

Class Y3

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
English	Comedy Persuasive Text (brochure) Adventure Story SPAG		Traditional Tale Nonsense Verse Non-Chronological Report SPAG		Explanation Suspense Story Romance Story SPAG	
Guided Reading	'Diary of a Killer Cat' 'Stig of the Dump' persuasive texts		"The Pebble in My Pocket" "The Wild Robot" poetry		'So You Think You've Got it Bad? A Kid's Life in Ancient Rome' "Leon and the Place Inbetween"	
Maths	numbers to 1000 addition & subtraction	addition & subtraction multiplication & division	further multiplication & division length, mass, volume	fractions	angles lines & shapes perimeter	money time graphs
Science	skeletons identify that humans and some other animals have skeletons and muscles for support, protection and movement	healthy eating 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 & 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 - 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	rocks & soil - 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	plants - 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	light & shadows - 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
Geography	National Parks: The Lake District			Volcanoes & Earthquakes		Local Area Geographical Skills & Fieldwork

	Location and Place Knowledge - Name and locate countries and main cities in GB, National Parks and their counties - Identify topographical features (hills, mountains, coasts & rivers) and land use patterns and understand how some of these aspects have changed over time. - Understand similarities & differences of the Lake District & other National Parks Human and Physical: - Describe & understand key aspects of physical and human geography, including mountains & land use. Geographical Skills & Fieldwork - Use maps and digital/computer mapping to locate National Parks and describe features studied. Use points of compass, Non-Chronological Report - symbols and key to locate features on maps - Recognise that contours show height and slope.			Location and Place Knowledge - Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere - Identifying continents & oceans around the "Ring of Fire" Human and Physical: - Key aspects of volcanoes and earthquakes - Impact on human activity in volcano/ earthquake zones including land use Skills: - use maps, atlases, globes and digital/computer mapping to locate and describe features studied		- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - Use the 8 points of a compass, 4 fig grid refs, symbols and key to locate features on maps Human and Physical: - Describe & understand key aspects of physical and human geography, including land use
History		The Stone Age: Mesolithic hunter-gatherers and Neolithic farmers - Make links between and across periods, (e.g. between hunter-gatherers and early farmers). - Identify where some periods studied fit into a chronological framework	Iron Age Celts Changes in Britain from the Stone Age to the Iron Age: - Identify where Iron Age fits into a chronological framework and make links over time - Understand how our knowledge of the past is constructed from a range of sources - Identify some of the different ways in which the past can be represented		Roman Britain The Roman Empire and its impact on Britain - Identify where Roman Invasion of Britain fits into a chronological framework and make links over time - Understand how our knowledge of the past is constructed from a range of sources (Tacitus, place names, archaeology)	

		• Frame historically-valid questions and constructing informed responses • find answers to questions about the past and exploring how historical enquiry, sources and evidence are used. • Devise historically valid questions about change and significance (such as the development of farming and of settlement).	• Ask and answer historically-valid questions about change, cause, similarity and difference, and significance		• Understand the impact (on people's lives) of the expansion of the Roman Empire on Britain • Ask and answer historically-valid questions	
Art (w6)	drawing & sculpture (Andy Goldsworthy) • use materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • use sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials • learn about great artists, architects and designers in history			drawing & printing (fossils) • use materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to use sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials • learn about great artists, and designers in history	painting & cutting silhouettes (Jan Pienkowski) • use materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to use sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting with a range of materials learn about great artists, architects and designers in history	
DT (wk 6 spr & sum)		Food technology: sandwiches • understand and apply the principles of a healthy and varied diet • prepare a savoury dish for a relevant occasion & consumer	Pneumatic Mechanisms (Robert William Thomson) Design • develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at			Structures: outdoor shelter Design • use research and develop design criteria to inform the design of innovative and functional, products that are fit for purpose,

		understand seasonality, and know where and how a variety of ingredients are grown or reared	particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes Make - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria as they progress and consider the views of others to improve their work Technical knowledge - understand and use mechanical systems (pneumatics) in their products			aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams and prototypes, Make - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials including construction materials, according to their functional properties Evaluate - investigate and analyse existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge apply their understanding of how to strengthen stiffen and reinforce more complex structures
RE	Leaders Sikhism	God Christianity	Leaders Islam	Leaders Christianity	Church Christianity	Hinduism Dharma
PSHE	Me, my friends and belonging	Building healthy habits	Mental health and wellbeing	Making choices online	Keeping safe out and about	Looking out for each other
PE	Invasion Games – Netball use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Gymnastics Activities Matt Whitlock develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Invasion Games - use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending demonstrate passing a ball using a handball pass.	Creative Games - Tag and Target use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Athletic Activities develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. Throw using pull action.	Games - Net and Wall Unit Core Task 1 use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

