

Yearly Planning Year 3

Topic Name and Curriculum Driver



Stone Age Rocks



Roman Britain

Awesome Egyptians



Health Week

Multifaith Week

World Book Day
Great Tower Residential

Arts Festival

Year 3 National Curriculum Objectives

Science

Health Week

Animals, including Humans:

I can identify that animals, including humans, need the right types & amount of nutrition & that they cannot make their own food; they get nutrition from what they eat.

I can identify that humans & some other animals have skeletons & muscles for support, protection & movement.

Taps Investigation:

Predicting:

I can ask predict what my skeleton looks like and research to learn more about bones. Skeleton Research

Rocks:

I can compare & group together different kinds of rocks on the basis of their appearance & simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can recognise that soils are made from rocks & organic matter.

Taps Investigation:

Interpret & Report:

I can report on findings from enquiries – Rock Reports

Plants / Wild Area activities:

1. Identifying different trees - in our wild area - based on their leaves – using identification sheet.
2. Leaf printing (pg31 – Forest School Adventure Book)
3. Planting: bulbs (buckets) & seeds (egg pots) **I can explore the requirements of plants for life & growth (air, light, water, nutrients from soil & room to grow) & how they vary from plant to plant. Make our own fertilizer pg 83 out door adventure book and place it in the buckets we are growing the plants in.**
4. **Taps Investigation: Observe + Measure: I can make careful observations & take accurate measurements** – Measuring plants - fortnightly - as they grow in our pots.

Plants / Wild Area activities:

1. **I can identify & describe the functions of different parts of flowering plants: roots, stem, leaves & flowers.** Dissect the flowers that we have grown. Reveal leaf skeletons – Out door activities book pg 39
2. **I can investigate the way in which water is transported within plants.**
Taps Investigation: Evaluate: I can use straightforward scientific evidence to answer questions or to support my findings - Function of a Stem
3. **I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation & seed dispersal.**
4. Create a Butterfly Bar to encourage butterflies to our Wild Area / children's gardens – Out Door Activities Book pg 11

Forces & Magnets:

I can compare how things move on different surfaces.

I recognise that some forces need contact between two objects, but that magnetic forces can act at a distance.

I can observe how magnets attract or repel each other & attract only some materials.

I can compare & group together a variety of everyday materials, on the basis of whether or not they are attracted to a magnet, & can identify some magnetic materials.

I can describe magnets as having two poles.

I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Taps Investigation:

Set Up Enquiry:

I can set up simple practical enquiries, comparative & fair tests – Magnet Test

Light:

I can recognise that I need light in order to see things & that dark is the absence of light.

I can notice that light is reflected from surfaces.

I can recognise that light from the sun can be dangerous & that there are ways to protect my eyes.

I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.

I can find patterns in the way that the sizes of shadows change.

Taps Investigation:

Record:

I can gather, record, classify & present data in a variety of ways – Making Shadows

Haverigg Bird Hut/ Wild Area activities:

1. Children go bird watching in the RSPB hut
2. Create bird feeders pg 61- outdoor adventure book
3. Create leaf lanterns – if there is time? Pg 111 Outdoor Adventure Book

Spellings / Common Exception Words & Handwriting

Spellings:

Once children complete their RWI phonics programme they will be moved onto and follow the KS2 RWI Spelling programme of study.

<https://www.oxfordowl.co.uk/for-school/read-write-inc-spelling>

The reading and spelling of the KS2 Common Exception words will be taught explicitly outside the RWI Spelling Programme.

Handwriting:

- To use a neat, joined handwriting style with increasing accuracy and speed.
- To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Writing

Planning, Writing and Editing

- To begin to use ideas from their own reading and modelled examples to plan their writing.
- To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.
- To begin to organise their writing into paragraphs around a theme.
- To compose and rehearse sentences orally (including dialogue)

Nonsense Rhymes: *Ning, Nang, Nong!*

Grammar & Punctuation:

- To use 'a' or 'an' correctly throughout a piece of writing.
- To use the full range of punctuation from previous year groups.

Purpose, Audience and Structure:

- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To make deliberate ambitious word choices to add detail.

Instructions – making magic potions

George's Marvellous Medicine

Grammar & Punctuation:

- **Adverbs:** then, next, soon, therefore
- To use the full range of punctuation from previous year groups.
- **Prepositions:** before, after, during

Purpose, Audience and Structure:

- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To make deliberate ambitious word choices to add detail.

