

## YEAR 3

<b>YEAR 3</b>	<b>TOPIC(S) / British Value / 50 Things</b>	<b>ANCIENT CHINA SHANG DYNASTY</b>  <b>British Value</b> Respectful  <b>50 Things</b> 13 Learn a new language 18. Make an exploding volcano 31. Receive an award from school 34. Take part in a sporting competition	<b>ANCIENT CHINA SHANG DYNASTY</b>  <b>British Value</b> Rule of Law  <b>50 Things</b> 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public	<b>'STICKS AND STONES' STONE AGE TO THE IRON AGE</b>  <b>British Value</b> Democracy  <b>50 Things</b> 10. Teach someone a new skill 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition	<b>'STICKS AND STONES' STONE AGE TO THE IRON AGE ENGLAND</b>  <b>British Value</b> Individual Liberty  <b>50 Things</b> 8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 33. Swim a length of the pool (25metres) 34. Take part in a sporting competition	<b>'AROUND THE WORLD'</b> Countries and Weather of the world  <b>British Value</b> Tolerance  <b>50 Things</b> 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition	<b>LOCAL AND NON BRITISH SMUGGLERS</b> (Comparison study between England and North America)  <b>British Value</b> Law Abiding  <b>50 Things</b> 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public
		<b>ENGLISH</b>	<b>READING SPINE</b> 'The Firework Maker's Daughter' by Philip Pullman  <b>WRITING TO ENTERTAIN</b> Character/Setting description Journey Story	<b>READING SPINE</b> 'Where the Mountain Meets the Moon' by Grace Lin  <b>WRITING TO INFORM</b> Report about Shang Dynasty  <b>WRITING POETRY</b> Diamante Poems <u>Winter</u>	<b>READING SPINE</b> 'Stone Age Boy' by Satoshi Kitamura  <b>WRITING TO ENTERTAIN</b> Diary entries Historical Story	<b>READING SPINE</b> 'Alphonso and the Stone Age Mystery' by  <b>WRITING TO PERSUADE</b> Posters persuading people to save Stonehenge.  <b>WRITING POETRY</b> Simile Poems Word Play Poems <u>Flint</u> by Christina Rossetti	<b>READING SPINE</b> 'Around the World in Eighty Days' by Jules Verne  <b>WRITING TO INFORM</b> Country Fact Files Non chronological reports
<b>YEAR 3</b>	<b>MATHS</b>	<b>NUMBER:</b> Place Value <b>NUMBER:</b> Addition and Subtraction <b>NUMBER:</b> Multiplication and Division		<b>NUMBER:</b> Multiplication and Division <b>MEASUREMENT:</b> Money <b>STATISTICS</b> <b>MEASUREMENT:</b> Length and Perimeter <b>NUMBER:</b> Fractions		<b>NUMBER:</b> Fractions <b>MEASUREMENT:</b> Time <b>GEOMETRY:</b> Properties of Shapes <b>MEASUREMENT:</b> Mass and Capacity	

	SCIENCE	<p><b>FORCES AND MAGNETS</b></p> <p>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.</p> <p><b>LIGHT</b></p> <p>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.</p>		<p><b>ROCKS</b></p> <p>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.</p>		<p><b>PLANTS</b></p> <p>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.</p> <p><b>ANIMALS, INCLUDING HUMANS</b></p> <p>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.</p>	
		PSHE	<p><b>BEING ME IN MY WORLD</b></p> <p>Understand why rules are needed and how to face a challenge positively.</p>	<p><b>CELEBRATING DIFFERENCE</b></p> <p>To give and receive compliments and know how this feels.</p>	<p><b>CHANGING ME</b></p> <p>Evaluate my own learning and identify how it can be better next time.</p>	<p><b>HEALTHY ME</b></p> <p>Identify things, people and places that I need to keep safe from and who I can go to for help.</p>	<p><b>RELATIONSHIPS</b></p> <p>Explain how some of the actions and work of people around the world help and influence my life.</p>
YEAR 3	ART AND DESIGN	<p><b>COLOUR TEXTURE</b></p> <p>Edvard Munch's 'The Scream' series was inspired by the eruption of Krakatoa in 1883.</p> <p>Experiment with sand, PVA and paint to create a variety of textures of fire and ash.</p> <p>Design and paint (on card) a modern day version of Edvard Munch's 'The Scream'.</p>	<p><b>DRAWING FORM</b></p> <p>Research the Terracotta Army.</p> <p>Draw the whole person from observation in different poses.</p> <p>Design a modern day terracotta warrior.</p> <p>Make terracotta warrior from clay.</p>	<p><b>TEXTURE, COLOUR, DRAWING</b></p> <p>Stone Age man invented the needle!</p> <p>Research, design and make a bag suitable for a hunter or a gatherer. Bags were typically circle shaped with holes punched at regular intervals for threading. Children can dye the fabric and can create colours mixed from yellow, red, black and white</p>	<p><b>TEXTURE, COLOUR, FORM</b></p> <p>Research, design and make Stone Age jewellery from clay.</p> <p>Clay beads can be rolled, pierced, painted and strung together.</p> <p>Clay pendants can be fashioned using larger pieces of clay, engraved, painted and pierced at the top.</p> <p>Natural pigments of the time were yellow, red, black and white.</p>	<p><b>PATTERN DRAWING COLOUR</b></p> <p>Research &amp; draw patterns in nature including spirals and tessellations. Research abstract artists who use repeating patterns including: William Morris, Owen Jones, Annie Albers and Damien Hirst.</p> <p>Use research to create an abstract painting which includes a form of pattern.</p>	<p><b>DRAWING</b></p> <p>Practise drawing faces, learn how to accurately place facial features. Use a range of drawing media. Start with quick line drawings and build in time to include shading. What techniques create mood?</p> <p>Children partner up &amp; pose for a Smugglers Wanted Poster. Children choose media &amp; work on A3 or larger.</p>
		COMPUTING	<p><b>PROGRAMMING</b></p> <p>3.1 We are programmers</p> <p><i>Programming a an animation Scratch/Scratch Jr/Pyonkee</i></p>	<p><b>COMPUTATIONAL THINKING</b></p> <p>3.2 We are bug fixers</p> <p>Finding and correcting bugs in programs</p> <p><i>Scratch/Snap!/Pyonkee</i></p>	<p><b>CREATIVITY</b></p> <p>3.3 We are presenters</p> <p>Videoing performance</p> <p><i>Movie Maker/iMovie</i></p>	<p><b>COMPUTER NETWORKS</b></p> <p>3.4 We are vloggers</p> <p>Making and sharing a short screencast presentation</p> <p><i>Google/PowerPoint/QuickTime Player/screencast-omatic/ Explain Everything/Adobe Voice</i></p>	<p><b>COMMUNICATION / COLLABORATION</b></p> <p>3.5 We are communicators</p> <p>Communicating safely on the internet</p> <p><i>Email system/Skype/Google Hangouts/PowerPoint/ Google Slides</i></p>

<b>DESIGN AND TECHNOLOGY</b>	<p><b>Small scale Shang Dynasty chariot- axles and linkages.</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p><b>Models of Stonehenge- Structures</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Light house linked to circuits, switches and bulbs</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	
	<b>GEOGRAPHY</b>	<p><b>Mountains, Volcanoes and Earthquakes (Asia)</b> To describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes. To focus of Asia physical geography.</p>		<p>To locate geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coast) and land-use patterns; and understand how some of these aspects have changed over time. To focus on local area: Stonehenge</p>	<p>To use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.  Orienteering Skills</p>	
			<p>The achievements of the earliest civilizations: To know where and when. The Shang timeline Farming and Food Writing and the Shang calendar Technology Warfare Worship Cities Music Remembrance week.</p>	<p>To understand the changes in Britain from the Stone Age to the Iron Age: Examples: Late Neolithic hunter-gatherers and early farmers Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>		<p>A local study about a local smuggler (Isaac Gulliver). A comparison study with Jean Lafitte (French pirate/privateer operating in the Caribbean and in American waters from his havens in Texas and Louisiana during the 1810s)  Link with Geography</p>
	<b>HISTORY</b>					
<b>LANGUAGES</b>	<p><b>Unit 1 Bonjour</b> Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Numbers 1-10</p>	<p><b>Unit 1 Bonjour</b> Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Numbers 1-10</p>	<p><b>Unit 2 En Classe</b> Classroom objects Colours Saying your age Classroom instructions</p>	<p><b>Unit 2 En Classe</b> Classroom objects Colours Saying your age Classroom instructions</p>	<p><b>Unit 3 Mon corps</b> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><b>Unit 3 Mon corps</b> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>

<b>YEAR 3</b>	<b>MUSIC</b>	<b>Let your spirit fly</b>	<b>Glockenspiel 1</b>	<b>Three little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, rewind and replay</b>
	<b>PE</b>	<b>DANCE</b> To perform dances using a range of movement patterns. To evaluate and improve own performance.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	<b>SWIMMING</b> To begin to swim competently, confidently and proficiently over a distance of at least 25 meters. To begin perform safe self-rescue.		<b>DANCE</b> To perform dances using a range of movement patterns. To evaluate and improve own performance.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.
		<b>GAMES</b> To play competitive games and apply basic principles suitable for attacking and defending.	<b>GAMES</b> To run, jump, throw and catch. To play games competitively using attacking and defending skills.		<b>GAMES</b> To take part in outdoor and adventurous challenges both individually and within a team.		
	<b>RE</b>	<b>THEME:</b> Diwali  <b>KEY QUESTION:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  <b>THEME:</b> The Amrit Ceremony and the Khalsa  <b>KEY QUESTION:</b> Does joining the Khalsa make a person a better Sikh?	<b>THEME:</b> Christmas  <b>KEY QUESTION:</b> Has Christmas lost its true meaning?	<b>THEME:</b> Jesus' Miracles  <b>KEY QUESTION:</b> Could Jesus rally heal people? Were these miracles or is there some other explanation?	<b>THEME:</b> Easter - Forgiveness  <b>KEY QUESTION:</b> What is 'good' about Good Friday?	<b>THEME:</b> Hindu Beliefs  <b>KEY QUESTION:</b> How can Brahman be everywhere and in everything?  <b>THEME:</b> Sharing and Community  <b>KEY QUESTION:</b> Do Sikhs think it is important to share?	<b>THEME:</b> Pilgrimage to the River Ganges  <b>KEY QUESTION:</b> Would visiting the River Ganges feel special to a non-Hindu?  <b>THEME:</b> Prayer and Worship  <b>KEY QUESTION:</b> What is the best way for a Sikh to show commitment to God?