

Year 3 Autumn 1

Love learning and inspire
each other to thrive in the
world.

English

Poetry: Tell Me a Dragon

Fiction: Finding Tale

Toolkit: Action

Non-fiction: Instructions

Toolkit: Instructions

Math

Numbers to 1000

Addition

Subtraction

Money

Word Problems

Science

**Rocks – to include study
of MaryAnning**

- -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

Geography

- Name some volcanoes and locate these on a map.
 - To identify the different parts and types of volcanoes.
 - To know how volcanic eruptions occur.
 - To understand why people may choose to live near an active volcanoes and know some of the hazards they face.
 - To think about how life can be made safer for people who live close to a volcano.
- To know key information about a famous volcanic eruption.

Music

- Unit Title: Let Your Spirit Fly
- Style of Main Song: Afropop, South-African
- Supporting Songs: Let Your Spirit Fly by Joanna Mangona, Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals), Ain't No Mountain High Enough by Marvin Gaye (Motown), You're The First, The Last, My Everything by Barry White (Soul)

Our School Value focus this half-term

is:

Inspire Pride

Resilient Rhino

Art

- To understand prehistoric man-made art, earth muted colours and animals.
- To apply and blend charcoal to create tone and texture.
- To experiment with pigments in natural products to make different colours.
- To experiment with techniques to create different textures.
- To be able to develop paint brush skills including adding fine detail using a smaller brush.
- To be able to work in a group to create a large piece of art – hands on a cave

RE – Christianity - God

- that many of these are shared across the three religions)
- identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)
- suggest why these prophets chose to listen to and follow God
- identify Christians who might be described as people who listened to and followed God
- describe how and why some Christians might devote their lives to serving God
- talk about what is meant by a sense of vocation
- identify inspirational people/role models for the world today
- describe the qualities that inspirational people might have
- discuss who makes a good role model and why

PSHE

Relationships

Respecting Ourselves and Others

Families and Friendships

Safe Relationships

My Happy Mind

Meet Your Brain

PE

- To demonstrate passing a ball with some control while moving.
- To demonstrate passing a ball in a simple game.
- To demonstrate throwing a ball at a targets with accuracy.
- To use tactics in a game.
- To explore different ways of kicking objects

Computing – What is a computer

- To understand what a network is and to understand our school network.
- To understand how information moves around a network and begin to recognise real world networks.
- To understand how the Internet works and explain a website's journey.
- To explore the role of routers.
- To understand the role of packets

Languages

To learn how to introduce ourselves
To know how to ask key questions e.g. How are you? How old are you? What do you like to do in your spare time?
To know how to answer key questions
To learn key vocabulary to express our hobbies and interests.
To learn how to say the basic colours.
To use what we have learnt to have a basic conversation with a partner

Year 3 Autumn 2

Love learning and inspire
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English

Poetry: Stone Age Tales
Fiction: Classic Text
Toolkit: Openings/endings
Non-fiction: Discussion
Toolkit: Discussion Text

Math

Multiplication
Division
Time
Graphs

Science

Animals including humans

- -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
- -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

History

Changes in Britain from Stone Age to Iron Age – Stone Age

- Changes in Britain from Stone Age to Iron Age – Stone Age Day
- Understand what is meant by the Stone Age. Understand the significance of Skara Brae
- To explore the style of Stone Age cave art and understand why it is important as a Historical source.
- To be able to recall important information about Stonehenge and understand why it is referred to as a mystery.
- To know key facts about Iron Age Hill Forts

Music

Unit Title: Glockenspiel Stage 1 Unit
Theme: Exploring and Developing Playing Skills
Style of Main Song: Mixed Styles
Supporting Songs: Easy E, Strictly D, Drive, D-E-Finitely, Roundabout, March of the Golden, Guards, Portsmouth

Our School Value focus this half-term
is:

Learn without
Limits Lion

DT

Sewing and Pencil Cases

- To investigate a range of pencil cases.
- To practise and compare sewing stitches.
- To investigate ways of opening and closing pencil cases.
- To be able to sew embellishments to a piece of fabric.
- To be able to design a pencil case.
- To be able to make and evaluate a pencil case based on a design.

