



Year 3 – Year Plan



	Autumn 1 Stone Age to Iron Age	Autumn 2 Italy	Spring 1 Trade	Spring 2 The Romans	Summer 1 Mysterious Mayas	Summer 2 Rainforests
<b>Reading</b>	<b>English Texts</b> Stone Age Boy Ug-A-Lug The Wooley Mammoth The First Drawing	<b>English Texts</b> Non-fiction reference texts The Polar Express Bold Women In Black History Traction Man (1-2)	<b>English Texts</b> The Gingerbread Man Traction Man (3-4) Voices in The Park Leon And The Place Between	<b>English Texts</b> Non-fiction reference texts Escape from Pompeii Romans On The Rampage Roman Diary	<b>English Texts</b> The Iron Man The Matchbox Diary Fantastic Mr Fox	<b>English Texts</b> Here We Are The Rainforest Grew All Around The Wild Robot The Tin Forest
	<b>Reading Skills</b> To ask and answer questions appropriately  To justify predictions using evidence from the text.  Give opinions about a text and link this to other stories.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<b>Reading Skills</b> Recap previous skills  Simple inference questions based on characters’ feelings, thoughts and motives.  Show that they can use the library to select age-appropriate books to read from different authors/genre.	<b>Reading Skills</b> Recap previous skills  Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<b>Reading Skills</b> Recap previous skills  Identifying main ideas drawn from more than one paragraph and summarise these  Identifying how language, structure and presentation contribute to meaning  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	<b>Reading Skills</b> Recap previous skills  Using a dictionary to check the meaning of words that they have read  Use the contents and index to find information from non-fiction.	<b>Reading Skills</b> Recap previous skills  Identifying themes in a wide range of books  Discussing words and phrases that capture the reader’s interest and imagination  Identify conventions in a wide range of books.
	<b>Texts - Reading for Pleasure</b> Demon Dentist Georges Marvellous Medicine	<b>Texts - Reading for Pleasure</b> Christmas Stories Billionaire Boy	<b>Texts - Reading for Pleasure</b> Nothing To See Here Hotel	<b>Texts - Reading for Pleasure</b> Ada Twist- Scientist The Birds Nest and the House Next Door	<b>Texts - Reading for Pleasure</b> The Tale of Despereaux	<b>Texts - Reading for Pleasure</b> The Miraculous Journey of Edward Tulane The Great Kapok Tree
<b>Writing</b>	<b>Setting description (Stone Age Boy/girl)</b> Long sentences to add description or information. Prepositions Powerful verbs  Consolidate: Punctuation Finger spaces Word types (adjectives, verbs, nouns)	<b>Information leaflet (Italy)</b> Boxed up plan Paragraphs -Organising around a theme Long and short sentences Conjunctions (subordinating) Technical language (facts) Boastful language (to engage reader, review success of this within leaflet)	<b>Playscript (healthy living information video)</b> Colons Speaking and listening Technical vocabulary Coordinating conjunctions	<b>Character description (soldier)</b> Sentence of 3 for description Prepositions Adjectives Similes	<b>Retelling Story (Myths and Legends Mayan Creation Story)</b> Secure use of planning tools: Story mountain, planning grid Adjectives Relative clauses Similes Paragraphs (5 story parts) ‘ing’ clauses as starters	<b>Setting description (rainforests)</b> Similes Prepositions Long and short sentences (subordinating/coordinating conjunctions) Adjectives
	<b>Diary Entry (stone age boy/girl)</b> Secure use of planning tools: Box up grid Story map 1 <sup>st</sup> person	<b>Instructions (making pizza)</b> Secure use of planning tools: Box up plan Boastful language Rhetorical questions Numbered steps	<b>Folktale (The Gingerbread Man)</b> Secure use of planning tools: Story map Story mountain (5 parts) Paragraphs Powerful verbs	<b>Diary Entry (soldiers)</b> Secure use of planning tools: Box up grid 1 <sup>st</sup> person Paragraphs to organise ideas into each story part	<b>Instructions (Making chocolate)</b> Secure use of planning tools: Box up plan Boastful language Rhetorical questions Numbered steps	<b>Persuasive Letter (deforestation)</b> Secure use of planning tools: Boxed-up grid Paragraphs (intro, main body paragraphs, conclusion) Rule of 3 for persuasion



