Year 3

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Vehicle for learning | Stone Age | Rock and soils | Volcanoes and Earthquakes | Romans JC invasion | Coasts | Dragons |
| Maths |  |  |  |  |  |  |
| English | The Stone Age Boy  Wolves in the wall | The Street Beneath my Feet | Earthquakes  Shakespeare - TBC | The true story of Three Little Pigs | The secret of black rock – Narrative  Shakespeare | My strong mind |
| Science | **Animals including humans**   * I can identify that animals, including humans, need the right types and amount of nutrition. * I can compare animals and plants, understanding that animals cannot make their own food. * I can identify that humans and other animals have skeletons and describe what their function is. * I can identify that humans and other animals have muscles and describe what their function is. * I can describe the parts of the body responsible for support, protection and movement. | **Rocks and Soils**   * I can investigate the formation of sedimentary rocks. * I can investigate the formation of igneous rocks. * I can investigate the formation of metamorphic rocks. * I can compare and explain the similarities and differences of the different types of rocks. * I can describe rocks by their physical properties and appearance. * I can investigate how fossils are formed. * I can describe how fossils are formed. * I can investigate different types of soils and how they might be made. * I can describe how soils are made from rocks and organic matter. | **Light**   * I can understand and explain that we need light in order to see. * I can investigate how light is reflected off surfaces. * I can explain that light from the Sun can be dangerous and describe how to protect our eyes. * I can investigate how shadows are formed by opaque objects. * I can investigate how the size of shadows change. * I can describe how a shadow is formed and how the size changes. | **Forces and Magnets**   * I can investigate and compare how things move on different surfaces. * I can investigate how magnetic forces work. * I can describe the similarities and differences between magnetic forces and other forces. * I can investigate how magnets attract and repel different materials and each other. * I can group different materials based on their magnetic properties. * I can describe magnets as having two poles. * I can make predictions about whether magnets will attract or repel one another, explaining my reasoning by referring to the poles. |  | **Plants**   * I can identify and describe the functions of different flowering plants. * I can investigate how different plants need variations in the conditions to grow (light, air, water, nutrients from soil, room to grow). * I can investigate how water is transported within plants. * I can identify the different parts of a flowering plant that play a role in its life cycle. * I can describe the life cycle of a flowering plant. |
| Geography | **Consolidation**  I can locate the seven continents.  **British Isles** I can locate the capital cities of the countries within the British Isles.  I can name some of the islands which surround the UK.  I can name the capital cities within the British Isles.  I can explain the difference between the British Isles, the UK, and Great Britain. | **Europe**  I can locate and identify some of the main European countries.  I can name some of the main European countries.  I can recognise the capital cities of some European countries.  I can name some of the main European countries.  I can recognise the capital cities of some European countries. | I can locate the Pacific Ring of Fire.  **Volcanoes and the British Isles**  I can explain what is meant by an active, dormant or extinct volcano.  I can name some active or dormant volcanoes.  I can use pictures and diagrams, describe how volcanoes are created.  Describe some ways volcanoes change the land.  Describe the impact a volcano has on people’s lives.  Physical features  I can discuss the environmental cons and pros of a volcanic eruption.  I can explain the physical impact a volcano can have upon landscape before it erupts. | Locate Russia in relation to Europe.  I can locate some of the islands that surround the UK.  **Human Features**  I can name some of the countries that belong to the Europe.  I can explain the difference between the continent Europe and the European Union.  I can discuss the difference between a European country and England.  **Physical features**  I can make comparisons between the UK and a contrasting region in Europe (mountainous). | Field work  I can follow a route using the N, NE, NW, S, SE, SW, E and W compass points.  I can use a 2 figure grid references to locate features on a map.  I can use N, NE, NW, S, SE, SW, E and W compass points to describe the location of features on a map.  I can complete simple orienteering tasks in a familiar area. |  |