Character Description:

George's Grandma from G's Marvellous Medicine

Grammar & Punctuation:

- To try to maintain the correct tense (including the

Warning Story

Little Red Riding Hood (Talk For Writing)

Grammar & Punctuation:

- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although.
- To use 'a' or 'an' correctly throughout a piece of writing
- Begin to use paragraphs
- To use the full range of punctuation from previous year groups.
- To punctuate direct speech accurately, including the use of inverted commas.

Purpose, Audience and Structure:

- To begin to create settings, characters and plot in narratives.
- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Letter Writing:

A letter to Father Christmas based around the book

Grammar & Punctuation:

- To use 'a' or 'an' correctly throughout a piece of writing.
- To use the full range of punctuation from

Non – chronological Report

Countries in Great Britain

Grammar & Punctuation:

- To use 'a' or 'an' correctly throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use 'a' or 'an' correctly throughout a piece of writing
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although.
- Begin to use paragraphs
- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement

Purpose, Audience and Structure:

- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To make deliberate ambitious word choices to add detail.

Recount

Great Tower Residential

Grammar & Punctuation:

- **Adverbs:** then, next, soon, therefore
- To use the full range of punctuation from previous year groups.
- **Prepositions:** before, after, during
- To use subordinate clauses, extending the range of sentences with more than one

Persuasive Advert

'A Great Day Out'

Grammar & Punctuation:

- To use 'a' or 'an' correctly throughout a piece of writing.
- To use the full range of punctuation from previous year groups.

Purpose, Audience and Structure:

- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To make deliberate ambitious word choices to add detail.

Information Leaflet

'A Place to Visit'

Grammar & Punctuation:

- To use 'a' or 'an' correctly throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although.

- Begin to use paragraphs
- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement

Purpose, Audience and Structure:

Story

Suspense Story – Defeating the Monster (Talk For Writing)

Grammar & Punctuation:

- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- To use 'a' or 'an' correctly throughout a piece of writing
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although.
- Begin to use paragraphs
- To use the full range of punctuation from previous year groups.
- To punctuate direct speech accurately, including the use of inverted commas.

Purpose, Audience and Structure:

- To begin to create settings, characters and plot in narratives.
- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Explanation Text

How to look after Plants.

Grammar & Punctuation:

- **Adverbs:** then, next, soon, therefore
- To use the full range of punctuation from previous year groups.

Story

Adventure Story – (Talk For Writing)

Grammar & Punctuation:

- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- To use 'a' or 'an' correctly throughout a piece of writing
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although.
- Begin to use paragraphs
- To use the full range of punctuation from previous year groups.
- To punctuate direct speech accurately, including the use of inverted commas.

Purpose, Audience and Structure:

- To begin to create settings, characters and plot in narratives.
- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Poetry

Performance Poetry, 'The Shell' & Rhyming Poems

Grammar & Punctuation:

- To use 'a' or 'an' correctly throughout a piece of writing.
- To use the full range of punctuation

<p>present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to create settings and characters To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<p>previous year groups.</p> <ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. 	<p>clause by using a wider range of conjunctions: when, if, because, and although.</p> <ul style="list-style-type: none"> Begin to use paragraphs To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. 	<ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail 	<ul style="list-style-type: none"> Prepositions: before, after, during <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. 	<p>from previous year groups.</p> <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.
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Independent Writing

<p>Character Description: BFG character</p>	<p>Story Writing: A Christmas Elf (story starter will be provided)</p>	<p>Non – chronological Report: House Hold Pet</p>	<p>Information Leaflet: 'A Day Out'</p>	<p>Creative Writing: 'Alien School' text to support writing.</p>	<p>Recount: Memories of Year 3 to show Miss Usher</p>
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Spoken Language