	demonstrate passing a ball using a chest and bounce pass. move into space after passing in a game. apply a feint when passing to outwit a defender. apply a simple tactic to outwit a defender. perform a pass in an invasion game using a chest pass or bounce pass. apply a simple tactic to outwit a defender. perform a pass in an invasion game using a chest pass or bounce pass. Character - Honesty - give the actual number of passes made with a partner / group.	demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. demonstrate basic rolls with accuracy and control. move from one action to another smoothly. demonstrate jumping and landing safely. create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. adapt and demonstrate the sequence with a change of direction and speed. Character Trust willingly accept feedback from my partner to help me improve. Evaluation recognise strengths and areas for improvement in a partner's performance.	move into space after using a handball pass in a game. Character Honesty give the actual number of passes made with a partner / group. Demonstrate passing a ball using a bounce pass. Move into space after passing in a game. Character Honesty – give the actual number of passes made with a partner. Perform a one-handed pass and a bounce pass in a game. Apply a feint when passing to outwit an opponent. Perform a pass in a game using a one-handed pass or one-handed bounce pass. Apply a simple tactic to outwit a defender. Character – honesty – agree to play by the rules and not to cheat. Recognise and enforce the rules	Perform the fundamental moving skill of dodging. Character – co-operation – share my ideas and work towards making a tag game with my team. Perform the fundamental movement skill of dodging in a tag game. Demonstrate aiming skills using the FMS of throwing and rolling a ball. Character – co-operation – work in a group to play a target game. Demonstrate aiming skills using the FMS of throwing a rolling a ball to a target. Send an object in a target game with accuracy. Character – work in a group co-operatively to evaluate a target game.	Explore different running techniques. Character – resilience – willingly have a go at the activities. Improve my performance and not worry about other people. Perform a sling throwing action Character – resilience – persevere and try to improve my throwing and jumping skills. Throw using a push action. throw for distance using a pull, push and sling throw. pass a quoit/baton to a teammate in a relay. perform a hop, step and jump. perform pull, push and sling throw. perform a combination of 5 jumps. Character Resilience learn from mistakes and ask for feedback in order to improve. Evaluation recognise strengths and areas for improvement in own performance.	explore and consolidate different throwing actions and practise catching. consolidate catching skills. suggest ideas and practices to improve their play. strike the ball using their hand or small bat. improve movement skills and body positions. practise striking skills using a racquet. devise their own game. consolidate striking and ball control skills.
	Dance - Myths and Legends perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. select travelling actions to convey different characters, along varied pathways. use a range of traveling steps following a planned pathway. create a sequence with a partner that tells a story link sequences together. explore the qualities of different characters. create a full performance from the sequences made and demonstrate strong character skills throughout. Character Reflection	.Dance - Rock and Roll perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. demonstrate shapes as a team using bodies in interesting ways. sequence movement together into a structure. create a travelling solo, following a defined pathway. effectively use stillness in their performance. create effective travelling movements. create a rhythmic circle dance performed in unison. demonstrate increased movement ideas perform with increased confidence and timing in the class circle. Character	OAA - Trust and Trails take part in outdoor and adventurous activity challenges both individually and within a team demonstrate with a partner how to solve trust challenges. work with others to complete a journey within the school grounds. know how to use a control card. navigate safely to each control site. show how to keep a map “set” or “orientated”. know some of the symbols on an orienteering map. Character Trust believe your partner will keep you safe. Communication share responsibilities for the task with others in a group Self-discipline			

	think about what you have heard and seen stop and think about what you are doing and how you are doing it and reflect that in your sequence. understand why it is important to reflect on what you are doing to improve. listen and respond to feedback. understand how reflecting helps us in life.		Co-operation work in a small group to create a short sequence and group dance, sharing their ideas and taking on board ideas of others. work alone, listening to feedback from others to improve their solo. work together in perfect unison. work together to perform a whole class circle dance.		listen to and respect the agreed rules and manage emotions.	
Computing	Journey Inside a Computer - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems - solve problems by decomposing them into smaller parts - 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 - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Emailing - 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 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Coding - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; - solve problems by decomposing them into smaller parts - 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	Databases 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	Digital Literacy Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software to create content that accomplishes given goals, including collecting, analysing, evaluating and presenting information	Networks 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
MFL	Greetings	Colour & Size	Playground Games (numbers, ages, time)	In the Classroom	Transport	Circle of Life animals & science
Music	Let Your Spirit Fly	Glockenspiel St 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay