



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 thing through Christ who strengthens me.' Philipians 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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- Religious Education
- Computing

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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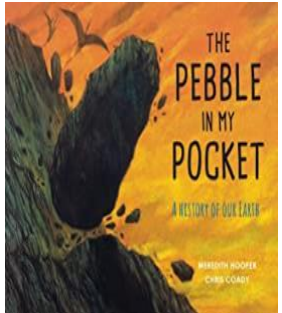
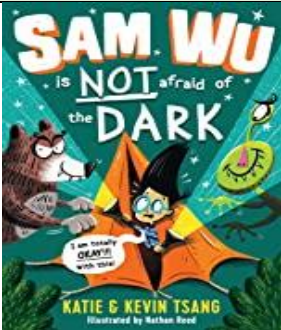
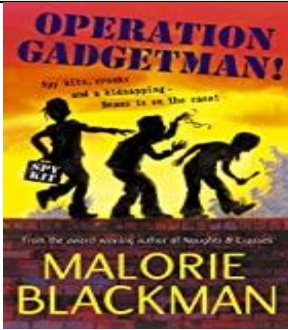
Overview

Science	Rocks Animals, including humans Revisit Rocks		Forces and magnets		Plants continued... Light	
History		Changes in Britain from the Stone Age to the Iron Age		The Ancient Egyptians		
Geography	Extreme Earth – Volcanoes & Earthquakes		UK including cities & rivers			Europe
Design Technology		Window		Cleopatra Cushions		Seasonal Tarts
Art and Design	Abstract Sculpture		Clarice Cliff: Drawing, Painting, Sculpture		Portraits: Painting, Sculpture	
Music	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
MFL- Spanish	Meet and Greet	My Body	Time to Eat	The People Around Me	All About school	Tell Me When
PSHE	Relationships	Living in The Wider World	Relationships	Health and Wellbeing	Living in The Wider World	Living in The Wider World
Religious Education	Harvest The Lord's prayer	Christmas	Jesus	Easter	Rules for Living	
Computing	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
 	 'Twas the Night before christmas Anon			ANTOINE DE SAINT-EXUPÉRY 	THE CHRONICLES OF NARNIA • I 



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
• Rocks • Animals, including humans • Revisit Rocks	• Forces and magnets • Plants	• Plants continued • Light

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Rocks  INTRODUCE Y3 Rocks CLIPPA	Chemistry* the study of the composition, behaviour and properties of matter *Adapted from BBC Bitesize	Y1 Everyday materials Y2 Use of everyday materials	Types How are rocks formed? What types of rocks are there? Change Can rocks change? How can we test a rock to see if it is limestone or chalk? Soil Is soil just dirt? What makes soil? Fossils How are fossils formed? Elaborate and remember rocks, soils and fossils.	cemented compacted decay prehistoric soil transform	fossil igneous magma metamorphic minerals sedimentary

Science

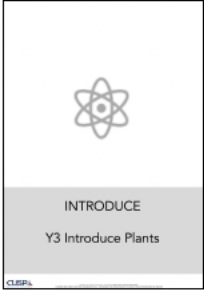


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Animals, including humans  INTRODUCE Y3 Animals, including humans CLIPPA	Biology The study of living things, including Amount and type of nutrition Structure of humans and animals	EYFS Natural world Y1 Animals, including humans Y2 Animals, including humans Y2 Living things and their habitats	Food What effect does the food we eat have? Skeleton Where is my skeleton and what does it do? Muscle Where are my muscles and what do they do?	minerals skeleton skull voluntary involuntary nerves	biceps triceps vertebrae vitamins proteins carbohydrates
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Revisit rocks  REVISIT and RETRIEVE Y3 Rocks CLIPPA	Chemistry* the study of the composition, behaviour and properties of matter *Adapted from BBC Bitesize	Y1 Everyday materials Y2 Use of everyday materials	Types How are rocks formed and what types are there? Change Remember: how can rocks change? Fossils Remember: how are fossils formed and how do we know?	cemented compacted decay prehistoric soil transform	fossil igneous magma metamorphic minerals sedimentary



