

Year 3	Autumn -	Spring -	Summer -
English Lancashire units	Autumn 1: - A Bear Called Paddington -Narrative -Information leaflet/guide Autumn 2: - Folk Tales - Recount:Biographies	Spring 1: - Fables Poems with a Structure - Persuasion: Letters Spring 2: - Story as a Theme - Poems on a Theme - Discussion	Summer 1: - Novel as a Theme - Recount: Diaries Summer 2: - Playscripts - Non-Chronological Reports
Maths (WRM)	- Place Value - Addition & Subtraction - Multiplication & Division	- Multiplication & Division - Length & Perimeter - Fractions - Mass & Capacity	- Fractions - Money - Time - Shape - Statistics
RE	3.6 How do people of faith say thank you to God for the harvest? (3) 3.1 What does it mean to be called by God? – (7) 3.2 How does the presence of Jesus impact on people's lives? (4)	3.3 How did Jesus change lives? (6) 3.4 Is the cross a symbol of sadness or joy? (5)	3.5 Rules for Living: Which rules should we follow? (12 hrs 6+6) (Non – faith unit – Buddhism) (6) - S13 – Multicultural Christianity (4)
Geog	<u>Why is the Lake District one of the UK's unique locations?</u> What are National Parks and where are they located? Where is the Lake District and what are the main mountains and lakes called? How were the mountains and valleys in the Lake District formed? What are the main tourist activities in the Lake District? How does the Lake District compare to Darwen Hill?		<u>What causes an earthquake or volcano?</u> - What lies beneath our feet? - What causes an earthquake and how does it affect the surrounding area? - What causes a volcano and what are their features? - What is the ring of fire? - Why do people live near a volcano?
History	<u>How did Britain change between the beginning of the Stone age and the end of the Iron age?</u> - When did the Stone Age begin and the Iron Age end? - What is meant by hunter gatherers? - What was significant about the Bronze Age?		<u>How did Britain change between the end of the Iron-age and the end of the Roman occupation?</u> When did the Romans invade Britain and what did the Romans find when

	- What was significant about the Iron Age? - What are the key differences between the stone, bronze and iron ages?	- they first arrived in Britain? - What evidence is there that the Romans came to Britain at all? - Who are some of the significant people from the Roman era? - What impact did the Romans have on Britain? - Why and when did the Romans leave Britain?	
Sci	Light - <u>Why do we have light and dark and what is its impact on our everyday life?</u> - Can we see without light? - How does light behave when it is reflected? - Can we change how shadows are formed? - How can we protect our eyes from the sun? - Do shadows stay the same all day?	Animals including humans - <u>How do humans keep their muscles and skeleton healthy?</u> - What food do humans need? - How can we keep our pets healthy? - Why do humans need a skeleton? - How do muscles work? - Do people who do more physical activity have stronger muscles?	Rocks - <u>What are the different types of rocks and how do we use them?</u> - What is rock and how can it be grouped? - How were rocks formed? - Why are different rocks suited for different purposes? - How are fossils formed? - What is soil and how is it made?
	Magnets - <u>What do we mean by a ‘force’?</u> - What is a contact force? - How do different surfaces affect the movement of objects? - What is a magnet and how do they work? - What materials are attracted to a magnet? - Do all magnets have the same strength?	Plants - (part 1) <u>What is the impact of a habitat on flowering plants?</u> - How are seeds dispersed? - What are the main functions of the different parts of a flowering plant? - How is water transported in plants? * split plants unit so can observe them growing over time, and can teach rocks and soils in tandem with Geography - volcanoes and earthquakes	Plants - (part 2) <u>What is the impact of a habitat on flowering plants?</u> - What does a plant need to stay alive? - Why do some plants need flowers?
Art	<u>Drawing: Gestural drawing with</u>	<u>Painting: Working with shape</u>	<u>Working in three dimensions:</u>

	<u>charcoal</u> • What is charcoal? • What can I do with charcoal? • How did cave people create and make art? • How can I use charcoal to create gestural drawings? • How can I reflect on my work?	<u>and colour</u> • How can I respond to historical artwork? • How can I use collage to explore the elements of a work of art? • How can I use collage to explore colour, shape, and composition? • How can I work into my collages to create definition and dimension? • How can I reflect on my work?	<u>Making Animated drawing</u> • What is the relationship between drawing and animation? • How are puppets used in animation? • How can I make a moveable drawing? • How can I make a background for my character? • How can I reflect on my work?
DT	How can we make a savoury tart to be served to tourists in a cafe in the Lake District? -Find out about different tart recipes -Research and taste different produce -Design an initial idea, which focuses on selecting ingredients -Gather resources and make the product -Evaluate the final product against the original brief	How can we create a structure to grow flowers in a garden? -Research to find out about different structures to grow plants in -Design a structure which is sympathetic to a garden -Gather the resources needed to make the structure -Ensure that the structure is stable but also aesthetically pleasing -Evaluate the structure and consider what is aesthetically pleasing and what could have been done differently	How can we design a catapult that will propel a ball the furthest? -Research different levers and catapults -Design a catapult which uses a lever -Gather the resources needed to make the catapult -Make and test the catapult -Evaluate the catapult against the original idea and make suggestions about improvements
Music (Charanga)	• <u>A Shining Performance:</u> 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently. • <u>Sing and Move:</u> 1. Sing songs with attention to	• <u>Music and Video:</u> 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	• <u>Music And Sound:</u> 1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a

	expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence	<u>You Gotta Try:</u> 1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	piece of music inspired by the seasons that conveys an original storyline. <u>Sound Exploration:</u> 1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
Computing (Purple Mash)	• Touch typing • email	• Presentations • Route planners	• Branching databases • Coding
Online Safety - throughout the year using 2beSafe (on acceleration days)			
French (Mrs Wardle)	<u>Unit 1 – introduction</u> – to talk about why we learn languages. To recognise Monsieur, Mme, Mlle etc, to say our name and ask the question of someone else. To say how we are feeling and ask the question of someone else. Numbers 1-12. To learn a traditional song. To understand and respond to a range of familiar spoken phrases eg greetings and classroom instructions To learn a choosing rhyme to use in the classroom Start to copy accurately in written form	<u>Unit 1 cont – Le Tricolore, la salle de classe</u> To learn a range of colours and recognise and copy accurately in written form. To learn a song related to the rainbow. To learn about Le Tricolore and its cultural significance and learn a related song. To develop skills in communicating in pairs and groups – how to return a question To learn a range of items in the classroom – furniture and pencil case and say where things are using simple prepositions	<u>Unit 2 – The Hungry caterpillar</u> To listen to and understand a story. To learn the days of the week and some food items. To learn and reproduce a sentence to say what the caterpillar eats on which day. To extend numbers to 20. To retell the story together.
PSHEC	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Relationships</u>

Jigsaw	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments <u>Healthy Me</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <u>Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
PE	• Introduction to Invasion Games (Football and Basketball) • Introduction to Dance	• Introduction to Target Games • Introduction to Invasion Games (Rugby and Hockey) • Swimming	• Striking and Fielding • Introduction to Athletics