RE – Hindu Dharma

- develop an understanding of the importance of duty and commitment to many religions
- know that following dharma (religious duty) is an important part of Hindu life
- Explore the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family
- describe how and why Hindus might celebrate Raksha Bandhan
- identify aspects of the celebration which remind Hindus of their dharma
- identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)

PSHE

Respecting Ourselves and Others

Families and Friendships

Safe Relationships

My Happy Mind

Celebrate

PE

- To demonstrate travelling with control on 4 points.
- To show balances on 2 and 3 points of the body.
- To demonstrate basic rolls with accuracy and control.
- To move from one action to another smoothly.
- To demonstrate jumping and landing safely.
- To create and demonstrate a sequence to a partner.
- To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.
- To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.

Computing – Email

- To understand what an email is used for.
- To understand how to send and edit an email.
- To be able to add an attachment to an email.
- To understand the importance of being kind online and what this looks like.
- To understand that cyberbullying involves being unkind online.
- To understand that not all emails are genuine (fake emails)

Languages – Spanish

- To learn numbers 1-10 in Spanish.
- To begin to verbally recite numbers.
- To be able to match numbers with vocabulary (1-20).
- To learn some Christmas key words.
- To know how to express what we do at Christmas time using basic sentences.

Year 3 Spring 1

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English

Poetry: Calligrams

Fiction: Warning Tale


Toolkit: suspense

Non-fiction: Newspaper

Toolkit: Recount

Math

- Further Multiplication and division
- Length
- Fractions



Science

Forces and Magnets

- 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.

Geography

- Can the Earth shake, rattle and roll?
- To identify layers of the Earth.
- To know what tectonic plates are and to locate them on a map.
- To understand how earthquakes happen.
- To understand that distributions of earthquakes follow patterns.
- To know what causes a tsunami

Music

Unit Title: Three Little Birds

Unit Theme: Reggae and Animals

Style of Main Song: Reggae Supporting

Songs: Three Little Birds by Bob Marley

Jamming by Bob Marley, Small People by

Ziggy Marley, 54-56 Was My Number by

Toots and The Maytals, Ram Goat Liver by

Pluto Shervington, Our Day Will Come by

Amy Winehouse

Our School Value focus this half-term
is:

Learn without Limits

Year 3 Spring 1

**Love learning and inspire
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world.**

Art

Art and Design Skills

- To be able to draw cartoons in the style of artist – Carl Giles
- To be able to alter the tint and shade of a colour
- To be able to draw from observation adding detail, texture, and colour
- To be able to use different materials to create a three-dimensional artwork.
- To be able to cut and stick with precision.
- To know the process involved in creating a shadow puppet theatre.
- To create a sculpture of a head using clay

RE – Christianity Jesus

- know what is meant by discipleship
- know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus
- identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)
- describe how and why Christians might try to follow the example of Jesus through mission and charity work
- describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs
- talk about what it means to have charisma
- describe what makes a good leader and why people might want to follow him/her
- discuss what motivates people to want to make a difference
- reflect on their own leadership abilities

PSHE

Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work

My Happy Mind

Appreciate

PE

- To show passing a ball to a teammate using a hockey stick.
- To demonstrate dribbling and passing a ball using a hockey stick.
- To demonstrate shooting a ball at a goal.
- To select attacking tactics when playing a hockey type game.
- To demonstrate dribbling and shooting a ball using a hockey stick.
- To select attacking tactics when playing a game.
- To select attacking tactics when playing a game.
- To apply simple attacking and defending tactics when playing a hockey type game.
- To play a role in a competitive modified game.
- To select attacking tactics when playing a game.

Computing – Programming with Scratch

- To be able to explore a programming application.
- To be able to use repetition (loop) in a programme.
- To be able to program an animation.
- To be able to use blocks to programme a story.
- To be able to debug a program.
- To be able to explain the purpose of an algorithm.
- To be able to decompose a problem.
- To be able to use an algorithm to code a program.

Languages -Spanish

- To be able to listen to and repeat classroom items.
- To name and recognise the items in your pencil case.
- To be learn names of some school subjects.
- Begin to learn how to use pronouns when writing simple sentences in Spanish.
- To write simple sentences expressing your opinions about the best subjects in school.
- To look at the gender of some key vocabulary learnt

Year 3 Spring 2

Love learning and inspire
each other to thrive in the
world.