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Forces and Magnets  INTRODUCE Y3 Forces and magnets	Physics* The study of energy forces mechanics waves structure of atoms physical universe Earth in Space	Y1 Seasonal changes Y1 Everyday materials Y2 Uses of everyday materials	Contact force and friction What are contact forces? How do surfaces affect the motion of an object? How does friction affect moving objects? Non-contact force What is a non-contact force? How is this different to a contact force? Magnetic force How do magnets attract and repel? Which materials are magnetic? Forces and magnetism summary.	consequence contact force attract north south	magnet resistance friction repel pole magnetic field



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Plants 	Biology The study of living things, including Structure and function Food and survival Life systems Reproduction	Y1 Plants Y1 Animals, including humans Y2 Living things and their habitats Y2 Plants	Flowering plants What are the parts of a flowering plant? What do they do? Food and survival Do all plants need the same things to thrive and grow? How do leaves make food for the plant? How does water move through a plant? Flower function What do flowers do? What is pollination?	adapt essential glucose transport variety vital	transpiration stoma pollination stamen pistil photosynthesis



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Light  INTRODUCE Y3 Light CLIPPA	Physics* The study of energy forces mechanics waves structure of atoms physical universe Earth in Space	Y1 Seasonal changes Y1 Everyday materials Y2 Uses of everyday materials Y3 Forces and magnets	Seeing Do we need light to see things? Shadows How are shadows formed? Changing variables What happens to the size of a shadow when the object moves closer to, or away from, the light source?	absence cast (shadow) impenetrable reflect shadow source (light)	constant dependent independent illuminate translucent variable



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.			
Prior Learning	This is the first time that the children will have learnt about ancient history.		
Year 3 will learn:	- Learn that prehistory and prehistoric means history before we were able to record it. - Learn what a timeline is and know the key prehistoric periods. - Know that their homes were very different to ours and what they were like. - Know what the people needed, and did, to survive. - Know how life changed in the Bronze Age. - Know who the Celts were and how they used iron during the Iron Age.		
Future Learning	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.		
Chronological Understanding	Events, People and changes	Historical Interpretation or Enquiry	Communication
- Sequence two periods or events into correct chronological order - Use some dates and historical terms such as ancient and century.	Identify some of the main, aspects and events within an historical period.	- Recognise that my knowledge of the past is constructed from different sources of evidence. - Identify some of the different ways in which the past is represented.	- Talk about some historical events, issues, connections and changes. - Construct informed responses that involve thoughtful selection and organisation of historical

History

Year 3



		Use sources, including written sources, to ask and answer questions about the past.	- information. - Use specialist terms such as settlement and invasion and vocabulary linked to chronology.
Key concepts	community & culture (architecture, art, civilisation, settlement), similarity & difference (progress), conflict and disaster (hill forts, tribal kingdoms), cause and consequence (technology development and travel), evidence & interpretation (source), significance (progress)		
Vocabulary	Retrieval Vocabulary: now, past, then, today, artefact		
	New Vocabulary: pre-history, bronze age, stone age, iron age, timeline, chronology, Palaeolithic, Mesolithic, neolithic, community, fort, technology, hunter gatherer		

Ancient Egypt			
Prior Learning	Year 3 have learnt about ancient civilisations and their culture in the Stone Age to Iron Age topic.		
Year 3 will learn:	- Where Egypt is within the world, in relation to the UK and that it is part of Africa. - That the River Nile has been intrinsic to the development of the country. - The names and locations of key ancient monuments. - What daily life was like for people. - The hierarchy of importance of citizens of Ancient Egypt. - The bodies of Pharaohs and their families were preserved through mummification and stored in pyramids for the afterlife. - The processes involved in mummification. - That Tutankhamun was a pharaoh whose tomb was discovered by Howard Carter. - That the Ancient Egyptians worshiped multiple gods, like the Romans and Greeks, rather than one. - That most Ancient Egyptians could not read or write but those who could (scribes) used pictures to represent words, called hieroglyphs.		
Future Learning	The children will encounter the Ancient Greeks and the Romans in Year 4, the Mayans in Year 6.		
Chronological Understanding	Historical Interpretation	Historical Enquiry	Communication

