

Early Humans

Y3 Autumn 1

History

Stone Age to Iron Age

Pupil will know what life was like from the Stone Age to the Iron Age and how we know.

Know about the different periods of the stone age (Paleolithic, Mesolithic and Neolithic periods) . Know the similarities and differences between these periods.

Know what can be learnt about the people of the Stone Age from Skara Brae.

Know what changes occurred during the Bronze Age and the Iron Age

Art

Painting

Apply and build upon colour-mixing and mark-making skills, thinking about how certain colour ranges and combinations affect the outcome.

Explore how early humans created paint/dyes using natural materials such as vegetation and spices e.g. onion skins, tea, coffee and beetroot.

Explore the effect of adding water, glue, and sawdust to paint.

Use varied application implements and techniques to create shapes, textures, patterns and lines.

Explore how to create different tints and shades (tones) of a colour by the addition of black and white.

Replicate patterns from observation e.g. animal prints, historical artefacts.

RE

Islam

Why is there diversity within beliefs?

Understand that not all Muslims have the same view of God.

Study the life of a particular Muslim & to be able to express their view about God.

Explain Muhammad (PBUH) is important to the majority of Muslims.

Music

Ocarinas

Play Old MacDonald and crisply tongue the 4th line.

Recognise high and low notes on the musical stave.

Play Hot Cross Buns with quavers and minims

Computing

Touch Typing

Use typing terminology

Understand the correct way to sit at the keyboard

Learn how to use home, top and bottom row keys

Practise typing with the left and right hand

PSHE

KiVA

Let's Get to Know Each Other

Feeling Safe

French

Culture - Where is France?

Where is France?

What major cities are there in France?

What is Paris like?

All About Me - Basic Greetings

How are you? Introducing yourself - Je m'appelle...

Numbers

Numbers to 30

Correct pronunciation

Iron Man

Y3 Autumn 2

Science

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.

DT

Moving Christmas Cards

Know how to use different lever and linkage mechanisms.

know some materials which would be suited to my project based on their characteristics and properties.

know how to measure components with increasing independence in cm and mm.

Music

Christmas Concert

Ocarinas

Play Au Clair de la lune

Counts and plays crotchets, minims and semi-breves.

Play Little Bird

PSHE

KiVA

Emotions

Know what is meant by emotions

Think about the kinds of emotions we experience in different situations

Understand the difference between emotions and actions

RE

Christianity

How do people decide what they believe is right or wrong?

Explore the ideas of infant and believers baptism.

Understand the many different ways religious/nonreligious people welcome babies. Consider: Is there a right way to do so?

Think about and draw conclusions about the importance of the nativity repeated each year.

Explain how many Christians see Jesus as saviour and relate this to texts studied.

French

Calendar -

Days & Months

Correct pronunciation

Weather - What's the weather today?

What's the weather today? What's the weather this week?

What's the weather over the year?

Using maps to talk about weather in different places

Computing

Coding

Understand what a flowchart is and how flowcharts are used in computer programming

Understand there are different types of timers and select the right type for purpose

Understand how to use the repeat command

Understand the importance of nesting

Design and create an interactive scene

Fire & Earth

Y3 Spring 1

Science

Compare and group together different kinds of rocks (including those in the locality) on the basis of 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.

Art

Printing

Interpret stories, music, poems and other stimuli using mixed media.

Explore simple mono-printing techniques with carbon copy paper, using observational drawing skills and mark making skills directly onto the paper.

Apply different mark-making techniques using mono-printing, controlling line and pressure.

Experiment with pattern, line, shape and texture through printing on a variety of papers and taking rubbings from different objects.

Explore how printing can add interest to textile/collage.

Begin to explore layering several prints of different colours, developing compositional ideas.

Continue to explore pattern, line, colour, shape and texture, particularly through experimentation with printing from embossed wallpaper, fabrics and bubble wrap.

Geography

Human and Physical Geography

Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes

- Know how different mountains are formed.
- Name and describe physical mountain features, including: ridge, summit, glacier
- Be able to name and locate mountains and upland areas of the UK.
- Know the 1:50,000 OS symbols relating to mountain environments: contours, scree, viewpoints, triangular pillar/point
- Be able to name and locate mountain ranges and the countries in which they are located including North America.
- Know and describe some of the economic activity that occurs in mountain regions, including: tourism, mineral extraction, timber.
- To describe a volcano

RE

Judaism

What does it mean to be a part of a religion or worldview?

Recall the events of a bar or bat mitzvah?

Explain why certain religions celebrate coming of age. Explain why Passover / Pesach is an important festival in the Jewish calendar. Recall the events of the Passover festival including the elements of the Seder plate.

Computing

Online Safety

Know what makes a safe password

Learn method for keeping passwords safe

Understand how the Internet can be used in effective communication

Understand how a blog can be used to communicate with a wider audience

Consider the truth of the content of web-sites

Learn about the meaning of age restriction symbols on digital media and devices

Simulations

Consider what simulations are and their purpose

Explore a simulation and discuss its effects

Work through and evaluate a simulation

French

Colours

Learn basic colours of the rainbow.