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	<p>Paragraphs to organise ideas into each story part Time adverbials Perfect present and past tense verbs</p> <p><b>Storyboard (focus on inverted commas for speech)</b></p> <p>Recap nouns, verbs, adjectives. Planning tool- Story map and story Grids. Short sentences for effect.</p>	<p>Adverbs Imperative verbs Colon for instructions</p> <p><b>Christmas poetry (Calligrams)</b></p> <p>Perform and learn different poems Speaking and listening skills Alliteration</p>	<p>Speech Adjectives</p> <p><b>Mystery story (The Black Dog)</b></p> <p>Nouns Prepositions Adjectives Powerful verbs Fronted adverbials Ellipses Secure use of planning tools: Boxed up plan/story map</p>	<p>Time adverbials Perfect present and past tense verbs</p> <p><b>Non-chronological report (Roman life)</b></p> <p>Boxed up plan Paragraphs -Organising around a theme Long and short sentences Conjunctions (subordinating) Technical language (facts) Bullet points/ fact boxes Pictures and captions</p>	<p>Adverbs Imperative verbs Colon for instructions</p> <p><b>Autobiography (self)</b></p> <p>1<sup>st</sup> person Boxed up plan Paragraphs -Organising around a theme Long and short sentences Conjunctions (subordinating) Technical language (facts)</p>	<p>Boastful language (exaggeration) Factual language</p> <p><b>Poetry (Acrostic- 'rainforest')</b></p> <p>Perform and learn different poems Speaking and listening skills Alliteration</p>
<b>Spelling</b>	<p>Recap Y2- revise suffixes Adding es, ing Prefixes- un, dis Contractions 'ei' sound- spelt, ei, eigh, ey, aigh. Link to ay, a-e, ai Homophones Statutory word lists</p>	<p>Recap- Y2 prefixes and suffixes Homophones Prefixes-'mis', 're' 'i' spelt 'y' Proof-reading 'g' sound spelt 'gue' 'k' sound spelt 'que' Statutory word lists</p>	<p>Recap- Y2 suffixes Prefixes-'sub', 'tele' Contractions (Y2 recap) Suffixes- 'less', 'ness', 'ful', 'ly' Suffixes- 'ssion', 'ure' Statutory word lists</p>	<p>Practices previously learnt rules Prefixes- 'super', 'auto' Homophones Proof-reading 'k' sound spelt 'ch' Statutory word lists</p>	<p>Practices previously learnt rules Suffix 'ly' with root words ending in 'le' or 'ic' Contractions Rare GPC's Y1/Y2 vowel diagraphs Statutory word lists</p>	<p>Practices previously learnt rules 'ou' sound Homophones Proof-reading Statutory word lists</p>
<b>Maths Year 3</b>	<p><b>Place Value (3 weeks):</b></p> <p>Recognise Place Value of each digit (three digit numbers). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Identify, estimate and represent numbers. Problem solving involving these ideas. Add and subtract 1, 10 and 100 mentally up to 3 digits. Count in 100's, 50's and 3's.</p> <p><b>Addition and Subtraction (3 weeks):</b></p> <p>Add and subtract numbers up to 3 digits using formal written methods of column addition.</p>	<p><b>Addition and Subtraction:</b></p> <p>Add and subtract numbers up to 3 digits using formal written methods of column addition. Estimate the answer to a calculation. Use the inverse operation to check answers. Solve problems based on these.</p> <p><b>Multiplication and Division:</b></p> <p>Recap 2, 5 and 10 times tables. Make equal groups sharing, grouping and using arrays. Recall and use multiplication and division facts for 3, 4 and 8 times tables.</p>	<p><b>Multiplication and Division:</b></p> <p>Write and calculate maths statements for multiplication and division using the tables they know. Calculate 2 digit by 1 digit using mental and formal written methods. Solve problems involving multiplication and division.</p> <p><b>Measurement, Money</b></p> <p>Add and subtract amounts of money to give change using £ and p in practical contexts.</p> <p><b>Statistics:</b></p> <p>Interpret and present data using bar charts, pictograms and tables. Solve one step and two step questions using the information presented in scaled bar charts, pictograms and tables.</p>	<p><b>Measurement, Length and Perimeter:</b></p> <p>Measure, compare, add and subtract lengths in mm, cm, m. Measure the perimeter of simple 2D shapes.</p> <p><b>Fractions:</b></p> <p>Count up and down in tenths. Divide 1 digit numbers by 10. Recognise, find and write fractions of a set of objects. Recognise and use fractions as numbers.</p>	<p><b>Fractions:</b></p> <p>Recognise and show using diagrams equivalent fractions. Add and subtract fractions with the same denominator. Compare and order unit fractions and fractions with the same denominator.</p> <p><b>Time:</b></p> <p>Tell and write the time from an analogue clock, including Roman numerals and 12/24 hour clocks. Know the number of seconds in a minute. Estimate and read time with increasing accuracy. Record and read time in seconds, minutes and hours. Know the number of days in each month, year and leap year.</p>	<p><b>Geometry:</b></p> <p>Recognise angles are a property of shape or description of turn. Identify right angles. Identify when angles are greater or less than a right angle. Recognise the relationship between angles and the number of turns. Draw 2D shapes and make 3D shapes from modelling materials. Recognise 3D shapes in different orientations.</p> <p><b>Measurement, Mass:</b></p> <p>Measure, compare, add and subtract mass in g and kg.</p> <p><b>Measurement, Volume:</b></p> <p>Measure, compare, add and subtract mass in ml and l . .</p>
<b>Science</b>	<p><b>Rocks</b> Curious question: What are the characteristics of rocks and fossils.</p>	<p><b>Light</b> Curious question: How does light and shadow change?</p>	<p><b>Animals including Humans</b> Curious question: What helps our bodies function healthily?</p>	<p><b>Forces and Magnets:</b> Curious question: What is a magnetic force?</p>	<p><b>Plants</b> Curious question: How do plants function?</p>	



