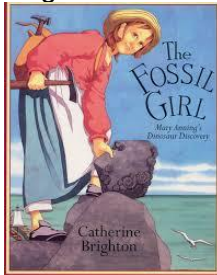
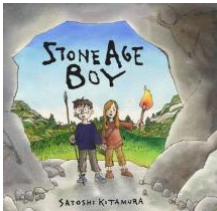
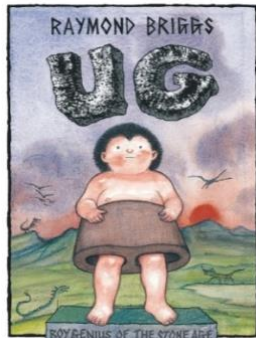
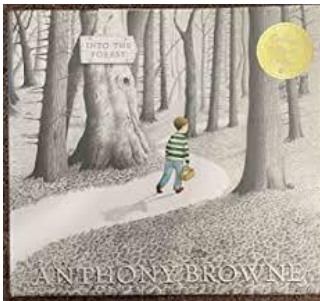
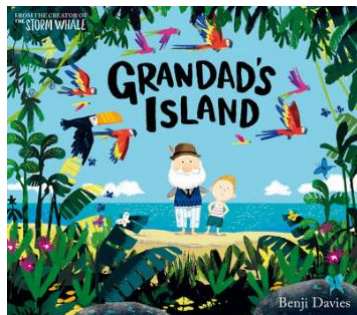


 YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Extreme Exploring Perseverance Passion Resilience		Disasters and Destruction Change Conflict Adversity		World of Wonder Community Relationships Environment Nature	
MATHS White Rose (v3) NCETM DMM – Time, Money & Shape Mastering Number TT Rockstars / Olympic Challenge	Number: Place Value Geometry: Shape Number: Addition and Subtraction Measurement: Time		Number: Multiplication and Division Measurement: Length and Perimeter Measurement: Mass and Capacity		Number: Fractions Measurement: Money Statistics	
ENGLISH CLPE – The Power of Reading Bug Club Jon Bond writing units	Class Readers: Ice Palace – Robert Swindells		Class Readers: The Iron Man – Ted Hughes		Class Readers: The Wild Robot – Peter Brown	
	The Fossil Girl – Katherine Brighton  Stone Girl, Bone Girl: The story of Mary Anning of Lime Regis Poetry Haiku Non-fiction Biography	Stone Age Boy - Satoshi Kitamura  Fiction Character/setting descriptions	Ug: Boy Genius of the Stone Age - Raymond Briggs  Non-fiction Non-Chronological report	Into the Forest – Anthony Browne The Tunnel  Fiction Narrative – story writing Character/setting descriptions Poetry Forests	Ratty’s Big Adventure – Lara Hawthorne  Non-fiction Explanation/instruction – How to create a fossil / natural disaster linked	Grandad’s Island – Benji Davies  Non-fiction Persuasive Writing (come to my island) Fiction Diary Writing
SCIENCE Whiterose	Rocks, fossils and soils - 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	Animals, including humans (Skeletons, Movement Nutrition and Diet, Food Waste) - 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	Forces and magnets - compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others	Light and Shadows (Link to Art Silhouettes) - 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	Plants A, B and Biodiversity - 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	

	- recognise that soils are made from rocks and organic matter	- identify that humans and some other animals have skeletons and muscles for support, protection and movement	- 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 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing	- 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	- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	
	Working Scientifically - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - 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 - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.					
HISTORY	Stone, Bronze, Iron Age Skills: Begin using a range of sources to find out about the past such photographs, artefacts, diagrams and recounts. Confidently ask specific questions about history. (who, what, where, when why) Begin using sources to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past. Order dates from earliest to latest on a timeline. Recall changes during a historical period that have been learnt. Begin to develop an understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use vocabulary: old, oldest, new, newest, before, after, past, present, future, earliest, latest, ancient, modern To be able to tell others about a period of time.					
GEOGRAPHY			From England to the USA Skills: Begin identifying the 7 continents of the world. Begin identifying the worlds 5 oceans. Confidently use information books/pictures as sources of information. Begin using the internet as a source of information. Explain a variety of natural disasters and how they occur. Ask and answer open questions about natural disasters and join in with class discussions. Use the four compass points to follow and give directions. Use letter and number co-ordinates to locate features on a map. Confidently use picture maps, globes, and digital maps. Begin using large-scale OS maps. Confidently find land and sea on maps. With support, use junior atlases. Begin to identify features on an aerial/oblique photographs. Use a map to move around school independently. Confidently draw maps of real places. Know why a key is needed. With support, design a key for their own map.			
COMPUTING Purple Mash	Internet Safety/ Crash course Coding - To know what makes a safe password, how to keep passwords safe and the consequences	Internet Safety /Spreadsheets / Touch Typing - To consider if what can be read on websites is always true.	Internet Safety/ Touch Typing/ Email (inc Email Safety) - To learn about the meaning of age restrictions symbols on	Email (inc Email Safety)/Branching databases - To think about different methods of communication. - To open and respond to an email using an address book. - To learn how to use email safely.	Simulations/Graphing - To consider what simulations are. - To explore a simulation.	Presenting with Microsoft PowerPoint - To understand the uses of PowerPoint.