History



Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms.	- I can describe features of past societies and periods and to begin to make connections or contrasts between them. - I can ask and answer historically valid questions, and begin to give reasons for, and results of, events and changes.	- I can make simple inferences from sources and support my ideas. - Select and organise sources to answer questions and test hypotheses.	- Ask and respond to historical questions, using sources effectively. - Produce structured work that makes connections and contrasts. - Choose relevant ways to convey historical findings.
Key concepts	community & culture (architecture, art, civilisation, religion), hierarchy & power (government, law), similarity & difference (artefacts), evidence & interpretation (primary and secondary sources), exploration and invention (discovery of Tutankhamun, archaeology), significance (impact, legacy)		
Vocabulary	Retrieval Vocabulary: ruler, now, past, then, today, Monarch, impact, chronology, artefact		
	New Vocabulary: Pharaoh, ruler, pyramid, mummification, hierarchy, afterlife, scribe, hieroglyphics, artefact, dwellings		

Geography



Year 3			
Term:	Autumn	Spring	Summer
Topic:	UK including cities & rivers	Extreme Earth – Volcanoes & Earthquakes	Europe
Key Knowledge:	- Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map. - Knows what defines a city as opposed to a town (i.e. cities must have a cathedral). * * - Can name significant rivers of the UK and the seas that some rivers flow into. - Knows and can name some of the mountain regions in the UK. - 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. - Knows and can describe how the UK population has changed over time. - Knows where some immigrants to the UK migrated from, within an historical context. - Knows how to find specific information from an atlas (page numbers and compass rose and index). - Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.	- To describe and understand key aspects of physical geography in the context of what is under the Earth's surface. - To describe what you find underground. To describe and understand key aspects of physical geography in the context of volcanoes. - To explain how volcanoes are formed To describe and understand key aspects of physical geography in the context of volcanoes. - To explain how volcanoes affect people's lives. To describe and understand key aspects of physical geography in the context of earthquakes. - To explain what causes earthquakes and how they are measured. To describe and understand key aspects of physical geography in the context of tsunamis. - To explain what causes tsunamis and how they affect people.	- 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) - To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. - 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 Caucus) - To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). - To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan) - To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent. - To know that the single market makes trade between European countries easier (https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states) and that trade within the single market can involve countries beyond Europe (for example, Canada).
Cross Curricular Links	- Maths: Coordinates - Computing curriculum- Researching a coastal area in the UK and creating a presentation to share with peers.		

Geography



	● History: Context for population changes.		
Key Skills:	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Use the 8-point compass points to describe a location relative to another place. ● Use a legend to find areas of higher ground on a map. ● Use the eight points of a compass. ● Interpret symbols and keys to develop knowledge of the United Kingdom. ● 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.	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	● 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. ● Use an atlas to identify national flags and support understanding what each flag represents. ● Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.
School context:	● 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)		● Children to make connections with personal travels / family living in Europe. ● Compare climate and weather changes.
KS2 Knowledge End Points: <u>Locational Knowledge</u> ● 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. ● 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. ● 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). <u>Place Knowledge</u> ● 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. <u>Human and Physical geography</u>			

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		
Cooking and nutrition	Materials/Textiles	Mechanical Systems
Seasonal Tarts	Cleopatra Cushions	Window

Seasonal Tarts	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Children will know: - The difference between a design brief and design specifications. - Design specifications describe how a product should be made, how it works or what it should do. - There can be a range of people and places that can be clients for a product. - Rules and procedures for keeping themselves safe when making products. - That a list of the main stages of turning a design into a product will aid the making process. - That evaluating the whole project is an important part of design technology. - About a range of inspirational designs and designers throughout history and use this knowledge to support their own work as designers. Cooking and Nutrition - Different foods are grown around the world and that some food is dependent on the seasons. - The principles of a healthy and varied diet, particularly the importance of fruit and vegetables. - The importance of food preparation routines that are safe and hygienic.	Children will know how to: Designing Skills - Generate ideas for a product, considering its purpose and who the client is. - Use design specifications as a guide to the making process. - Follow instructions to ensure that they work safely. - Select suitable tools, equipment, materials, and components for the task. - Measure, mark out, cut and shape materials with increasing accuracy. - Evaluate a product against specific design specifications. Cooking and Nutrition - Prepare food in a safe and hygienic way using appropriate utensils. - Create a healthy recipe considering the taste, texture, smell, and appearance of the dish. - Create visually appealing products by shaping and moulding food. - Measure ingredients accurately - Follow a recipe to assemble or cook ingredients. Food Preparation Skills: - Use a table knife to cut equal dough portions. - Fold ingredients together carefully - Use measuring jugs, spoons, and scales to measure ingredients with increasing accuracy. - Use a range of food preparation techniques when following recipes.



