

YEAR THREE

YEAR THREE	TOPIC(S) / British Value / 50 Things	<p>'HIGHS AND LOWS' MOUNTAINS, VOLCANOES AND EARTHQUAKES</p> <p>British Value Respectful</p> <p>50 Things 13 Learn a new language 18. Make an exploding volcano 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'TOMB RAIDERS' ANCIENT EGYPT</p> <p>British Value Rule of Law</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>	<p>'STICKS AND STONES' STONE AGE TO THE IRON AGE</p> <p>British Value Democracy</p> <p>50 Things 10. Teach someone a new skill 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'SOLID AS A ROCK' STONEHENGE AND THE JURASSIC COAST</p> <p>British Value Individual Liberty</p> <p>50 Things 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</p>	<p>'AROUND THE WORLD IN 80 DAYS' GEOGRAPHY</p> <p>British Value Tolerance</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'AROUND THE WORLD IN 80 DAYS' GEOGRAPHY</p> <p>British Value Law Abiding</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>
	ENGLISH	<p>READING SPINE 'The Firework Maker's Daughter' by Philip Pullman</p> <p>WRITING TO INFORM Explanation – How does a volcano work?</p>	<p>READING SPINE 'Where the Mountain Meets the Moon' by Grace Lin</p> <p>WRITING TO ENTERTAIN Character description Setting Descriptions Story featuring cultural differences</p> <p>WRITING POETRY Diamante Poems</p>	<p>READING SPINE 'Stone Age Boy' by Satoshi Kitamura</p> <p>WRITING TO PERSUADE Advertising Poster and Attraction Visitor Leaflets for 'Stone Age Museum'</p>	<p>READING SPINE 'Stig of the Dump' by Clive King</p> <p>WRITING TO ENTERTAIN Diary entry Story using a portal to enter a different time in history</p> <p>WRITING POETRY Simile Poems Word Play Poems <u>Flint</u> by Christina Rossetti</p>	<p>READING SPINE 'Around the World in Eighty Days' by Jules Verne</p> <p>WRITING TO INFORM Biography</p>	<p>READING SPINE 'Moonfleet' by John Meade Faulkner</p> <p>WRITING TO ENTERTAIN Story using suspense to keep the reader on a cliff hanger</p> <p>WRITING POETRY Haiku Up & Down Poem <u>The River</u> by Cynthia Buhain Baello</p>
	MATHS	<p>NUMBER: Place Value NUMBER: Addition and Subtraction NUMBER: Multiplication and Division</p>		<p>NUMBER: Multiplication and Division MEASUREMENT: Money STATISTICS MEASUREMENT: Length and Perimeter NUMBER: Fractions CONSOLIDATION</p>		<p>NUMBER: Fractions MEASUREMENT: Time GEOMETRY: Properties of Shape MEASUREMENT: Mass and Capacity CONSOLIDATION</p>	

SCIENCE	FORCES AND MAGNETS		ROCKS		PLANTS		
	<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 style="text-align: center;">LIGHT</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 style="text-align: center;">LET'S GO SCIENCE TRAIL –A Light Introduction</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 style="text-align: center;">LET'S GO SCIENCE TRAIL –Rock Hunting</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 style="text-align: center;">ANIMALS, INCLUDING HUMANS</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> <p style="text-align: center;">LET'S GO SCIENCE TRAIL – Habitat Estate Agents</p> <p style="text-align: center;">SCIENTIST – George Washington Carver</p>		
	BEING ME IN MY WORLD		CELEBRATING DIFFERENCE		RELATIONSHIPS		
Understand why rules are needed and how to face a challenge positively.		To give and receive compliments and know how this feels.		Explain how some of the actions and work of people around the world help and influence my life.			
PSHE		DREAMS AND GOALS		HEALTHY ME		CHANGING ME	
Evaluate my own learning and identify how it can be better next time.		Identify things, people and places that I need to keep safe from and who I can go to for help.		Identify changes in myself and others as part of getting older.			
ART AND DESIGN		COLOUR TEXTURE		TEXTURE, COLOUR		PATTERN PRINTING	
Edvard Munch's 'The Scream' series was inspired by the eruption of Krakatoa in 1883. Experiment with sand, PVA and paint to create a variety of textures of fire and ash. Design and paint (on card) a modern day version of Edvard Munch's 'The Scream'.		Research weaving from around the world and textile artist Gunta Stolz. Experiment with paper weaving techniques and make a loom. Decorate paper weaving with Stone Age images from topic learning.		Research & draw patterns in nature including spirals and tessellations. Research artists who use repeating patterns: William Morris, Owen Jones, Annie Albers. Use research to create a repeating pattern print, using a foam tile.			