| History | **Significant events**  Changes throughout Stone Age Britain to the Iron Age  **Chronology**  I can place the time studied on a timeline  I can use dates and terms related to the unit and passing of  time  I can sequence several events or artefacts  **Historical knowledge**  I can find out about every day lives of  people from the past and compare with our life today  I can identify reasons for and results of  people's actions  I can understand why people may have wanted to do something  **Interpretations**  I can identify and give reasons for different ways in which the past  is represented  I can distinguish between different sources  I can look at representations of the  past – museum, cartoons etc  **Enquiry**  I can use a range of sources to find  out about the past  I can observe small details in artefacts and  pictures  I can select and record information relevant to the unit  I can begin to use the library and internet for research |  | **Significant events**  Eruption of Vesuvius  Life in Ancient Rome  **Chronology**  I can place the time studied on a timeline  I can use dates and terms related to the unit and passing of  time  I can sequence several events or artefacts  **Historical knowledge**  I can find out about every day lives of  people from the past and compare with our life today  I can identify reasons for and results of  people's actions  I can understand why people may have wanted to do something  **Enquiry**  I can use a range of sources to find  out about the past  I can observe small details in artefacts and  pictures  I can select and record information relevant to the unit  I can begin to use the library and internet for research | **Local**  *I can identify the role of Chesterton Roman Fort in Roman Britain.*  I can identify who Julius Caesar was, and what role he played in the formation of Roman Britain.  **Significant events**  Caesar’s attempted invasion of Britain 55-54BC  Caesar’s attempted invasion of Britain 55-54BC  **Chronology**  I can place the time studied on a timeline  I can use dates and terms related to the unit and passing of  time  I can sequence several events or artefacts  **Interpretations**  I can identify and give reasons for different ways in which the past  is represented  I can distinguish between different  sources  I can look at representations of the  past – museum, cartoons etc | **Local**   I can identify the role that Mary Anning played in our understanding of the past |  |
| Computing | **Online Safety**  I can identify how we can be good digital citizens.  I can identify why it is important that we have device-free moments in our lives.  I can identify what kinds of information I should keep to myself when I use the internet.  I can identify what information is OK to have in my digital footprint.  I can identify why we are all part of an online community.  I can identify what I should do if someone is mean to me online.  I can give credit for other people's work. | Computer Science and Programming  Suggested technology:  Scratch  I can explore new programming environments  I can identity that sprites are controlled by the commands I choose  I can explain how a sprite moves in an existing project  I can recognise that a sequence of commands has an order and explain the start of a program.  I can create a program to move a sprite in four directions  I can adapt and develop a program to a new context by adding features  I can identify and fix bugs in a program  I can change the appearance of my project.  I can create a maze based project from a task description. | **Desktop Publishing**  I can recognise how text and images convey information and recognise the benefits of desktop publishing  I can recognise that text and layout can be edited to suit different purposes  I can add content to a desktop publishing publication use appropriate settings | **Animation**  I can explain that animation is a sequence of images  I can plan, create, review and improve an animation  I can identify the need to work consistently and carefully  I can evaluate the impact of adding other media to an animation | Systems and networks  I can explain how digital devices function, identifying input and output devices  I can recognise how digital devices can be connected and how this can change the way we work  I can explain how a computer network can be used to share information identifying the physical components | Data  I can create questions with yes/no answers  I can create a branching database and explain the importance of a good structure  I can identify objects using a branching database identifying the attributes needed to collect relevant data  I can compare the information shown in a pictogram with a branching database |
| Art | **Cave Painting**  I can use skill, control and precision when painting lines, detail and edges of shapes  I can paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques such as – rags, sticks, fabrics and sponges.  I understand composition in relation to a horizon line or landscape.  I can paint with line to define detail  I am learning how to control water colour paints and pencils effectively.  I can create complex patterns and textures. | **Fossil Sketching**  I can identify and draw 2D and 3D shapes in nature and the world around them.  I can control drawing media to create dark and light tones including: cross hatching, blending, stippling, contour, hatching and scumbling.  I can work in a range of drawing materials including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels  I can draw objects from observations of nature, still life or photos | **Artist**  Andy Warhole (Volcanoes)  **Artist focus**  I can discuss the styles of artists, craft makers or designers and use this to inform my own work.   I am beginning to understand the historical and/or cultural significance of a chosen artist /art form.  I can compare ideas, methods and approaches in my own and others’ work, e.g., talk about the features I like and the changes I would make to a piece of art work. | **Roman pottery**  **Sculpture**  I can show an awareness of texture, form and shape by recreating an image in 3D form.  I am beginning to look at colour and pattern in 3D structures, transferring the knowledge to my own work.  I can join clay and create a simple base for adding other shapes.  **Fruit bowl**  I can identify and draw 2D and 3D shapes in nature and the world around them.  I can control drawing media to create dark and light tones including: cross hatching, blending, stippling, contour, hatching and scumbling.  I can work in a range of drawing materials including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels  I can draw objects from observations of nature, still life or photos | **Clay dragon eyes**  **Sketch books**  I can use my sketch book to adapt my work as my ideas develop, and discuss this with others.  **Sculpture**  I can show an awareness of texture, form and shape by recreating an image in 3D form.  I am beginning to look at colour and pattern in 3D structures, transferring the knowledge to my own work.  I can join clay and create a simple base for adding other shapes. | **Artist**  Van Gogh (Sunflower)  **Artist focus**  I can discuss the styles of artists, craft makers or designers and use this to inform my own work.   I am beginning to understand the historical and/or cultural significance of a chosen artist /art form.  I can compare ideas, methods and approaches in my own and others’ work, e.g., talk about the features I like and the changes I would make to a piece of art work.  **Paint**  I can mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes  I know how where secondary colours sit on the colour wheel.  I can identify different paintbrushes and their uses |
| DT | Sandwich Stacks |  | British inventors |  | Moving Monsters |  |
| PE | **Games**  I can understand tactics and composition by starting to vary how I respond.  I can begin to communicate with others during game situations.  I can use skills with co-ordination and control.  I can develop my own rules for new games.   I can work well in a group to develop various games.  I can begin to understand how to compete with others in a controlled manner.  I can begin to select resources independently to carry out different skills. | **Gymnastics**  I can apply compositional ideas independently and with others to create a sequence.  I can copy, explore and remember a variety of movements and use these to create my own sequence.  I can describe my own work using simple gym vocabulary.  I can begin to notice similarities and differences between sequences.  I can use turns whilst travelling in a variety of ways.  I can begin to show flexibility in movements.  I can begin to develop good technique when travelling, balancing, using equipment etc. | **Dance**  I can begin to improvise independently to create a simple dance.  I can begin to improvise with a partner to create a simple dance.  I can translate ideas from stimuli into movement with support.  I can begin to compare and adapt movements and motifs to create a larger sequence.  I can begin to use simple dance vocabulary to compare and improve work. | TBC | **QQA**  I can develop listening skills.  I can create simple body shapes.  I can listen to instructions from a partner/adult.  I can discuss and work with others in a group. | **Athletics**  I can begin to run at speeds appropriate for the distance.  *e.g. sprinting and cross country*  I can perform a running jump with some accuracy.  I can perform a variety of throws using a selection of equipment.  I can begin to use equipment safely and with good control. |
| Music | **Listen**  I can listen with concentration to short extracts taken from a range of high quality live and recorded music, beginning to identify musical features. | **Playing instruments**  can improvise and perform increasingly longer rhythmic patterns, including repeated patterns (ostinati) to a steady pulse. I can combine and perform rhythm in layers. I can perform melodic phrases based on the pentatonic scale. I can perform using graphic notation and simple pitch/rhythm notation. I can use body percussion and play a range of untuned and tuned instruments with control. | **Playing instruments**  I can recognise and explore different combinations of rhythmic sounds and ostinati, fitting them together (Texture). I can perform using different structures - call and response, ternary and binary form. I can perform together, keeping to a steady beat. I can perform with awareness of different parts of the ensemble. I can contribute to a group/class performance, including my own compositions | **Singing**  I can use my voice to sing and perform a range of songs with expression, including simple rounds or songs in 2 or 3 parts. I can begin to internalise musical phrases to develop aural memory. | **Compose**  I can create short rhythmic accompaniments, including ostinati, to accompany songs (2 or 4 beats to each bar). I can create descriptive pieces of music using different timbres. I can compose a simple pentatonic melody. I can represent sounds with symbols, including graphic notation and simple rhythm and pitch notation. I can create textures by combining sounds/rhythms in different ways. I can make musical decisions about structure and other musical dimensions to create group performances. | **Appraise and Evaluate** |
| RE | I can start to explain the Christian belief that Jesus was God in human form.  I can explore viewpoints about one of Jesus’ miracles. | I can describe some of the ways Hindu’s celebrate Diwali bringing them a feeling of belonging.  I can explain how Diwali might bring a sense of belonging to Hindus.  I can explore what Christmas means to me. | I can explain why Jesus’ death is important to Christians.  I can empathise with the special feelings a Hindu might experience. | I can describe a Hindu ritual which happens at the River Ganges.  I can understand that for Hindu’s Brahman is everywhere and in everything.  I can start to explore my own views on Jesus’ miracles and resurrection. | I can express some ideas about good ways to treat others arising from my learning.  I can find out about at least two teachings from religion about how to live a good life. | I can explore different ways in which Sikhs share.  I can begin to give my opinions on whether sharing is important to Sikhs or not. |
| PSHE | **Physical wellbeing**  I understand that the rate at which we grow differs from person to person.  I know and understand how to look after our teeth  I understand what happens when we lose teeth as we grow up and why this happens  I know how to make a clear and efficient call to emergency services if necessary  I understand the meaning of the word ‘healthy’  I know the risks associated with an inactive lifestyle (including obesity)  I know the recommended guidelines for physical activity and understand the reasons for these  I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | **Families and people**  I understand why it is important to listen to others  I understand why it is important to work collaboratively  I know how to identify ways to improve the environment  I know how to spot problems and find ways of dealing with them | **Mental wellbeing**  I know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings.  I know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings  I know that mental wellbeing is a normal part of daily life, in the same way as physical health  I know and understand the difference between the terms physical, emotional and mental  I am more self aware.  I understand why setting goals is important.  I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | **Caring friendships**  I know and understand the features of a good friend  I understand why it is important to be positive in relationships with others  I can recognise that there are many ways to communicate  I understand the need to communicate clearly  I understand why it is important to listen to others | **Respect and relationship**  I know how important friendships are in making us feel happy and secure, and how people choose and make friends  I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  I know and understand the features of a good friend  I understand why it is important to be positive in relationships with others  I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  I know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  I understand why it is important to be positive in relationships with others | **Diversity**  I understand why it is important to be part of a community  **Risks**  I understand why rules are needed in different situations  I recognise that rules may need to be changed  I understand why it is important to plan ahead and think of potential consequences as a result of their actions  I understand why it is important to behave responsibly  I recognise that actions have consequences  **Risks**  **I k**now the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  I know about the concept of privacy and the implications of it for both children and adults;including that it is not always right to keep secrets if they relate to being safe  I know how to consider the effect of my online  actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private |
| Languages | * - I can listen to and enjoy short stories, nursery rhymes & songs. * - I can recognise familiar words and short phrases .   -I can communicate with others using simple words and short phrases..  **Reading**  -I can apply my phonics knowledge. (Phonics Lesson 1)  -I can  read familiar words and short phrases accurately.  -I can understand  the meaning in English of short words I read in the foreign language.  **Writing**  -I can write familiar words & short phrases using a model or vocabulary list.  **Grammar**  -I can start to use articles to inform noun gender.  -I can use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…'  **Culture**  I can see some differences and similarities with my own culture.  (based on unit taught) | | * - I can listen to and enjoy short stories, nursery rhymes & songs. * - I can recognise familiar words and short phrases .   -I can communicate with others using simple words and short phrases..  **Reading**  -I can apply my phonics knowledge. (Phonics Lesson 1)  -I can  read familiar words and short phrases accurately.  -I can understand  the meaning in English of short words I read in the foreign language.  **Writing**  -I can write familiar words & short phrases using a model or vocabulary list.  **Grammar**  -I can start to use articles to inform noun gender.  -I can use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…'  **Culture**  I can see some differences and similarities with my own culture.  (based on unit taught) | | * - I can listen to and enjoy short stories, nursery rhymes & songs. * - I can recognise familiar words and short phrases .   -I can communicate with others using simple words and short phrases..  **Reading**  -I can apply my phonics knowledge. (Phonics Lesson 1)  -I can  read familiar words and short phrases accurately.  -I can understand  the meaning in English of short words I read in the foreign language.  **Writing**  -I can write familiar words & short phrases using a model or vocabulary list.  **Grammar**  -I can start to use articles to inform noun gender.  -I can use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…'  **Culture**  I can see some differences and similarities with my own culture.  (based on unit taught) | |

You can merge columns together if things run over the whole term. Consider what themes areas of learning you are focussing on. What is your vehicle for teaching? - e.g. the Mayas. This might cover the history and geography but it is not going to link with science and computing; these subjects will have a different vehicle for teaching. We need to move away from thinking about things as topics.