	of giving your password away - To understand how the internet can be used to help us to communicate effectively. - To understand how a blog can be used to help us communicate with a wider audience. - To understand what coding means in computing. - To use code to make a computer program. - To understand what objects, actions and events are. - To use an event to control an object.	- To look at ‘spoof’ website. - To create a ‘spoof’ webpage. - To think about why these sites might exist and how to check that the information is accurate. - To use 2Calculate to collect data and produce a variety of graphs. - To use the advanced mode of 2Calculate to learn about cell references. - To use the formula wizard and the formula bar to write formulae. - To use the tools within 2Calculate to explore number. - To create a computational model using a spreadsheet. - To introduce typing terminology. - To understand the correct way to sit at the keyboard. - To learn how to use the home, top and bottom row keys. - To practise typing with the left and right hand.	digital media and devices. - To discuss why PEGI restrictions exist. - To know where to turn to for help if they see inappropriate content or have inappropriate contact from others. - To introduce typing terminology. - To understand the correct way to sit at the keyboard. - To learn how to use the home, top and bottom row keys. - To practise typing with the left and right hand. - To think about different methods of communication. - To open and respond to an email using an address book. - To learn how to use email safely. - To add an attachment to an email. - To explore a simulated email scenario.	- To add an attachment to an email. - To explore a simulated email scenario. - To sort objects using just ‘yes’ or ‘no’ questions. - To complete a branching database using 2Question. - To create a branching database of the children’s choice.	- To analyse and evaluate a simulation. - To enter data into a graph and answer questions. - To solve an investigation and present the results in graphic form.	- To create a page in a presentation - To add media to a presentation - To add animations to a presentation - To add timings to a presentation - To use the skills learnt to design and create an engaging presentation.
DESIGN AND TECHNOLOGY					Shell structures – green house Create a greenhouse to grow vegetables in for creating soup. Link to Science: plants & conservation (Global communities)  Begin to gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they intent them to work. Begin to generate realistic ideas based on user needs; use a range of simple drawing skills, discussion, prototypes, pattern	Make soup using things grown. <u>Soup</u> Understand how to name and sort foods into the five groups in (e.g., could use the ‘The Eat well plate’) Understand how to prepare and cook a dish having an experience of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading. Know how a healthy diet is made up from a variety and balance of different food and drink. Begin to know that to be active and healthy, food and drink are needed to provide energy for the body (and

					pieces and computer-aided design. Begin to order the main stages of making; select suitable tools, equipment, materials and components and explain their choices. Begin to follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy. Begin to evaluate their ideas and products against their design criteria. Begin to, investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work. know about inventors, designers, engineers and manufacturers who have developed ground-breaking products linked to the area of study: Gillis Lundgren, William Mason Begin to know that materials have functional and aesthetic qualities; work accurately to make cuts and holes, join materials, reinforce and strengthen a framework; use the correct technical vocabulary.	begin to distinguish healthy high energy foods)
ART	Weekly Sketch	3D Form (Fossil link) <i>Ron Nagle</i> Independently sketch ideas for 3D form projects. Go through a plan, design, create and evaluate process with support. Explore sculpture and discuss different sculptures and their purpose. Manipulate clay for a variety of purposes. Develop rolling, squeezing, puling, pinching, smoothing, joining and carving skills. Use clay tools to create pattern, design, and texture on the clay. Evaluate final work, discussing what they like/ would like to be different. Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. Evaluate and analyse creative works using the language of art, craft and design. Imitate the work of famous artists, illustrators or sculptors using the same and different medias. Compare the work of different artists, share opinions.	Weekly Sketch	Drawing - silhouette linked natural disaster <i>Kara Walker</i> Experiment with different drawing styles including stippling, hatching, cross-hatching, back and forth stroke, scrumbling and smudging. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. Evaluate and analyse creative works using the language of art, craft and design. Imitate the work of famous artists, illustrators or sculptors using the same and different medias. Compare the work of different artists, share opinions.	Weekly Sketch	Painting <i>Vincent Van Gogh</i> Confidently mix primary colours to make secondary colours and experiment with shade, begin looking at tertiary colours. Experiment with techniques, washes and thicker/ thinner paints. Work confidently on a range of scales eg. thin brush and small picture etc. Experiment with different types of paint. Learn about the properties of water colour paint. Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. Evaluate and analyse creative works using the language of art, craft and design. Imitate the work of famous artists, illustrators or sculptors using the same and different medias.

