Penwortham Primary School

Our Curriculum

Happy Children Who Achieve

Year 3 Curriculum

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Penwortham
Primary School

Curriculum Vision

The curriculum at Penwortham Primary School has been developed to provide an inclusive environment where ***all*** learners enjoy their education and are inspired to learn through an exciting curriculum.
Our aim is to equip our children with personal characteristics and skills, as well as academic knowledge, required to succeed in life.

Our School Values

Our school values are embedded throughout the curriculum by our **'Personal Best'** values. We aim for our pupils to be their very best **'Social Me', 'Thinking Me'** and **'Healthy Me'** through the values of : **Respect, Communication, Trust, Resilience, Honesty, Responsibility, Problem Solving, Reflection** and **Curiosity.**

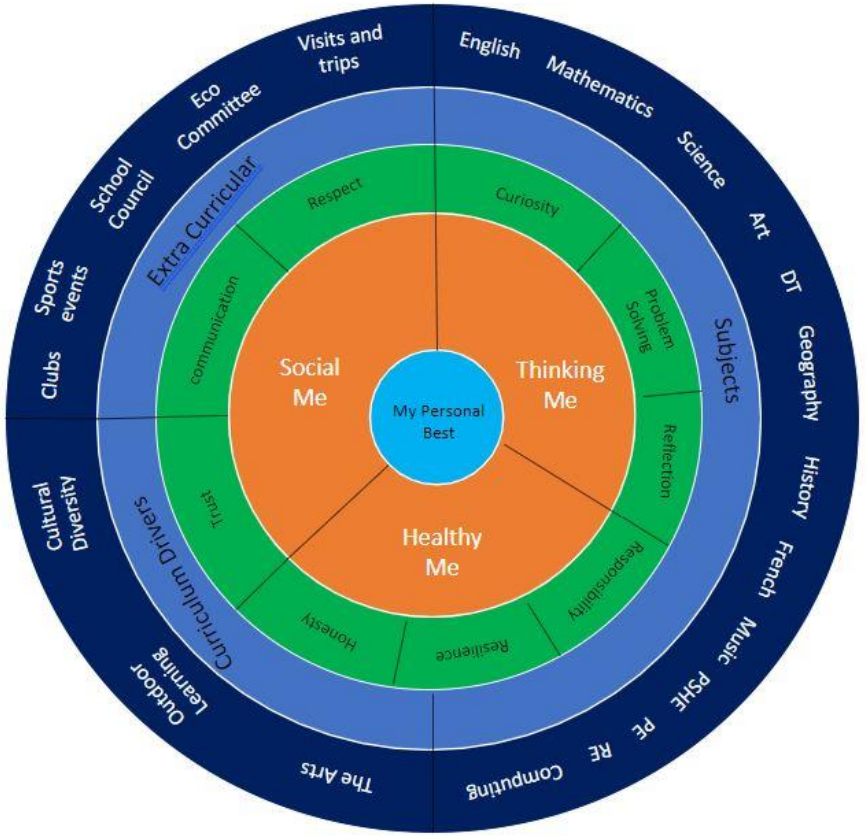
We have high expectations across the curriculum and provide opportunities for children to develop as independent, confident and successful learners.

Our children are challenged and encouraged to expand their knowledge and skills through varied curriculum opportunities and to be curious about the world around them.

Curriculum Drivers

Through consultation we have identified the following as important 'drivers' for our curriculum: **utilising the outdoors** for learning; **recognising, valuing and respecting diversity** and an **enjoyment appreciation and participation in the 'arts'** (including music, drama, design, craft).

Ultimately, we want our children to be their '**Personal Best';** making a positive contribution to the wider world and the community in which they live. We aim to ensure they are well prepared for the future challenges of their learning journey.