Design Technology

Cleopatra Cushions	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Pupils should know: - The difference between a design brief and design specifications. - There can be a range of people and places that can be clients for a product. - How computer-aided design software can help in the design process. - The properties of materials that they are working with and how these determine the tools and techniques that they use. - Design specifications are a list of success criteria for the product. - The client can be used to evaluate the success of a product. Materials - That products are made of materials that are chosen because of their properties. Textiles - That 'joining technique' means connecting two pieces of fabrics together and the methods that are permanent or temporary. - A range of joining techniques to connect two pieces of fabrics together such as sewing and gluing. - Joining two edges of fabrics together creates a seam. - A range of sewing techniques (such as a running stitch for making seams and cross stitch for decoration) - Appliqué is a way of decorating textiles by adding smaller pieces of fabric to create a picture or a pattern.	Pupils should know how to: - Generate ideas for a product, considering its purpose and who the client is. - Design a product that meets client's needs and the design brief. - List the design features that will appeal to the client. - Use computer software to show what their final product will look like. - Select suitable tools, equipment, materials, and components for the task. - Explain their choices of materials, techniques and tools when making a product. - Measure, mark out, cut and shape materials with increasing accuracy. - Select and apply a finishing technique to create a quality product. - Evaluate their product using a range of sources including client review, peer review, design brief and the design criteria. Materials - Measure, mark-out, cut and shape a wide range of materials. - Cut internal shapes and joining slots in sheet materials. - Join and combine materials and components using a variety of methods. - Manipulate different materials to create different effects by cutting, creasing, and folding. Textiles - Measure, mark out and cut fabric using a paper template (pattern) - Join fabrics together using a range of different sewing techniques (such as running stitch and cross stitch) including allowing for a seam. - Create a 3D fabric product by combining fabric pieces and using a seam allowance. - Apply a range of decorative techniques, including embroidery stitches, to different fabric materials.

Windows	
Substantive & Technical Knowledge	Practical Knowledge (Skills)



Design Technology

Pupils should know:

- The difference between a design brief and design specifications.
- Design specifications describe how a product should be made, how it works or what it should do.
- How making models of their intended product can help in the design process.
- There can be a range of people and places that can be clients for a product.
- Rules and procedures for keeping themselves safe when making products.
- The properties of materials that they are working with and how these determine the tools and techniques that they use.
- That a list of the main stages of turning a design into a product will aid the making process.
- When evaluating products, it is important to use the design brief and the design specifications as a guide.
- Peer review of their product is useful in identifying ways in which it could be improved.

Materials

- That products are made of materials that are chosen because of their properties.

Structures

- Whether a structure is a frame structure or a shell structure
- Suitable techniques to strengthen materials.
- Suitable techniques of making structures more stable

Mechanical Systems

- Levers and linkages work together to create different movements in products such as mechanical books.

Pupils should know how to:

- Generate ideas for a product, considering its purpose and who the client is.
- Use design specifications as a guide to the making process.
- Follow instructions to ensure that they work safely.
- Select suitable tools, equipment, materials, and components for the task.
- Explain their choices of materials, techniques and tools when making product.
- Measure, mark out, cut and shape materials with increasing accuracy.
- Select and apply a finishing technique to create a quality product.
- Identify the characteristics of a design which makes the product useful and successful.
- Test for the strength and stability of different structures
- List the ways in which a finished product meets the design specifications.
- Evaluate their product using a range of sources including client review, peer review, design brief and the design criteria.
- Use consumer surveys to evaluate their finished product.

Materials

- Measure, mark-out, cut and shape a wide range of materials.
- Cut internal shapes and joining slots in sheet materials.
- Join and combine materials and components using a variety of methods.
- Manipulate different materials to create different effects by cutting, creasing, and folding.

Structures

- Choose suitable materials, techniques, and tools to construct or repair products.
- Apply a range of practical skills and techniques to create stable and strong frame structures.