						Compare the work of different artists, share opinions.
PSHE Zones of Regulation + My Happy Mind	Meet Your Brain How to focus their mind to help them train their brain. • Learn about Team H-A-P and their roles in more detail. • How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. • Why our Amygdala behaves the way it does and how evolution has shaped how it works. • How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice. • About Neurons and Neural pathways and the role they play in learning. • How to look after their brains to help them to be at their best	Celebrate That scientists discovered that we all have 24 character strengths but in different amounts. • We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets. • That half of our character is set by genetics and the other half from our experiences. • That our character can grow based on our experiences, just like their brains do with Neuroplasticity. • Why it is important to spot strengths in others and how they can be used. • That strengths can help them to approach difficult situations. • When they use their character strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.	Appreciate That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. • That the more they show gratitude, the easier it is -like Neuroplasticity. • How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. • How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. • How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too	Relate That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. • That the more they show gratitude, the easier it is -like Neuroplasticity. • How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. • How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine • How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too	Engage That to engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals.	Relationship and Sexual Education • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • To name different body parts
	What do Hindus understand about the idea of a Supreme Being? (BQBAvol1) Theology Lens Hindu Dharma 1.Show awareness of different sources of authority1 and how they link with beliefs. 2.Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. 1. Identify some links between beliefs being studied within a religion or worldview. 2. Show awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make a Hindu think about how they live their life, how they see the world in which they live and how they view others.	How does what you believe affect what you choose to eat? (BQBAvol5) Social Science Lens Jewish/Hindu/Islam/non-religious Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Why is the Qur'an treated with such respect? (Natre – Inspiring RE) Theology Lens – Islam 1.Show awareness of different sources of authority1 and how they link with beliefs. 2.Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. 1. Identify some links between beliefs being studied within a religion or worldview. 2. Show awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make a Hindu think about how they live their life, how they see the world in which they live and how they view others.		What is Philosophy? (E/S) Philosophy Lens - Christian / Non-religious 1. Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. 2. Talk about the difference between knowing and believing. 1. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. 2. Use more than one reason to support their view. 1. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 2. Recognise some of the similarities and differences between these ideas.	

PHYSICAL
EDUCATION

	Outside: Football and Cross Country – To dribble the ball with control – To pass and receive the ball with control – To attack/ shoot with accuracy – To defend/ tackle safely – Understand the basic rules of invasion games. – I can analyse, modify and refine skills and techniques and how these are applied. – Run at speed over a distance long or short according to pupils ability. – Develop flexibility, strength, technique and control when running. Indoors: Sports Hall Athletics – Develop flexibility, strength, technique and control when running, throwing and jumping. – I can analyse, modify and refine skills and techniques and how these are applied.	Outside: Tag Rugby and Cross Country – Understanding the basic rules of invasion games – To pass backwards with accuracy – To tag correctly and safely – To score correctly. – I can analyse, modify and refine skills and techniques and how these are applied. – Run at speed over a distance long or short according to pupils ability. – Develop flexibility, strength, technique and control when running. Indoors: Gymnastics – I can move and balance with agility and coordination. – I can use the vault safely by executing take off and landing using control and consistency in different levels. – I can make a sequence on the floor and on the apparatus and then link the sequences together.	Outside: Tennis and Cross Country – To throw and catch the ball accurately – To hold the racket correctly – To balance the ball on the racket – To experiment with different hits – volley, further, etc. I can analyse, modify and refine skills and techniques and how these are applied – Run at speed over a distance long or short according to pupils ability. – Develop flexibility, strength, technique and control when running. Indoors: Dance – I can move in time to music. – I can move into different positions and different formations. – I can sequence a range of dance moves. – I can structure sequences of actions and skills in different orders to improve performances. – I can analyse, modify and refine skills and techniques and how these are applied.	Outside: Netball and Cross Country – I can pass and catch accurately. – I can stop when I catch the ball I can intercept the ball. – I can stand correctly and pivot. – I can analyse, modify and refine skills and techniques and how these are applied. Indoors: Gymnastics – I can move and balance with agility and coordination. – I can use the vault safely by executing take off and landing using control and consistency in different levels. – I can make a sequence on the floor and on the apparatus and then link the sequences together.	Outside: Athletics and Rapid Fire Cricket – I can develop flexibility, strength, technique and control when running, throwing and jumping. – Strike a ball with a range of bats for accuracy and distance. – Rapid Fire Cricket - learning the rules, throwing and catching. Hitting a ball with a cricket bat. – Analyse, modify and refine skills and techniques and how these are applied. Indoors: Dance – I can move in time to music. – I can move into different positions and different formations. – I can sequence a range of dance moves. – I can structure sequences of actions and skills in different orders to improve performances. – I can analyse, modify and refine skills and techniques and how these are applied.	Outside: Rapid Fire Cricket and Rounders – Strike a ball with a range of bats for accuracy and distance. – Rapid Fire Cricket - learning the rules, throwing and catching. Hitting a ball with a cricket bat. – Analyse, modify and refine skills and techniques and how these are applied. Swimming
MFL (Dutch)	Core unit 1: The Basics Hello, How are you? What is your name? How old are you? My family	Core Unit 2: The Basics The days of the week, colours, let's count up to 20, countries, I like...	Core Unit 3: The Basics Head, shoulders, knees and feet, Parts of the body, Let's count up to 31, clothes, months	Unit A: Animals On the farm, pets, dogs, cats, where is the animal?	Unit B: Food Food, I like to eat, what are you eating? Cutlery, ingredients	Unit C: School How do you go to school, rooms, in your pencil case, what time is it, subjects

