

### Year 3 2023/2024

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Stones and Bones (History/Science)	From a Land Down Under (Geography)	King in a Car Park (History)	Under the Canopy (Geography/Science)
How the first people lived	The geography of Australia from coast to outback	The history of local historical event, War of the Roses	The importance of our rainforests
E- Teamwork G- Positivity	Y- Resilience D-Curiosity	B- Creativity D- Aspirations	A-Respect S- Resourcefulness
English			
Stone Age Boy	Wombat goes Walk About  <u>Christmas topic</u> 12 Australian Days of Christmas Coming Home	The Fox and the Ghost King	Where the Forest Meets the Sea The Vanishing Rainforest The Great Kapok Tree
Writing to entertain (portal narrative – Stone Age Boy) Writing to inform (explanation – fossilisation process) Writing to inform (instructions)	Writing to entertain (narrative) Writing to inform (non-chronological report – Australian animals) Writing to entertain (Christmas poetry)	Writing to inform (non- chronological reports) Writing to entertain (narrative) Writing to inform (recount)	Writing to entertain (poetry) Writing to entertain (setting description) Writing to persuade (persuasive letter – why should we save the Rainforest)
Maths			
Place value Addition / Subtraction	Multiplication and division	Length / perimeter Fractions Time	Money/ decimals Statistics Shape
Science			
<b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<b>Light</b> Recognise that he/she needs light in order to see things and that dark is the absence of light.	<b>Animals including Humans</b> 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.	<b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of a shadow changes.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Forces and Magnets</b> Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Explore and describe 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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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History

**Substantive Knowledge**

<p><b>Society</b></p>	<p><b>Diversity (more through geography)</b></p>	<p><b>Conflict People and Power</b></p>	<p><b>Diversity (more through geography)</b></p>
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<p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Describe changes in Britain from the Stone Age to the Iron Age including Palaeolithic, Mesolithic and Neolithic.</p> <p>They will also know about Stonehenge and Skara Brae.</p>		<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand that sources can contradict each other.</p> <p>Describe a local history study - Bosworth Battle Fields and the discovery of King Richard 111's body.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
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Geography

<p>Understand the effect of landscape features on the development of a locality - Skara Brae.</p>	<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Understand and use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Recognise the different shapes of continents. (recap naming and locating)</p>	<p>Use four figure grid references.</p> <p>Use the 8 points of a compass.</p> <p>Make plans and maps using symbols and keys</p> <p>Name and locate the major cities of the UK. (recap capitals)</p>	<p>Describe how people have been affected by changes in the environment.</p> <p>Describe and understand key aspects of Rainforest systems and the impact of human activity.</p> <p>Locate key Rainforests from across the world and know about their importance.</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think</p>
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	<p>Know how the locality is set within a wider geographical context.</p> <p>Recognise there are similarities and differences between places including varying conditions within Australia.</p>		<p>about that? What do you think it might be like if...continues?</p>
Art/DT			
<p><b>Art</b> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in a completed piece of work.</p> <p>Create a collage using overlapping and layering.</p> <p>Experiment with creating mood and feeling by selecting appropriate materials and learnt techniques.</p> <p><b>DT</b> Create designs using annotated sketches and cross-sectional diagrams (Stone Age homes?)</p> <p>Measure, mark out, cut, assemble and join with some accuracy.</p>	<p><b>Art</b> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Understand and identify key aspects such as complementary colours.</p> <p>Create different effects by using a variety of tools and techniques such as scratches and splashes.</p>	<p><b>Art</b> Explain what he/she likes or dislikes about their work.</p> <p>Articulate how he/she might improve their work using technical terms.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Explore shading, using different media.</p> <p>Recreate the form of natural and manmade objects.</p> <p>Draws familiar objects beginning to move towards correct proportions.</p> <p>Add detail to work using different types of stitch, including cross-stitch. (Tudor rose)</p> <p><b>DT</b> Talk about the different food groups and name food from each group.</p>	<p><b>Art</b> Know about some of the great artists, architects and designers in history and describe their work.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has learnt about.</p> <p>Create printing blocks using relief techniques.</p> <p><b>DT</b> Use knowledge of existing products to plan and design his/her own functional product. (sustainable cooking?)</p> <p>Investigate and analyse a range of existing products. (sustainable cooking?)</p>

<p>Make suitable choices from a wider range of tools</p> <p>Explore how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p>			<p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p>
Computing			
<p><b>E-Safety</b> Use technology safely and recognise acceptable and unacceptable behaviour.</p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p><b>Networks</b> Understand that computer networks enable the sharing of data and information.</p>	<p><b>Programming</b> Design, write and debug programs that control or simulate virtual events.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Select, use and combine a variety of software, systems and content that accomplish given goals.</p>	<p><b>E-Safety</b> Use technology responsibly and understand that communication online may be seen by others. (email) (e safety lesson 1 Kapow)</p> <p>Use technology safely and respectfully, keeping personal information private. (e safety lesson 3 Kapow)</p> <p><b>Computers</b> Recognise familiar forms of input and output devices and know how they are used.</p>	<p><b>Using a computer</b> With support select and use a variety of software to accomplish goals.</p> <p><b>Internet searching</b> Understand how results are selected and ranked by search engines.</p> <p>Understand and use simple search technologies.</p>
Music			
See long term music plan	See long term music plan	See long term music plan	See long term music plan
RE – Judaism is our key religion			
<b>Introduction to Judaism</b>	<b>Why are festivals important to religious communities?</b>	<b>What do different people believe about God?</b>	<b>Why do people pray?</b>

<p>Explain who founded Judaism and where.</p> <p>Explain the main beliefs in Judaism.</p> <p>Explain which places are special to Jews.</p> <p>Name special Jewish festivals</p> <p>Explain what the holy book is for Jews and how it is used</p> <p>Name and explain the meanings of Jewish symbols</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Retell some stories behind festivals (lots of festivals this half term)</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.</p> <p>Suggest how and why religious festivals are valuable to many people.</p>	<p>Identify beliefs about God that are held by Jews and how they describe God</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Identify some similarities and differences between ideas about what God is like in Judaism compared to other religions they have learnt</p>	<p>Describe what some believers say and do when they pray and describe the practise.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how different religions pray.</p> <p>Consider and evaluate the significance of prayer in the lives of people today.</p>
<p><b>Harvest Festival</b></p>	<p><b>Diwali</b>  <b>Halloween</b>  <b>Bonfire Night</b>  <b>Remembrance Sunday</b>  <b>Children in Need</b>  <b>Hanukkah</b>  <b>Christmas</b></p>	<p><b>New Year's Day</b>  <b>Chinese New Year</b>  <b>Valentine's Day</b>  <b>Shrove Tuesday</b>  <b>Mother's Day</b>  <b>Easter</b></p>	<p><b>Ramadan</b>  <b>Eid</b>  <b>Father's Day</b></p>
<p>PSHE</p>			

<p><b>Britain</b> Describe what it is like to live in Britain.</p> <p>Talk about what democracy, rules and laws are and why these are important.</p> <p>Talk about what liberty means and describe a diverse society.</p> <p>Describe what being British means to them and others.</p> <p>Identify rights of British people.</p> <p>Show empathy for situations where people are not living in a democracy.</p> <p>Think about what society would be like without rules and laws. Explain in detail their own thoughts on human rights.</p> <p>Discuss why showing respect is important.</p> <p>Identify how respect of differing opinions and ideas to their own can be shown.</p>	<p><b>Aiming High</b> Discuss their personal achievements and skills.</p> <p>Identify what a positive learning attitude is.</p> <p>Talk about the range of jobs that people do and discuss what skills and interests are needed for different jobs.</p> <p>Talk about jobs they might like to do in the future and discuss what skills they might need to do certain jobs.</p> <p>Identify skills and attributes that are useful in many roles.</p> <p>Identify elements of a growth mindset and the impact it can have on achieving goals.</p> <p>Identify and challenge stereotypes. Discuss goals they could set to work towards their ambitions.</p> <p>Discuss challenges many people face and how some people overcome these.</p> <p>Understand that our goals can change and explain why this might happen.</p>	<p><b>Be Yourself</b> List some of their achievements and say why they are proud of them.</p> <p>Identify facial expressions associated with different feelings.</p> <p>Describe some strategies that they could use to help them cope with uncomfortable feelings.</p> <p>Suggest assertive solutions to scenarios.</p> <p>Explain that the messages they receive from the media about how they should look, think and behave are not always realistic.</p> <p>Suggest ways to make things right after a mistake has been made.</p> <p>Explain that mistakes help them learn and grow.</p> <p>Identify their own strengths.</p> <p>Explain that how they are feeling on the inside can affect their facial expressions and body language.</p>	<p><b>Money Matters</b> Discuss where money comes from.</p> <p>Talk about reasons people go to work.</p> <p>Discuss payment resources we can use to spend money.</p> <p>Consider why and how people might get into debt as well as the consequences.</p> <p>Identify things they want and need. Explain ways we can keep track of what we spend.</p> <p>Talk about the importance of prioritizing our spending.</p> <p>Discuss advertisements that try to influence what we buy.</p> <p>Explain why it is important to keep track of what we spend.</p> <p>Consider how people can try to avoid debt.</p> <p>Talk about how prioritizing can lead to saving money for expenses we might need.</p>
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	<p>Explain the impact of stereotypes and why they need to be challenged.</p> <p>Identify limitations to achieving goals and discuss how challenges can be overcome.</p>	<p>Identify and begin to implement strategies to help them cope with uncomfortable feelings.</p> <p>Begin to demonstrate appropriately assertive behaviour.</p> <p>Analyse messages given by the media about how they should look, think and behave.</p> <p>Demonstrate how they are going to make things right after mistakes have been made.</p> <p>Explain what they have learned and how they have grown from mistakes they have made.</p> <p>Discuss how they could use their strengths and achievements to set aspirational goals.</p> <p>Support others with their internal feelings according to their facial expressions and body language.</p> <p>Suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing Identify if behaviour is aggressive, passive or assertive.</p>	<p>Discuss why advertisements try to influence what we buy.</p> <p>Identify how keeping track of our spending can help us prioritize and save for other spending <b>that we need to do.</b></p> <p><b>TEAM</b> Use pictures to express their thoughts, feelings and worries.</p> <p>Plan and create a role play about a team scenario.</p> <p>With support, read clues and work as a team to solve a crime.</p> <p>With support, identify a feeling and how it is being expressed. Show the resolution to a dispute through pictures and with the key words given.</p> <p>Use a word mat to create a list of 'Pass It On' ideas.</p> <p>Analyse how their 'Pass It On' ideas would benefit their team and beyond.</p>
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French

<p><b>All About Me</b> Give and respond to simple classroom instructions appropriately.</p> <p>Name parts of the body from a song.</p>	<p><b>Family and Friends</b> Identify and introduce some of their relations.</p> <p>Name some common pets.</p>	<p><b>Food Glorious Food</b> Follow a story and join in the repeated parts.</p>	<p><b>Time</b> Say and order the days of the week.</p> <p>Say and order the months of the year.</p>
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<p>Identify colours.</p> <p>Name items of clothing.</p> <p>Ask and answer questions using the topic vocabulary.</p> <p>Read and write simple words.</p> <p>Say that un/une relate to masculine &amp; feminine nouns.</p> <p>Use a dictionary to develop topic vocabulary further.</p> <p><b>Getting to know you (start from 24/25)</b></p> <p>Say hello and goodbye.</p> <p>Introduce themselves.</p> <p>Say if they are feeling good/bad/so-so. Count to 10.</p> <p>Say how old they are.</p> <p>Use different greetings for different situations.</p> <p>Ask and answer simple questions for each topic area.</p>	<p>Recognise some rooms in their home.</p> <p>Consider whether nouns are masculine or feminine.</p> <p>Make new sentences by substituting other vocabulary appropriately.</p> <p>Use masculine/feminine articles and possessive pronouns.</p>	<p>Say what foods from a set they like/dislike.</p> <p>Describe the colour or size of an object.</p> <p>Ask politely for something.</p> <p>Predict a repeated phrase.</p> <p>Make a range of simple statements by substituting vocabulary.</p> <p>Modify a colour adjective.</p> <p>Respond appropriately to a polite request.</p> <p>Recognise the correct determiner depending on gender/number.</p> <p>Select adjectives based on gender/number of nouns.</p> <p>Order sentences correctly.</p> <p><b>Our School</b></p> <p>Listen and respond to topic vocabulary.</p> <p>Demonstrate understanding with actions.</p>	<p>Count on from 11-31.</p> <p>Say their own birthday.</p> <p>Ask and answer questions about dates.</p> <p>Use simple past and present tenses.</p> <p>Recognise how some larger numbers are made by combining words for smaller numbers.</p> <p>Ask other people for their birthday. Say today's date.</p> <p>Identify the correct language for 'yesterday' and 'tomorrow'</p>
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<p>Use vocabulary they have learnt elsewhere to develop their sentences.</p> <p>Recognise there is a difference between formal and informal language.</p>		<p>Write sentences converting le/la to un/une.</p> <p>Answer and ask questions using topic vocabulary.</p> <p>From memory, begin to know if nouns from the topic are masculine or feminine.</p> <p>Use a dictionary to develop topic vocabulary further.</p> <p>Write a sentence with an adverbial phrase.</p>	
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PE

<p><b>Cross Country</b></p> <p>Begin to vary the pace of running</p> <p>Keep a steady pace for a given time</p> <p>Describe good running form</p> <p>Build and increase stamina</p> <p>Encourage team mates as they run</p> <p>Compare own performances</p> <p>Understand that I might breath more rapidly when I exercise</p>	<p><b>Football</b></p> <p>Begin to dribble with control keeping the ball close</p> <p>Pass the ball with increasing accuracy using different parts of the foot</p> <p>Shoot with increasing power and accuracy</p> <p>Start to use both feet to control the ball</p> <p>Play games using dribbling and passing skills</p>	<p><b>Badminton</b></p> <p>Hold the racquet and hit the shuttle</p> <p>Bounce the shuttle on the racquet with some consistency</p> <p>Return a forehand shot with some consistency</p> <p>Start to occasionally volley</p> <p>Vary the power in shots to suit a target</p> <p>Move to position body to return a shot</p>	<p><b>Dance</b></p> <p>Develop the quality of actions in their performances</p> <p>Begin to improvise with a partner to create a simple dance</p> <p>Begin to compare and adapt movements and motifs</p> <p>Perform learnt skills and techniques with control and confidence</p> <p>Create motifs from different stimuli</p>
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<p>Understand that my heart beats faster when I exercise</p> <p><b>Swimming</b> Enter and exit the pool safely</p> <p>Move safely around the pool</p>	<p>Begin to see space to move on the pitch</p> <p>Know which way my team is trying to score</p> <p>Play small games following simple rules</p> <p>Develop awareness of others on my team and pass to them</p> <p>Begin to look for space to move the ball on</p> <p>Understand importance of storing and moving equipment sensibly</p> <p>Understand that we warm up to raise our heart rate and breathing as well as muscles</p> <p><b>Swimming</b> I understand pool safety rules</p>	<p>Starting to build a rally</p> <p>Vary power to evade an opponent</p> <p>Vary direction of a hit</p> <p>Work in a team sharing and taking turns</p> <p>Explain that we change for PE to keep our bodies clean and fresh</p> <p><b>Golf</b> Hold a club correctly and use a tick tock swing</p> <p>Vary power to match a target</p> <p>Aim for a target with increasing accuracy, positioning and stroke</p> <p>Name and describe putters and chippers and their use</p> <p>Complete in a festival following instructions and showing a positive attitude</p> <p>Edit my actions in response to achievements</p> <p>Aware of the space needed around a club</p>	<p>Compare and adapt movements and motifs to create a larger sequence</p> <p>Watch, describe and evaluate the effectiveness of a performance</p> <p>Use simple dance vocabulary to compare and improve work</p> <p>Describe how their performance has improved over time</p> <p>Understand that some people can feel nervous performing</p> <p>Name some activities which make them feel good</p> <p><b>Athletics</b> Throw with increasing power and accuracy</p> <p>Begin to combine running with jumping over hurdles maintaining a running stride</p> <p>Use one and two feet to take off and land</p> <p>Develop an effective take off for the standing long jump</p> <p>Land safely and with control</p>
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Educational visits/special event ideas			
<p>Archaeology Stone Age workshop (Dr Ian Parker Heath)</p> <p>Outdoor Pursuit Centre Stone Age day</p>	<p>Comparison with Year 4 (Life in Australia vs Life in Scandinavia)</p> <p>Aboriginal Australian dance workshop</p>	<p>Bosworth Battlefield</p> <p>King Richard 111 Centre</p>	<p>Botanical Gardens</p> <p>Twycross Zoo (Life in the Rainforest)</p>