Long Term Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG QUESTION	Is there really no place like home?	Are we what we eat?	How do we know it's the truth?	Is nature more powerful than humans?	How does the past influence our lives?	Why do we need plants?
English	Biography as a recount Folk Tales Narrative	Fables Poems with a structure Persuasion - letters	Story as a theme Poetry on a theme discussion	Novel as a theme Recount: diaries	Playscripts Non chronological reports	Classic poetry Fantasy/adventure/ mystery stories explanations
Science	Animals including humans - Skeleton	Animals including humans - Nutrition/diet	Rocks and fossils	Forces and magnets	Light	Living things -Plants
French	French greetings with puppets	French adjectives of colour, size and shape	French playground games - numbers and age	In a French classroom	French transport	A circle of life in French
Physical Education	Dance and Games - multiskills	Gymnastics – balance and Games – shooting and passing	Games – sending and receiving – football and Dance	Gymnastics – travel and ndoor athletics	Games – hockey and Dance	Health related exercise Parkour and Games – striking/bet (tennis)
Art and Design	Drawing: Growing Artists		Paint and mixed media: Prehistoric Painting		Craft and design : Fabric of nature	
Religious Education Who should we follow?	Christianity - Jesus Focus Question: What does it mean to be a disciple of Jesus?	Christianity - God Focus Question: How (and why) have some people served God?	Islam Focus Question: Why is the Prophet Muhammad an example for Muslims?	Christianity – The Church. Focus Question: What do Christians mean by the Holy Spirit?	Sikhism Focus Question: Why are the Gurus important to Sikhs?	Hindu dharma Focus Question: Why is family an important part of Hindu life?
Humanities (History/Geography)	Who lives in Antarctica?	How have children's lives changed?	Why do people live near volcanoes?	Stone Age , Iron age, Bronze Age	Why did the Romans settle in Britain?	Are all settlements the same?
Computing	Computing systems and networks: Connecting computers	Creating Media: Stop frame animation	Programing A: Sequencing sounds	Data and Information: Branching databases	Creating Media: Desktop publishing	Programming B: Events and actions in progress
Design Technology	D.T. Cooking and Nutrition		Construction - Castles		Electronic charms	
Music	KEY CONCEPT: To further the understanding of pulse, rhythm, pitch.	Performance skills	KEY CONCEPT: Understanding the language of music and notes in time with the music.	KEY CONCEPT: Children should listen to a range of live and recorded music here. Practice staying in time with each other.	KEY CONCEPT: Explore the meaning of the songs for this topic and how the different parts of the music creates a 'theme' and conveys a mood. Develop tone and volume control.	Performance skills
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	Being my best	Growing and changing

Reading in Year 3

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum.

We work with other schools, our local library and other partners to promote reading as a life-long skill. Pupils in Year 3 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- Paddington Bear, The Greenling, The night Gardener, The Iron Man Stone age boy, Ug, Stone girl, bone girl, A bear called Paddington, Iron man, The Tin Forest, The Night Garden, The Greenlings, Romans on the Rampage, Charlottes Web, Anansi, Spider and the Fly, The Wild Robot.

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Writing in Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative and •Non-Fiction – information leaflet 6-7 weeks	Talk Unit Folk Tales 5-6 weeks	Talk Unit/s Historical Non-Fiction 5-6 weeks Links to The Stone Age to Iron Age.	Iron Man – instructions and Narrative. 6-7 weeks	Talk Units Historical story – Boudicca 5-6 weeks, linked to the Romans	Talk Unit Narrative Poetry Spider and the Fly 5-6 weeks

Outdoor Learning, visits and visitors

Outdoor learning			
Educational Visits and trips	Local Visit to Penwortham.		Outdoor and adventurous day visit Visit the Roman Museum Ribchester. Visit to Hindu temple Gujarati Hindu Society Temple Preston Anglican church – local history
Visitors	Poet or author visit	Stone Age visitors	Bug man and The Bee man

Geography in Year 3

Year Three	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Breadth of Experience	**Who lives in Antarctica?** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far		**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.		**Are all settlements the same?** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	

History in Year 3

Year Three	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Breadth of Experience	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.		How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.		British history 2: Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today. Local History Study: Preston Market	
Key Knowledge Pupils who are **secure** will be able to:	• Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.		• Make observations and deductions from sources. • Suggest how children's lives have changed. • Explain why children needed to work. • Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases from the past and discuss how effective the treatments were.		• Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	

Science in Year 3

Working scientifically

Asking relevant questions and using different types of scientific enquiries to answer them	• The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. • The children answer questions posed by the teacher. • Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.
Making systematic and careful observations	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • The children make systematic and careful observations. • They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.
Setting up simple practical enquiries, comparative and fair tests	• The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.
Recording and presenting evidence	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. • Children are supported to present the same data in different ways in order to help with answering the question.
Answering questions and concluding	Using straightforward scientific evidence to answer questions or to support their findings. • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence. Identifying differences, similarities or changes related to simple scientific ideas and processes • Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • They draw conclusions based on their evidence and current subject knowledge.
evaluating	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.