Mechanical Systems

- Create different types of movement in products using a range of mechanical systems, including levers and linkages.



Art and Design

Year 3			
Term:	Autumn	Spring	Summer
Topic:	Abstract Sculpture	Clarice Cliff	Portraits
Theoretical Knowledge	Children will know: - Know how different types of sculpture are created (shaping or combining, free-standing or relief) - Know about the lives, style and works of art of significant artists, architects, and designers, including Wassily Kandinsky, Joan Miro, Piet Mondrian, Pablo Picasso - Know and identify some of the key painting genres, including abstract. - Be able to recognise and know about some of the iconic works of art from the past 500 years. - Understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.	Children will know: - Children will know how to use a viewfinder to develop close observational skills. - Children will know the basic (primary and secondary) colours in the colour wheel and how to mix them. - Children will know the difference between painting and printmaking techniques. - Children will know how different types of sculpture are created (shaping or combining, free-standing or relief) - Children will know about the lives, style and works of art of significant artists, architects, and designers, including Clarice Cliff. - Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.	Children will know: - Children will know about the lives, style and works of art of significant artists, architects, and designers, including Pablo Picasso, Henri Matisse and Amedo Modigliani. - Children will know and be able to identify some of the key painting genres, including portraiture. - 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. - Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	<i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i> Children will be able to: - Use a digital device to take photographs of their artwork or images to include in their artwork. - Develop a sketchbook to record images and ideas of interest and examples of their artwork. - Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens.	<i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i> Children will be able to: - Develop a sketchbook to record images and ideas of interest and examples of their artwork. - 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. - Draw with more accuracy and detail things that they observe. - Draw objects to scale and in proportion.	<i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i> Children will be able to: - Develop a sketchbook to record images of interest and examples of their artwork. - 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. - Draw objects to scale and in proportion.



Art and Design

	• Make decisions about which drawing implements to use and which techniques to apply for the task. • Combine paper, card, and cardboard to create sculptures. • Shape clay and other malleable materials to create sculptures. • Create patterns and textures when using malleable materials such as clay.	• Develop painted compositions from drawings including sketchbook ideas. • Create different effects and textures using a range of brushes, techniques, and paints. • Mix colours based on their knowledge of colour theory, including tints and shades. • Shape clay and other malleable materials to create sculptures. • Create patterns and textures when using malleable materials such as clay.	• Develop painted compositions from drawings including sketchbook ideas. • Create different effects and textures using a range of brushes, techniques, and paints. • Combine paper, card, and cardboard to create sculptures.
Conceptual Knowledge	Children will understand the creative process through: • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Presenting ideas imaginatively in a sketchbook. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.	Children will understand the creative process through: • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.	Children will understand the creative process through: • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles.



Music

Y3	Adding melody to pulse and rhythm	Harvest Songs Preparing Harvest hymns for Church Service integrated with Years 4,5,6. 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	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	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	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	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	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
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	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 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	Children can listen attentively to spoken language and show understanding by joining in and responding.	Children read carefully and show understanding of words, phrases and simple writing.	Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	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.
Autumn 2	My Body	Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Children appreciate stories, songs, poems and rhymes in the language.	
Spring 1	Time to Eat	Children speak in sentences, using familiar vocabulary, phrases and basic language structures.	Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.		
Spring 2	The People Around Me	Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.		
Summer 1	All About school	Children present ideas and information orally to a range of audiences.	Children describe people, places, things and actions orally.		
Summer 2	Tell Me When				

Personal, Social, Health and Relationships Education



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.		

Personal, Social, Health and Relationships Education



Spring 2	Health and Wellbeing	It's My Body	1.My Body, My Choice 2.Fit As A Fiddle 3.Good Night, Good Day 4.Cough, Splutter, Sneeze! 5.Drugs: Healing or Harmful? 6.Choices Everywhere	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.
Summer 1	Living in The Wider World	Money Matters	1.Where does Money Come From? 2.Ways To Pay 3.Lending And Borrowing 4.Priorities 5.Advertising 6.Keeping Track	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.
Summer 2	Living in The Wider World	Aiming High	1.Achievements 2.Goals 3.Always Learning 4.Jobs and Skills 5.No Limit! 6.When I Grow Up	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.



Religious Education

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



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