YEAR THREE	COMPUTING	<p>DIGITAL LITERACY Online Safety</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>INFORMATION TECHNOLOGY Word processing</p> <p>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.</p>	<p>DIGITAL LITERACY Internet research</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact,</p>	<p>INFORMATION TECHNOLOGY Presentation</p> <p>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</p>	<p>INFORMATION TECHNOLOGY Drawing</p> <p>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</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>COMPUTER SCIENCE Turtle/ Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
	DESIGN AND TECHNOLOGY	<p>(Ancient China) Ginger Millet Porridge</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook healthy ingredients (controlling the temperature of the oven or hob, if cooking)</p>	<p>(Stone Age) Models of prehistoric shelters- Structures/woodwork</p> <p>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>(Around the World) Light house linked to circuits, switches and bulbs and structures using Modroc.</p> <p>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>			

GEOGRAPHY	<p>Mountains, Volcanoes and Earthquakes (Asia)</p> <p>To describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>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.</p> <p>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.</p> <p>To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p>Orienteering Skills</p>	
	HISTORY		<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)</p> <p>Link with Geography</p>
		MFL	<p>GETTING TO KNOW YOU</p> <p>This unit will teach children about basics of the French language. Children will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Use different greetings for different situations; Ask and answer simple questions for each topic area. 	<p>ALL ABOUT ME</p> <p>This unit will teach children to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Ask and answer questions using the topic Vocabulary; Read and write simple words; Say that un/une relate to masculine & feminine nouns. 	<p>FOOD GLORIOUS FOOD</p> <p>This 'unit uses an easy-to-follow story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 French units. By joining in with the story, children will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> predict a repeated phrase; make a range of simple statements by substituting vocabulary; modify a colour adjective; respond appropriately to a polite request. 	<p>FAMILY AND FRIENDS</p> <p>This unit will teach children how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> consider whether nouns are masculine or feminine; make new sentences by substituting other vocabulary appropriately.

YEAR THREE	MUSIC	<p>Let your spirit fly</p> <p>Listening to R&B, Motown and Soul. The interrelated dimensions of music are explored through one song.</p>	<p>Glockenspiel 1</p> <p>Learning basic instrumental skills by playing tunes in varying styles. Begin to read Notated music</p> <p>Christmas Priory concert</p>	<p>Three little Birds</p> <p>Listening to Reggae music. The interrelated dimensions of music are explored through one song.</p>	<p>The Dragon Song.</p> <p>Music from around the World. The interrelated dimensions of music are explored through one song</p>	<p>Bringing Us Together.</p> <p>Disco/Anthem music Composing, improvising and performing a song</p>	<p>Reflect, rewind and replay</p> <p>History of music Perform in school 'Sing Off'</p> <p>Pavilion Concert</p>
		<p>Symmetry and Asymmetry</p> <p>To focus on exploring movements and balances in a symmetrical way.</p>	<p>Communications and Tactics</p> <p>To look at what makes an effective team with the focus being on creating tactics as a team.</p> <p>To learn why children need to work as a team to create simple tactics.</p>	<p>Swimming 2 Rivers Meet</p>		<p>Tennis</p> <p>To introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.</p>	<p>Rounders</p> <p>To introduce the concept of batting and fielding.</p> <p>To develop an understanding of the purpose of each team.</p>
	<p>Netball</p> <p>To introduce passing and receiving in order to keep possession of the ball.</p> <p>To concentrate on the attacking players, keeping possession.</p> <p>To develop an understanding of how to win the ball back (defending), at a later stage, but questions to provoke thinking are appropriate.</p>	<p>Handball</p> <p>To introduce passing and receiving in order to keep possession of the ball.</p> <p>To concentrate on the attacking players, keeping possession.</p> <p>To develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.</p>	<p>Dance Weather</p> <p>To respond to different stimuli being able to add drama and emotion to the dance.</p>	<p>Tag Rugby</p> <p>To introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p>	<p>Orienteering</p> <p>To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p>	<p>Athletics</p> <p>To consolidate our learning from KS1.</p> <p>To explore how we can use our bodies to make us run as fast as possible.</p> <p>To learn the correct technique used for sprinting.</p>	
	<p style="text-align: center;">THEME: Divali</p> <p>KEY QUESTION: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>RELIGIONS: Hinduism</p>	<p style="text-align: center;">THEME: Christmas</p> <p>CONCEPT: Incarnation</p> <p>KEY QUESTION: Has Christmas lost its true meaning?</p> <p>RELIGIONS: Christianity</p>	<p style="text-align: center;">THEME: Jesus' miracles</p> <p>CONCEPT: Incarnation</p> <p>KEY QUESTION: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>RELIGIONS: Christianity</p>	<p style="text-align: center;">THEME: Easter – Forgiveness</p> <p>CONCEPT: Salvation</p> <p>KEY QUESTION: What is 'good' about Good Friday?</p> <p>RELIGIONS: Christianity</p>	<p style="text-align: center;">THEME: Hindu beliefs</p> <p>KEY QUESTION: How can Brahman be everywhere and in everything?</p> <p>RELIGIONS: Hinduism</p>	<p style="text-align: center;">THEME: Pilgrimage to the River Ganges</p> <p>KEY QUESTION: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>RELIGIONS: Hinduism</p>	
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	RE						