Science in Year 3

Year 3	Knowledge Matrices					
	Animals including humans: Skeleton	Animals including humans: nutrition and diet	Rocks and fossils	Forces and magnets	Light	Plants
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Recognise that they need light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object . Find patterns in the way that the size of shadows change.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Design Technology in Year 3

	Food and nutrition – eating seasonally	Structures - castles	Digital world – electronic charms
Pupils who are secure will be able to:	Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.	Explain that fruits and vegetables grow in different countries based on their climates. Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Understand the basic rules of food hygiene and safety. Follow the instructions within a recipe	Give a brief explanation of the digital revolution and/or remember key examples. Suggest a feature from the Micro:bit that is suitable for an eCharm. Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed. Identify errors, if testing is unsuccessful, by comparing their code to a correct example. Explain the basic functionality of their finished program. Suggest key features for a pouch, with some consideration for the overall theme and the user. Use a template when cutting and assembling a pouch, with some support. Describe what is meant by 'point of sale display' with an example. Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. Evaluate their design
Key knowledge	To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose. To know that a façade is the front of a structure. To understand that a castle needed to be strong and stable to withstand enemy attack.	To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food that has been brought into the country	To understand that in programming a 'loop' is code that repeats something again and again until stopped. To know that a Micro:bit is a pocket-sized, codeable computer. Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm
vocabulary			smart wearables product design digital revolution Technology Analogue Digital feature Function digital world Micro:bit electronic products Program Loops Initiate Simulator control Monitor Sense template Develop Fasten Test User CAD (computer-aided design)

PSHE and Relationships Education in Y 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	**Valuing Difference**	**Keeping Myself Safe**	**Rights and Responsibilities**	**Being My Best**	**Growing and Changing**
•Explain why we have rules; •Explore why rules are different for different age groups, in particular for internet-based activities; •Suggest appropriate rules for a range of settings; •Consider the possible consequences of breaking the rules. •Explain some of the feelings someone might have when they lose something important to them; •Understand that these feelings are normal and a way of dealing with the situation. •Define and demonstrate cooperation and collaboration; •Identify the different skills that people can bring to a group task; •Demonstrate how working together in a collaborative manner can help everyone to achieve success. •Identify people who they have a special relationship with; •Suggest strategies for maintaining a positive relationship with their special people. •Rehearse and demonstrate simple strategies for resolving given conflict situations. •Explain what a dare is; •Understand that no-one has the right to force them to do a dare; •Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. •Express opinions and listen to those of others; •Consider others' points of view; •Practice explaining the thinking behind their ideas and opinions. •Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	•Recognise that there are many different types of family; •Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' •Define the term 'community'; •Identify the different communities that they belong to; •Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. •Reflect on listening skills; •Give examples of respectful language; •Give examples of how to challenge another's viewpoint, respectfully. •Explain that people living in the UK have different origins; •Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; •Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. •Recognise the factors that make people similar to and different from each other; •Recognise that repeated name calling is a form of bullying; •Suggest strategies for dealing with name calling (including talking to a trusted adult). •Understand and explain some of the reasons why different people are bullied; •Explore why people have prejudiced views and understand what this is.	•Identify situations which are safe or unsafe; •Identify people who can help if a situation is unsafe; •Suggest strategies for keeping safe. •Define the words danger and risk and explain the difference between the two; •Demonstrate strategies for dealing with a risky situation. •Identify risk factors in given situations; •Suggest ways of reducing or managing those risks. •Identify some key risks from and effects of cigarettes and alcohol; •Know that most people choose not to smoke cigarettes; (Social Norms message) •Define the word 'drug' and understand that nicotine and alcohol are both drugs. •Evaluate the validity of statements relating to online safety; •Recognise potential risks associated with browsing online; •Give examples of strategies for safe browsing online. •Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; •Recognise and describe appropriate behaviour online as well as offline; •Identify what constitutes personal information and when it is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. •Demonstrate strategies for assessing risks; •Understand and explain decision-making skills; •Understand where to get help from when making decisions. •Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	•Define what a volunteer is; •Identify people who are volunteers in the school community; •Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. •Identify key people who are responsible for them to stay safe and healthy; •Suggest ways they can help these people. •Understand the difference between 'fact' and 'opinion'; •Understand how an event can be perceived from different viewpoints; •Plan, draft and publish a recount using the appropriate language. •Define what is meant by the environment; •Evaluate and explain different methods of looking after the school environment; •Devise methods of promoting their priority method. •Understand the terms 'income', 'saving' and 'spending'; •Recognise that there are times we can buy items we want and times when we need to save for them; •Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) •Explain that people earn their income through their jobs; •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	•Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; •Explain what is meant by the term 'balanced diet'; •Give examples what foods might make up a healthy balanced meal. •Explain how some infectious illnesses are spread from one person to another; •Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; •Suggest medical and non-medical ways of treating an illness. •Develop skills in discussion and debating an issue; •Demonstrate their understanding of health and wellbeing issues that are relevant to them; •Empathise with different viewpoints; •Make recommendations, based on their research. •Identify their achievements and areas of development; •Recognise that people may say kind things to help us feel good about ourselves; •Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; •Understand and explain how the brain sends and receives messages through the nerves. •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood. •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.	•Identify different types of relationships; •Recognise who they have positive healthy relationships with. •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space. •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty. • See link to external resources for further information