English

Poetry: Historical

Fiction: fantasy

Toolkit: Settings
suspense

Non-fiction: Information

Toolkit: form/tone appropriate
to purpose and audience.

Math

- Volume
- Mass
- Angles

Science

- 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.

History

The Roman Empire and Its Impact on Britain – Roman Soldier Visit

- Understand how the Roman Empire expanded over time and the role of the Roman army in the expansion of the Roman Empire.
- Evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman invasion.
- To compare the different invasion attempts including Julius Caesar's attempted invasion in 55-54 BC and the successful invasion by Claudius, including Hadrian's Wall.
- Explore the story of Boudicca's rebellion against the Romans. To use historical sources to find out about Boudicca.
- To evaluate the impact of the Roman Empire on modern Britain

Music

Unit Title: The Dragon Song

Unit Theme: Music from around the world,
celebrating differences, being kind
Style of Main Song: pop song that tells
a story

Supporting Songs: The Dragon Song by
Joanna Mangona and Pete Readman,
Birdsong – Chinese Folk Music, Vaishnava
Java – A Hindu Song, A Turkish traditional
Tune, Aitutaki Drum Dance from Polynesia,
Zebaidir Song from Sudan

Our School Value focus this half-term

is:

Be Big Hearted

DT

Moving Monsters

- To explore a variety of objects that use air to make them work.
- To explore techniques for making simple pneumatic systems.
- To be able to gather ideas for creating own pneumatic system.
- To be able to design a monster which include a pneumatic system.
- To be able to make a monster with a moving pneumatic part.
- To be able to evaluate the finished part

RE – Islam

- identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)
- describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)
- describe and give reasons for the Islamic practice of Zakah
- suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable
- identify characteristics of a good role model
- discuss how good role models can have a positive impact on individuals, communities and societies
- reflect on their own aspirations for themselves and others
- ask questions and suggest answers about how they can try to make the world a better place

PSHE

Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work

My Happy Mind

- Relate -

PE

- To demonstrate with a partner how to solve trust challenges.
- To know how to use a control card.
- To navigate safely to each control site.
- To show how to keep a map "set" or "orientated".
- To know some of the symbols on an orienteering map

Computing – Journey inside a computer

- To recognise basic inputs and outputs.
- To understand that a laptop is made up of many parts. To be able to identify and explain some of the parts of a laptop (hard drive, CPU, RAM, ROM, GPU).
- To be able to understand the purpose of different parts of a computer.
 - To be able to use a QR code.
- To recognise a tablet is a computer.
- To be able to decompose a tablet computer.

Languages – Spanish

- To be able to name some of the key body parts
- To recognise written body parts and match them to the English
- To be able to write the names of body parts
- To understand the link between sounds in Spanish words and spelling (using body parts).

Year 3 Summer 1

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English

Poetry: The Sound Collector

Fiction: Losing Tale

Toolkit: Settings

Non-fiction: Persuasion

Toolkit: form/tone
appropriate to purpose and
audience.

Math

- Volume
- Word problems
- Lines and space

Science - Light

- --Recognise that they need light in order to see things and that dark is the absence of light
- -Notice that light is reflected from surfaces
- -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 an opaque object
- -Find patterns in the way that the size of shadows change.

Music

Bringing Us Together by Joanna Mangona and Pete Readman, Good Times by Nile Rodgers, Ain't Nobody by Chaka Khan, We Are Family by Sister Sledge, Ain't No Stopping Us Now by McFadden and Whitehead, Car Wash by Rose Royce

Geography - Chaotic Climates

- To know the features of different climate zones:
- To locate the Northern and Southern Hemispheres and know how they link to climate zones.
- To know the impact of climate zones on trade and resources.
- To be able to describe and explain the different climate zones in Australia.
- To understand how climate zones affect population.

Our School Value focus this half-term

is:

Discover the
Possible

Art

- To be able to identify shapes in everyday objects. To be able to recognise and apply geometry when drawing.
- To be able to create and form shapes using soft modelling wire.
- To be able to apply even layers of pencil tone when shading. To show tone when shading.
- To be able to create a mood board.
- To be able to create tie-dyed materials.
- To understand what is meant by paper weaving. To create a piece of art using this method.
- To be able to weave using a range of materials.
- To be able to sew designs on to a t-shirt

RE – Christianity - Church

- know what Christians mean by the Holy Spirit
- suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities
- identify Christian values exemplified in the gifts of the Spirit
- identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
- describe how and why Pentecost is celebrated
- describe why some Christians might take part in a procession of witness
- describe aspects of being human that we should be proud of
- discuss what it means to be a successful human – and the different measures of success that might be applied.

