music NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>Learning Songs for Charter Assembly. Preparing and learning songs for final Year 3 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.5</p>
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	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
<b>Year 3</b>	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos. NC2.1/ NC2.3	Perform more extended rhythms that use crotchets, quavers, minims and their rests. NC2.1/ NC2.4	Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). NC2.1/ NC2.2/ NC2.3/ NC2.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. NC2.3/ NC2.5/ NC2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. NC2.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group. NC2.1

# Modern Foreign Languages - Spanish



Year 3					
	Topic	Listening and Speaking/Oracy	Reading and Writing/Literacy	Stories, Songs, Poems and Rhymes	Grammar
Autumn 1	Meet and Greet	<ul style="list-style-type: none"> <li>Children can listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>	<ul style="list-style-type: none"> <li>Children read carefully and show understanding of words, phrases and simple writing.</li> </ul>	<ul style="list-style-type: none"> <li>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
Autumn 2	My Body	<ul style="list-style-type: none"> <li>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>	<ul style="list-style-type: none"> <li>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Children appreciate stories, songs, poems and rhymes in the language.</li> </ul>	
Spring 1	Time to Eat	<ul style="list-style-type: none"> <li>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<ul style="list-style-type: none"> <li>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</li> </ul>		
Spring 2	The People Around Me	<ul style="list-style-type: none"> <li>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>		
Summer 1	All About school	<ul style="list-style-type: none"> <li>Children present ideas and information orally to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Children describe people, places, things and actions orally.</li> </ul>		
Summer 2	Tell Me When	<ul style="list-style-type: none"> <li>Children describe people, places, things and actions orally.</li> </ul>	<ul style="list-style-type: none"> <li>Children describe people, places, things and actions in writing.</li> </ul>		



YEAR 3 PSHE and Citizenship (incl. RSE) Medium Term Plan				Health and Wellbeing	Living in the Wider World	Relationships
Term	Area of the Curriculum	Topic/ Unit	Lessons	About this Unit		
Autumn 1	Relationships	TEAM	1.A New Start 2.Together Everyone Achieves More 3.Working Together 4.Being Considerate 5.When Things Go Wrong 6.Responsibilities	This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. Children will learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.		
Autumn 2	Living in The Wider World	Diverse Britain	1.Living In The British Isles 2.Democracy 3.Rules, Laws And Responsibilities 4.Liberty 5.Tolerance And Respect 6.What Does It Mean To Be British?	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. The children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.		
Spring 1	Relationships	Be Yourself	1.Pride 2Feelings 3.Express Yourself 4.Know Your Mind 5.Media-Wise 6.Making It Right	This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. Children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. It ends with the children exploring how to make things right when we make mistakes and the importance of learning from these.		



Spring 2	Health and Wellbeing	It's My Body	<ol style="list-style-type: none"> <li>1. My Body, My Choice</li> <li>2. Fit As A Fiddle</li> <li>3. Good Night, Good Day</li> <li>4. Cough, Splutter, Sneeze!</li> <li>5. Drugs: Healing or Harmful?</li> <li>6. Choices Everywhere</li> </ol>	<p>This unit explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>
Summer 1	Living in The Wider World	Money Matters	<ol style="list-style-type: none"> <li>1. Where does Money Come From?</li> <li>2. Ways To Pay</li> <li>3. Lending And Borrowing</li> <li>4. Priorities</li> <li>5. Advertising</li> <li>6. Keeping Track</li> </ol>	<p>This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit, children will also consider what influences their spending and how we can keep track of what we spend.</p>
Summer 2	Living in The Wider World	Aiming High	<ol style="list-style-type: none"> <li>1. Achievements</li> <li>2. Goals</li> <li>3. Always Learning</li> <li>4. Jobs and Skills</li> <li>5. No Limit!</li> <li>6. When I Grow Up</li> </ol>	<p>Children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. In doing this we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</p>

## Religious Education



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p>3.6 Harvest How do people of faith say thank you to God for Harvest?</p> <p>How do people of faith say thank you to God for the Harvest? Judaism Sikhism</p> <p>S2 The Lord's prayer: What do the words of the Lord's prayer really mean?</p>	<p>S2 Continued</p> <p>3.2 Christmas: How does the presence of Jesus impact on people's lives?</p>	<p>3.3 Jesus: How did / does Jesus change lives?</p>	<p>3.4 Easter: is the cross a symbol of sadness or joy</p> <p>Start 3.5</p>	<p>3.5 Rules for Living: Which rules should we follow?</p> <p>Does everyone follow the same rules? Why? Why not?</p>	<p>3.5 continued</p> <p>S4 Christian worship: Why do Christians sing in worship?</p>



	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	<b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	<b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.	<b>Branching databases</b> Building and using branching databases to group objects using yes/no questions.	<b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.