Art and Design in Year 3 – Key Knowledge

Drawing	Paint and mixed media	3d and sculpture	Craft and Design
To know that different drawing tools can create different types of lines. To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. To know that shading helps make drawn objects look more three dimensional. To know that 'tone' in art means 'light and dark'.	To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that different drawing tools can create different types of lines. To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that artists can focus on shapes when making abstract art. To know that negative shapes show the space around and between objects.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.
Vocabulary: abstract arrangement blend Botanical botanist composition cut dark Even expressive form frame frottage Geometric gestural grip light line magnified Organic object pressure rubbing scale Scientific shading shape	**Vocabulary:** charcoal composition negative image pigment positive image prehistoric Proportion scaled up sketch smudging texture tone	**Vocabulary:**abstract found objects negative space positive space sculptor Sculpture structure three-dimensional	**Vocabulary:**ancient Audience Civilisation Colour composition Convey Design Egyptian fold imagery inform layout Material Painting Papyrus Pattern process Scale Scroll Sculpture Shape technique zine

Religious Education in Year 3

Religious Education Who should we follow?	Christianity - Jesus Focus Question: What does it mean to be a disciple of Jesus?	Christianity - God Focus Question: How (and why) have some people served God?	Islam Focus Question: Why is the Prophet Muhammad an example for Muslims?	Christianity – The Church. Focus Question: What do Christians mean by the Holy Spirit?	Sikhism Focus Question: Why are the Gurus important to Sikhs?	Hindu dharma Focus Question: Why is family an important part of Hindu life?

Religious Education in Year 3

Penwortham Primary School

Who inspires me?

Search for personal meaning | Shared human experience | Living religious traditions | Beliefs and values | Am I a good example for others?

Why are some people particularly inspirational?
Who are good role models for the world today?

Pupils should think about what is meant by a 'vocation'. They should explore the lives of Christians who have served God.

Pupils will investigate stories of prophets from the Bible – and consider how and why these people chose to follow the word of God.

How (and why) have some people served God?

Pupils should be able to identify Christian beliefs and values about God that are demonstrated in these stories – eg. belief in a sustainer God who is active in the world.

Pupils will consider why the idea of serving others is important to many Christians – they will look at the importance of service and sacrifice in Christian life.

What qualities do good leaders have?
How do we decide who to follow (and who not to follow)?

Whose guidance should I follow?

Who should I follow?

Search for personal meaning | Shared human experience | Living religious traditions | Beliefs and values | What are my commitments?

Who are our role models?
How can we try to be more like them in our daily lives?

Children will learn about the Sikh festival of Baisakhi. They will consider the importance of showing commitment to a religious way of life

Children will learn about Guru Nanak and the 10 gurus of Sikhism. They will consider how Sikhs may try to follow the example of the Gurus

Why are the Gurus important to Sikhs?

They will investigate the importance of the Guru Granth Sahib as a living teacher and source of authority

Children will learn about how Sikh beliefs about the importance of the Guru Granth Sahib are shown through the way that it is treated

What type of things really inspire people to become committed?
What does it mean to make a commitment to something?

How do should I show that I am committed?

Who should I decide to follow and why?

Search for personal meaning | Shared human experience | Living religious traditions | Beliefs and values | Would I make a good leader?

What qualities should we look for in a good leader?
What do we mean by 'charisma'?

Pupils should consider what it mean to be a modern-day follower of Jesus. How might Christians follow the teachings and example of Jesus today?

Pupils will explore the concept of discipleship in Christianity – what does it mean to be a follower of Jesus?

What does it mean to be a disciple of Jesus?

They will learn about the disciples and consider why these men decided to become followers of Jesus.

They will investigate the work of one Christian organisation that helps those in need – and explain how this is an example of Christian values in action.

What motivates people to make a difference?
Are there shared human values that should affect the way we treat others?

How can I make a difference ?

Who should I follow?

Search for personal meaning | Shared human experience | Living religious traditions | Beliefs and values | What are my commitments?

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What type of things really inspire people to become committed?
What does it mean to make a commitment to something?

How do should I show that I am committed?

What duties do I have towards other people?

Search for personal meaning | Shared human experience | Living religious traditions | Beliefs and values | How do I know what my duties are?

Do all people have duties?
What are our duties to one another?

Children will learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities.

Children will explore the concept of duty within Hinduism – religious duties, duty to society and duty to the family.

Why is family an important part of Hindu life?

They will consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.

They should also investigate how worshipping in the home might bring the family together and be a reminder of the duty to lead a moral life.

Why is family so important to many humans?
What responsibilities do family members have towards one another?

What rights and responsibilities do I have in my family?

What are my special qualities?

Search for personal meaning | Shared human experience | Living religious traditions | Beliefs and values | Who or what inspires me?

What aspects of being human should we celebrate?
What skills, talents and qualities exist in our community?

Pupils will learn about the story of Pentecost and how Christians today might celebrate Pentecost

Pupils will explore Christian beliefs about the Holy Spirit and the impact that believing in the Holy Spirit might have on the life of a believer.

What do Christians mean by the 'Holy Spirit'?

They will learn about the fruit of the Spirit – the characteristics of a Christian individual or community inspired by the Holy Spirit

Pupils should investigate different forms of worship in Christianity and why the Holy Spirit is important for some forms of worship.

What does it mean to be a successful human being?
How can we best share our talents and attributes?

How can I make the best use of my talents?

Physical Education in Year 3

Year Three	Year 3/4 Creative Games - Tag and Target	Year 3 Gymnastics Activities 1	Year 3/4 Dance - Rock and Roll	Year 3/4 Dance - Ironman	Year 3 Gymnastics Activities 2	Year 3/4 OAA - Team Work & Problem Solving
	Year 3/4 Athletic Activities	Year 3 Invasion Games - Handball	Year 3/4 Target Games - Dodgeball	Year 3 Invasion Games - Rugby	Year 3/4 Games - Net and Wall Unit Core Task 1	Year 3/4 Striking and Fielding - Cricket

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MFL (French) in Year 3

Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
Responding to single words & short phrases e.g. greetings, numbers • Following classroom instructions • Pointing to objects and repeating a sequence Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers • Beginning to identify vowel sounds and combinations e.g. colours • Listening and noticing rhyming words e.g. travel song	Listening and repeating key phonemes with care e.g. playground games, colours • Repeating short phrases accurately, including liaison of final consonant before vowel Introduce yourself with simple phrases e.g. name, age Recognising and using adjectives e.g. colour, size Asking simple questions e.g. feelings, asking if you have something, how many • Saying if you have or don't have something Using short phrases to give information e.g. it is …, age • Beginning to adapt phrases from a known rhyme/song e.g. travel	Recognising some familiar words in written form e.g. numbers, colours, transport Reading aloud a familiar sentence, rhyme or poem Beginning to develop dictionary skills, e.g. alphabetical animals • Recognising cognates and near cognates	• Recognising and using adjectives e.g. colour, size Experimenting with simple writing, copying with accuracy e.g. classroom signs Recalling and writing simple words from memory e.g. colours, numbers	Beginning to recognise gender of nouns, definite and indefinite article • Identifying plurals of nouns • Recognising placement of adjectives, compared with English • Beginning to understand that verbs have patterns • Noticing the negative form	Recognising that different languages are spoken in the community/world • Naming the capital of France and some other countries where French is spoken • Knowing that some of the great artists that come from France • Appreciating and imitating the works of Matisse
French greetings with puppets	French adjectives of colour, size and shape.	French playground games: numbers and age	In a French classroom	French Transport	A circle of life in French
Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	This KS2 unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.	Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.	Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let Your Spirit Fly	Recorders	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Historical context of musical styles.	Learning basic instrumental skills by playing tunes in varying styles Using scores/notation in the units.	Reggae Animals, Jamaica, poetry and the historical context of musical styles Plus, the continuation of recorders.	A little bit funky and music from around the world. Storytelling, creativity, PSHE, friendship, acceptance, using your imagination. Plus, the continuation of recorders.	Disco Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity. Plus, the continuation of recorders.	Western Classical Music and your choice from Year 3 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. Plus, the continuation of recorders.

Computing in Year 3

Computing systems and networks	Creating media A	Programming A	Data and information	Creating media B	Programming B
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.

Maths in Year 3

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**			Number **Addition and subtraction**					Number **Multiplication and division A**			
Spring	Number **Multiplication and division B**			Measurement **Length and perimeter**			Number **Fractions A**			Measurement **Mass and capacity**		
Summer	Number **Fractions B**			Measurement **Money**		Measurement **Time**		Geometry **Shape**		**Statistics**		Consolidation