PSHE

Physical health and Mental Well-being

Growing and changing

Keeping Safe

My Happy Mind

Engage

PE

To "set or "orientate" a map when moving around a simple course.

To plan an efficient route around a simple course.

To use the 8 points of a compass. To plan a route to a control.

To find the correct control marker using a map during a score event.

To plan a route on which control markers to visit and how to get there.

Computing – Digital Literacy

- To understand what is meant by a trailer including key scenes, voice over, music, text, storyline
- To be able to use a digital device to take photos/videos to tell a story.
- To be able to import photographs/videos into editing software.
- To be able to edit images using software.
- To be able to add text and transitions to a video.
- To be able to evaluate video editing. To say what makes a video successful/to make recommendations

Languages – Spanish

- To know the names of a variety of modes of transport.
- To use songs and rhymes to learn some modes of transport
- To match the modes of transport with their written form.
- To revise male and female words using modes of transport.
- To write and orally explain how we travel to school.

Year 3 Summer 2

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English

Poetry: I know why the caged bird sings

Fiction: Charlie and the Chocolate Factory


Toolkit: setting

Non-fiction: persuasion

Toolkit: form/tone
appropriate to purpose and audience.

Math

- Lines and shapes
- Perimeter
- 4 operations



Science

Light

Scientific Enquiry – Pattern Seeking.
Find patterns in the way that the size of shadows change

Music

Unit Title: Reflect, Rewind and Replay
Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Style of Main Song: Classical Supporting Songs: L'Homme Arme by Robert Morton – Early Music, Les Tricoteuses (The Knitters) – Baroque, The Clock: II Andante by Franz Joseph Haydn – Classical, Piano Concerto: Allegro

History

**A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality–
Astley Hall - Visit**

- To understand the history of Astley Hall house and Grounds. To understand the History of the house in relation to wider events and changes.
- To be able to use primary and secondary sources to learn about the past.
- To learn about the people who lived at Astley Hall in 1851.
- To explore what life was like for a servant at Astley Hall in 1851.
- To understand the History of Astley House and the families who lived there.
- To understand its significance to the local community.
-

Our School Value focus this half-term

is:

Discover the
Possible

Year 3 Summer 2

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DT - Photograph Frames

- Explore free-standing structures and how they are made.
- To find different ways of strengthening paper and card.
- To investigate ways of making a stable free-standing structure.
- To be able to design a photograph frame for a particular purpose.
- To be able to make a stable photograph frame from a design.
- To be able to evaluate the finished product.

RE- Sikhism

- Develop an understanding of the importance of founders and leaders for religious communities
- Identify Sikh beliefs and values contained within the stories of the lives of the Gurus
- Describe how and why the Guru Granth Sahib is treated with great respect
- Suggest how and why Sikhs might show commitment to their faith
- Identify people and ideas that inspire commitment
- Discuss the different ways that people might show that they are committed
- Reflect on their own commitments and the impact that these have on their lives
- Ask questions about the value of having commitments

PSHE

Respecting Ourselves and Others
Families and Friendships
Safe Relationships

My Happy Mind
Celebrate

PE

- To perform running techniques for short and long distances.
- To perform a pull and push throw. To take off and land one foot to one foot (same and other).
- To develop running for a distance. To develop running for speed.
- To take off and land using a combination of jumps.
- To perform a sling throw. To develop running techniques at different speeds.
- To perform a heave throw.
- To take part in an athletics event and record times and distances.

Computing – Databases

- To understand terminology used around databases – field, record, data
- To be able to compare paper and computerised databases.
- To be able to sort, filter and interpret data.
- To be able to represent data in different ways electronically (graphs/tables).
- To be able to sort data for a purpose.

Languages - Spanish

- To learn the names of different animals and pets.
- To write the names of different animals.
- To match the French vocabulary with images and English.
- To orally rehearse key vocabulary with a partner.
- To be able to say a full sentence about what pets you have.