MUSIC Vocab intro: duration, timbre, pitch, beat, tempo and texture	Recorders leading to Christmas carol performance – (Musicality/Notation focus) Listening: The Nutcracker by Tchaikovsky (CLASSICAL Ballet) Performance: Christmas Concert Skills: Performing: • Sing in tune. • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear. Composing: • Become more skilled in improvising (using voices, tuned and untuned percussion), inventing short ‘on-the-spot’ responses using a limited note-range. Transcribe: • Recognise the symbols for: crotchets, paired quavers, minims and say how many beats they represent. • Recognise the notes B,A,G on musical stave. Listening and Appraising: • Use the terms: duration, timbre, pitch, beat, tempo and texture to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Charanga: Compose using your imagination Skills: Performing: • Sing in tune. • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear. Composing: • Become more skilled in improvising (using voices, tuned and untuned percussion), inventing short ‘on-the-spot’ responses using a limited note-range. • Create music that has a beginning, middle and end • Compose song accompaniments on untuned percussion using known rhythms and note values. Transcribe: • Recognise the symbols for: crotchets, paired quavers, minims and say how many beats they represent. • Recognise the notes B,A,G on musical stave. • Begin to record simple phrases by arranging individual notation cards of known note values within 4-beat phrases. Listening and Appraising: • Use the terms: duration, timbre, pitch, beat, tempo and texture to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Practice for Spring Concert. Listening: Saint-Saen Skills: Listening and Appraising: • Use the terms: duration, timbre, pitch, beat, tempo and texture to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	BBC 10 pieces: Beethoven Skills: Composing: • Become more skilled in improvising (using voices, tuned and untuned percussion), inventing short ‘on-the-spot’ responses using a limited note-range. • Create music that has a beginning, middle and end • Compose song accompaniments on untuned percussion using known rhythms and note values. Transcribe: • Recognise the symbols for: crotchets, paired quavers, minims and say how many beats they represent. • Recognise the notes B,A,G on musical stave. • Begin to record simple phrases by arranging individual notation cards of known note values within 4-beat phrases. Listening and Appraising: • Use the terms: duration, timbre, pitch, beat, tempo and texture to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Listening: Beethoven Performance: KS2 production Skills: Performing: • Sing in tune. • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear. Listening and Appraising: • Use the terms: duration, timbre, pitch, beat, tempo and texture to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	
Global Learning	 Mary-Anning link			 Charities involved in clean water after disasters (toilet twinning / water aid – link to previous RE)	See D&T link	
Open/End points (Authentic Outcomes)	Stone Age Day	Museum display/Non-chronological report presentation		Stop Frame – Natural Disaster		Showing of David Attenborough (green screen) – Parents viewing (Evening screening) Authentic Outcome – local conservationist

						visit to talk about role and judge films.
VISITS / TRIPS			Volcanoes and Earthquakes – visitors into school			External Trip: Lea Valley or Outdoors Adventure Activity