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	<p>Compare and group together different kind of groups on the basis of appearance and physical properties. Describe in simple terms how fossils are formed.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that shadows are formed when light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition.</p> <p>Know that animals, including humans, cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Compare how things move on different surfaces.</p> <p>Notice some forces need contact, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials.</p> <p>Compare and group a variety of materials on the basis of whether they are magnetic.</p> <p>Identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other.</p>	<p>Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth 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>	<p><b>Recap areas where children needed further consolidation.</b></p> <p>Working scientifically skill focus</p>
<p><b>History</b></p>	<p><b>Stone Age, Bronze Age, Iron Age</b> <b>Curious question: What happened in early human life?</b></p>			<p><b>The Romans</b> <b>Curious question: What impact did The Romans have on Britain?</b></p>	<p><b>Maya Civilisation</b> <b>Curious question: What was life like in the ancient world?</b></p>	
	<p>Beginning to use dates and historical terms to describe events.</p> <p>Beginning to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Beginning to understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Beginning to give reasons why certain events happened as they did in history.</p> <p>Beginning to explain how events from the past have helped shape our lives today.</p> <p>Beginning to describe the characteristic features of the past,</p>			<p>Beginning to use dates and historical terms to describe events.</p> <p>Beginning to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Beginning to use dates and historical terms to describe events.</p> <p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p>	<p>Beginning to use dates and historical terms to describe events.</p> <p>Beginning to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Beginning to understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Beginning to use dates and historical terms to describe events.</p> <p>Beginning to use a timeline within a specific time in history to set out the order things may have happened.</p>	