Clothing

Basic items of clothing

School uniform

My Body

Introduce main body parts Song: Heads, Shoulders Knees & Toes

PSHE

KiVA

Our Class—Everyone is Included

Know what a group is

Know how to join in a group and how to help others to be included

Talk about emotions we may have as a group member

Music

Ocarinas

Sing the songs Muffin Man and Bobby Shaftoe tunefully and rhythmically.

Play Muffin Man with dotted crotchets and quavers.

Tomb Raiders

Y3 Spring 2

History

Early Ancient Civilisation: Egyptians

Know about life in Ancient Egypt and be able to compare this to what was happening in Britain at the time.

Know who the Ancient Egyptians were and how we know so much about them, despite them living over 5000 years ago.

Understand why the River Nile was so important to them.

Know about their belief in Egyptian gods and goddesses and the importance of pharaohs, identifying ways this is reflected in the building and decorating of the pyramids.

Understand the process of mummification and their belief in life after death.

Learn how the Ancient Egyptians communicated using hieroglyphics.

Art

Collage

Embellish surfaces using a variety of techniques including drawing, painting and printing to build complexity and represent the qualities of a surface or thing.

Experiment with overlapping and overlaying by placing objects in front or behind.

Understand how colour affects the 'visual weight' and how the size of a shape changes the feel of a composition..

Computing

Presenting with Powerpoint

Understand the uses of Powerpoint

Create a page in a presentation

Add media to a presentation

Add animations to a presentation

Add timings to a presentation

Use the skills learnt to design and create an engaging presentation

Science

Animals Including Humans

Identify that animals, including humans, need the right types and amounts of nutrition

Know that animals cannot make their own food; they get nutrition from what they eat

Identify that humans and some animals have skeletons and muscles for support, protection and movement

PSHE

Drugs & Alcohol Education

Safety rules and risks; medicines and household products

RE

Christianity

How do people talk about life after death?

Examine resurrection in the arts over history.

Consider what most Christians believe about the resurrection and what difference that makes.

Examine why most Christians believe God sent Jesus as a saviour to rescue people.

Look at differences of opinion.

Consider what I believe about life after death..

Music

Planet Exploration

Compose a short piece of music within a given structure

Use correct musical vocabulary for each musical dimension

Recognise a repeated musical theme

French

Animals

Know and say the nouns of different animals
Learn plural/feminine/masculine agreement of animal nouns

Read and respond to a story, 'Brown Bear'

Here We Grow

Y3 Summer 1

Science

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.

Know that plants make their own food.

DT

Mini quiche & coleslaw

Investigate current products on the market

Investigate different ingredients which could be used and select as appropriate

Plan the main stages of a recipe, listing ingredients, utensils and equipment

Demonstrate hygienic food preparation and storage

Know how to use appropriate equipment and utensils to prepare and combine food

Know about a range of fresh and processed ingredients appropriate for their product

Computing

Branching Databases

Sort objects using just 'yes' or 'no' questions

Complete a branching database using 2Question

Create a branching database of their choice

Email

Think about different methods of communication

Open and respond to an email using an address book

Learn how to use email safely

Add an attachment to an email

Explore a simulated email scenario

French

Healthy Eating—The Hungry Caterpillar

Fruit & Vegetables

Days of the Week

Food nouns from 'The Very Hungry Caterpillar' story.

Basic role play ordering food.

RE

Christianity & Cross Religious

How do beliefs shape identity?

Identify reasons that the disciples followed Jesus.

Recall ways in which people show their Christian faith in daily life.

Explain how Jesus' message of love and forgiveness is shown through Bible stories and how this impacts a Christian's life today.

Music

Music Festival

Sing a part in a song in time and with the correct pitch whilst also keeping time with another part.

Follow the music / singing leader in order to keep time.

know how to communicate lyrics effectively using expression and dynamics.

Perform as part of a large group

Listen to and appreciate a range of music from the Model Music Curriculum

PSHE

KiVA

Difference is Richness

Amazing Adventures

Y3 Summer 2

Geography

Pupils will know the 8 points of the compass and be able to use letter/number co-ordinates.

Understand what maps are and how they work, including using co-ordinates.

Understand and use a compass for navigation

Science

Light

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 a solid object

Find patterns in the way that the size of shadows change.

Computing

Spreadsheets

Use the symbols more than less than and equal to, to compare values

Use 2Calculate to collect data and produce a variety of graphs

Use the advanced mode of 2Calculate to learn about cell references

Graphing

Enter data for a graph and answer questions

Solve an investigation and present results in graphic form

DT

Treasure Chests

Develop and use knowledge of how to construct strong, stiff shell structures.

Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.

RE

Enquiry

How do religious and non-religious people talk about God?

Explore the Christian, Jewish and Muslim understanding of God, drawing differences and similarities.

Understand the impact of the fall in Christian thinking.

Make links with other views about God in Buddhism, Humanism and other non-religious world views.

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Perform as part of a large group

PSHE

RSE

Differences: Male and Female

Personal Space

Family Differences

French

In the Classroom

Learn vocabulary relating to classroom items

Practise simple phrases to describe what they have in their pencil cases

Revision of numbers to 30