<p>Christmas Play</p> <ul style="list-style-type: none"> Prepare poems & play scripts to read aloud & perform, using appropriate intonation, tone, volume & action. <p>Talk for Write Unit</p> <ul style="list-style-type: none"> Read aloud own writing, using appropriate intonation & controlling the tone & volume so that the meaning is clear. Compose & rehearse sentences orally, progressively building a varied vocabulary & an increased range of sentence structures. 	<p>Science</p> <ul style="list-style-type: none"> Make a spoken report on findings from scientific enquiries. Use relevant scientific language to discuss ideas & communicate findings to different audiences. Ask relevant questions & use different types of scientific enquiries to answer them. <p>Spelling</p> <ul style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1 	<p>Maths</p> <ul style="list-style-type: none"> Describe the properties of 2D & 3D shapes using accurate language, including acute & obtuse for angles. When telling the time, use vocabulary such as o'clock, a.m., p.m., morning, afternoon, noon & midnight.
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Listen to & discuss a range of fiction, poetry, plays, non-fiction & reference books
Participate in discussion about books, taking turns & listening to what others say.

Reading

Discuss words & phrases that capture the reader's interest & imagination.
Ask questions to improve understanding of texts

Reading

<p>Accelerated Reader: <i>Teach Children how to quiz independently at home and school ideal for this objective</i></p> <p>Comprehension:</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	<p>Comprehension:</p> <ul style="list-style-type: none"> Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. Retrieve and record information from non-fiction. <p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays and non-fiction. Reading books that are structured in different ways. Increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identifying themes in books. Reading aloud poems and perform play scripts. Discussing words that capture the reader's interest and imagination.
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Understand what he/she reads independently by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated.
- Identifying main ideas drawn from within one paragraph and summarise these.
- Identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.

Maths

Number & Place Value:

I can find 10 or 100 more or less than a given number.

I can compare & order numbers to 1000.

I can identify, represent & estimate numbers using different representations.

I can read & write numbers up to 1000 in numerals & in words.

I can recognise the place value of each digit in a 3-digit number.

I can solve number problems & practical problems involving all of these ideas.

Addition & Subtraction:

I can add & subtract numbers mentally, including:

- a 3-digit number & ones
- a 3-digit number & tens
- a 3-digit number & hundreds

I can add numbers with up to 3 digits, using formal written methods of column addition.

I can subtract numbers with up to 3 digits, using formal written methods of column subtraction.

I can estimate the answer to a calculation & use inverse operation to check answers.

I can solve problems, including missing number problems, using number facts, place value & more complex addition & subtraction.

Multiplication & Division:

I can count from 0 in multiples of 4, 8 50 and 100

I can recall & use multiplication & division facts for the 3, 4 & 8 times tables

I can solve problems, including missing number problems, involving multiplication & division, including positive integer scaling problems in which n objects are connected to m objects.

Multiplication & Division

I can write & calculate mathematical statements for multiplication & division, using the tables that I know, including for 2 digit numbers times single digit numbers, using mental methods & progressing to formal written methods.

Estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction).

-Fractions:

I can count up & down in tenths.

I can recognise that tenths arise from dividing an object into 10 equal parts & dividing single digit numbers or quantities by 10.

I can recognise, find & write fractions of a set of objects (unit fractions & non-unit fractions with small denominators).

I can recognise & use fractions as numbers (unit fractions & non-unit fractions with small denominators).

I can compare & order unit fractions.

I can compare & order fractions with the same denominators.

I can recognise & show, using diagrams, equivalent fractions with small denominators.

I can add & subtract fractions with the same denominator, within one whole.

I can solve problems involving all of these.

Length & Perimeter:

I can measure, compare add & subtract lengths (m/cm/mm).

I can measure the perimeter of simple 2D shapes.

Mass & Capacity:

I can measure, compare, add & subtract mass (kg/g) and volume/capacity (l/ml).

Money:

I can add & subtract amounts of money to give change, using both £ and p in practical contexts.

Time:

I can tell & write the time from an analogue clock, including using Roman Numerals from I to XII, and 12- & 24-hour clocks.

I can estimate & read time with increasing accuracy to the nearest minute. I can use vocabulary such as o'clock, am/pm, morning, afternoon, noon & midnight.

I know the number of seconds in a minute & the number of days in each month, year & leap year.

I can calculate & compare the duration of events.

I can record & compare time in terms of seconds, minutes & hours.

Shape:

I can recognise angles as a property of a shape or a description of a turn. I can identify right angles.

I can recognise that 2 right angles make a half turn, 3 make $\frac{3}{4}$ of a turn & 4 make a complete turn.

I can identify whether angles are greater than or less than a right angle.

I can recognise 3D shapes in different orientations & describe them.

I can identify horizontal & vertical lines & pairs of perpendicular & parallel lines.

Statistics:

I can interpret & present data using bar charts, pictograms & tables.

I can solve one- and two-step questions using information presented in scaled bar charts, pictograms & tables.

Art

Drawing and mark making

- Use different grades of pencil shade to show different tones and textures.
- Use sketches to annotate and produce a final piece of work.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow

Stone Age cave paintings using chalks, charcoal, mud and sticks.

3D and sculpture

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Use clay and other mouldable materials.

Stone Age houses

Painting and colour

- Revisit colour wheels.
- Identify and talk about complementary colours.
- Know and talk about colour tones; warm colours; cold colours.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively (predict

Collage

- Create collages using overlapping and layering

Collage: Matisse

Printing

- Create a printing block using relief or impressed (pressed in) techniques.
- Use layers of two or more colours.

Link to study of flowering plants and patterns found in plants (leaves, petals, flowers). Wild Area activity.

with accuracy the colours I mix)
 • Use watercolour paint to produce washes for backgrounds then add detail.
 Colour: Keith Haring & Alma Thomas

Geography

Topic: United Kingdom (inc. Northern Ireland)

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time.
- Identify human and physical characteristics, key topographical features (inc hills – Thames, Snowden, Scare fell etc., mountains, coasts, and rivers).
- Using maps, atlases, and globes to locate countries and describe features studied

Ongoing: Weather map – comparing Millom and another area within the North West. Map of Europe – temperature and weather of places in these areas – from their holidays?

Topic: The North West

- Name and locate counties and cities of the United Kingdom, **geographical regions** and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time.
- Understand geographical similarities and differences through the study of the human and physical geography of the UK (North West)
- Use atlases map, globes, and digital mapping to locate countries and describe features studied.
- 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 UK and the wider world.

Topic: Village Settlers

- Describe and understand key aspects of physical geography and human geography including types of settlement use.
- Use atlases map, globes, and digital mapping to locate countries and describe features studied.
- 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 UK and the wider world.
- 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.

Music

Pentatonic Melodies & Composition

National Curriculum

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations
- improvise and compose music for a range of purposes using the inter-related dimensions of music

Key Skills

Creating Compositions in response to animation

National Curriculum

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians'
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music'
- use and understand staff and other musical notations'

Developing a Singing Technique

National Curriculum

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Key Skills

- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.

<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. <p>Vocabulary: Tempo, crescendo, dynamics, timbre, duration</p>

<p>Key Skills</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <p>Key knowledge</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. <p>Vocabulary Influence listen dynamics timbre pitch repeated rhythm Pattern notation ensemble compose</p>
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<ul style="list-style-type: none"> Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for. <p>Vocabulary: Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p>
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Design & Technology

<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> I can talk about the different food groups & name food from each group. I understand that food has to be grown, farmed or caught around the world.
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<p>Levers and Linkages – Christmas Cards</p> <ul style="list-style-type: none"> I can safely measure, mark out, cut, assemble and join with some accuracy. I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. I understand how mechanical systems such as levers and linkages create movement.
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Empty cell for Design & Technology
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<p>Mechanical Systems: Pneumatics – Balloon Cars</p> <ul style="list-style-type: none"> I can use techniques which require more accuracy to cut, shape, join and finish work e.g cutting internal shapes and slots I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. I understand how mechanical systems such as pneumatic systems create movement.
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RE

<p>Introduction to Sikhism: Multi Faith Week Focus:</p> <p>What is the Holy Book? What are the Symbols?</p>
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<p>What is the Bible?</p> <ul style="list-style-type: none"> Identify and describe ways in which the Bible is important for Christians. Find out how Christians use the Bible at home and at church
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<p>What do Muslims celebrate?</p> <ul style="list-style-type: none"> To find out about the Islamic To find out about the Day of
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<p>What is the Place of Worship? Artefacts / Clothes, Beliefs</p>	<ul style="list-style-type: none"> Find out about the different kinds of writing in the Bible and why each is important. Learn about what makes a book special to different people. Find out how different genres of writing in the Bible show different aspects of God. <p>Investigate the Old and New Testaments of the Bible.</p>	<p>Ashura.</p> <ul style="list-style-type: none"> To find out about Mawlid alNabi To find out about Ramadan. To find out Eid al-Fitr. To find out about the Hajj
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PE

<p>Football:</p> <ul style="list-style-type: none"> Dribbling, passing in pairs Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Using inside and outside of foot, trapping. 	<p>Gymnastics – Unit 1:</p> <ul style="list-style-type: none"> Contrasting shapes, body control when rolling. Partner unison. Patterns. 	<p>Dance Unit 1:</p> <ul style="list-style-type: none"> Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. 	<p>Tennis:</p> <ul style="list-style-type: none"> Tennis – Ready position. Hot to different areas of court. Perform a forehand shot. Move towards the ball to return Serve with some accuracy to targets 	<p>Gymnastics – Unit 2:</p> <ul style="list-style-type: none"> Fluency in movement. Half lever. Bouncing, smooth transitions and extension 	<p>Dance Unit 2:</p> <ul style="list-style-type: none"> Create your own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance.
<p>Tag Rugby:</p> <ul style="list-style-type: none"> Dribbling, passing in pairs Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Ball handling. Running past defenders. Evading taggers and tag protocol. 	<p>Handball:</p> <ul style="list-style-type: none"> Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip Dribbling, passing in pairs Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. 	<p>Hockey:</p> <ul style="list-style-type: none"> Using flat side of stick. Close control, preparing to tackle. Dribbling, passing in pairs Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. 	<p>OAA</p> <ul style="list-style-type: none"> Use non-verbal communication effectively. Develop further simple map reading skill. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map. 	<p>Rounders:</p> <ul style="list-style-type: none"> Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball. Consistently not one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. <p>Introduction to the role of the backstop.</p>	<p>Athletics</p> <ul style="list-style-type: none"> Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. <p>Recording scores accurately.</p>

History

<p>Hi2/1.1 Pre-Roman Britain Y3 - Stone Age to the Iron Age Enquiry Question – Would you prefer to live in The Stone Age, The Bronze Age or The Iron Age? Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. Stone Age to the Iron Age - White Scar Caves - Millom Rock Park</p>	<p>Hi2/1.2 Roman Britain Y3 Enquiry Question – Why did The Romans settle in Britain? Pupils should be taught about the Roman empire and its impact on Britain <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> Roman Britain - Ravenglass: Bath House</p>	<p>Hi2/2.3 Ancient Civilizations Ancient Egypt Enquiry Question – What did the Ancient Egyptians believe? Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p>
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Computing & Online Safety

	<p style="text-align: center;">COMPUTING SYSTEMS & NETWORKS</p> <p style="text-align: center;">Networks and Internet</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT) 	<p style="text-align: center;">PROGRAMMING: Scratch</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Use sequence, selection, and repetition in programs; work with
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	<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT) <p style="text-align: center;"><u>Journey Inside a Computer</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT) 	<p>variables and various forms of input and output (CS)</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) <p><u>CREATING MEDIA: Video Trailers</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)
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Online Safety – Taught throughout the Year

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT)
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

RSHE – My Happy Mind

<u>Meet Your Brain</u>	<u>Celebrate</u>	<u>Appreciate</u>	<u>Relate</u>	<u>Engage</u>
This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.	This Module is all focussed on building children’s self-esteem. Children will learn about 5 Character Strengths that make them unique and special and will spot these in themselves and others	This Module is all about children showing gratitude and how this can make us feel amazing!	This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see things from a different perspective.	This Module is all focused-on children setting Big Dream Goals. They will learn the 3 steps of how to set a goal and how this will support their happiness and achievements. This module builds the skills of perseverance.

French

	<p><u>Unit 1:</u> French Greetings French Greetings Day and Night How are you feeling? French finger rhymes</p>	<p><u>Unit 3:</u> Let’s count in French Let’s count higher in French How old are you in French? Reading French numbers Outdoor games in France</p>	<p><u>Unit 2:</u> Colours in French Sizes and shapes in French Using shapes like the French Artist, Matisse In the style of the French artist, Matisse</p>	<p><u>Unit 6:</u> French animal nouns and sounds French habitats Life cycle French detectives French food chains French food chain flips</p>	<p><u>Unit 4:</u> Follow the French teacher Pencils and things in the French classroom To have or have not in a French classroom School bag French detectives In my French bag</p>
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