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	<p>including beliefs, attitudes and experiences of men, women and children.</p> <p>Talk about the causes and consequences of some of the main events and changes in history. Use literacy, numeracy and computing skills to communicate information about the past.</p>			<p>Beginning to give reasons why certain events happened as they did in history.</p> <p>Begin to talk about why certain people acted as they did in history.</p> <p>Beginning to explain how events from the past have helped shape our lives today.</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Beginning to describe the social, cultural or religious diversity of past societies.</p> <p>Beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>Beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Talk about the causes and consequences of some of the main events and changes in history.</p>	<p>Beginning to understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Give a broad overview of what life was like in the Ancient world.</p> <p>Beginning to compare some of the times studied with those of other areas of interest around the world.</p> <p>Beginning to describe the social, cultural or religious diversity of past societies.</p> <p>Use literacy, numeracy and computing skills to communicate information about the past.</p>	
<p><b>Geography</b></p>		<p><b>Country Study (Italy)</b>  <b>Curious question: What is Italy like compared to the UK?</b></p>	<p><b>Map skills (within Healthy Living topic)</b>  <b>Curious question: Are people in the local area travelling responsibly?</b></p>	<p><b>Places</b>  <b>Curious question: How did Roman settlements develop?</b></p>	<p><b>Places</b>  <b>Curious question: - What places were important to the Mayas?</b></p>	<p><b>Rainforests (with a link to South America)</b>  <b>Curious question: - How does human activity affect the rainforest?</b></p>
		<p>Name a number of countries in the northern hemisphere.</p> <p>Name and locate some well-known European countries.</p> <p>Name and locate the capital cities of neighbouring European countries.</p> <p>Name up to six cities in the UK and locate them on a map.</p>	<p>Try to make a map of a short route experienced, with features in correct order</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p>	<p>Explain the wider context of a place – county/region, country, continent.</p> <p>Explain how a specific place has changed over time.</p>	<p>Develop an awareness of how places are related to each other.</p>	<p>Name and locate the main countries in a region of South America on a world map and atlas.</p> <p>Describe geographical similarities and differences between human and physical features a region of the United Kingdom, a region in a European country and a region in South America.</p>



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		<p>Describe geographical similarities and differences between human and physical features a region of the United Kingdom and a region in a European country.</p> <p>Explain the wider context of a place – county/region, country, continent.</p> <p>Explain how a specific place has changed over time.</p> <p>Develop an awareness of how places are related to each other.</p> <p>Confidently describe human features in a locality.</p> <p>Explain why a locality has certain human features.</p> <p>Confidently describe physical features in a locality.</p> <p>Begin to understand why a locality has certain physical features.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify points on maps (A,B and C)</p> <p>Use large scale OS maps.</p> <p>Begin to ask/initiate geographical questions (e.g. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?)</p> <p>Use non-fiction books, stories, atlases, globes, pictures/photos and internet as sources of information.</p>	<p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>			<p>Explain how a specific place has changed over time.</p> <p>Find different views about an environmental issue.</p> <p>Confidently describe physical features in a locality.</p> <p>Explain the wider context of a place – county/region, country, continent</p> <p>Confidently describe physical features in a locality.</p> <p>Begin to understand why a locality has certain physical features</p> <p>Confidently describe physical features in a locality.</p> <p>Begin to understand why a locality has certain physical features.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify points on maps (A,B and C)</p> <p>Use large scale OS maps.</p> <p>Begin to ask/initiate geographical questions (e.g. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?)</p> <p>Use non-fiction books, stories, atlases, globes, pictures/photos and internet as sources of information.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>
<p><b>Computing</b></p>	<p><b>Connecting computers</b>  <b>Curious question: How do computer networks function?</b></p>	<p><b>Stop-frame animation</b>  <b>Curious question: How can pictures be used to create a video?</b></p>	<p><b>Desktop publishing</b>  <b>Curious question: How can I publish information digitally?</b></p>	<p><b>Branching databases</b>  <b>Curious question: How can I present data online?</b></p>	<p><b>Sequence in music</b>  <b>Curious question: What commands are used to program?</b></p>	<p><b>Events and actions</b>  <b>Curious question: What challenges will I face when programming?</b></p>



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	<p>Explain how digital devices function</p> <p>Identify input and output devices</p> <p>Recognise how digital devices can change the way we work</p> <p>Explain how a computer network can be used to share information</p> <p>Explore how digital devices can be connected</p> <p>Recognise the physical components of a network</p>	<p>Explain that animation is a sequence of drawings or photographs</p> <p>Relate animated movement with a sequence of images</p> <p>Plan an animation</p> <p>Identify the need to work consistently and carefully</p> <p>Review and improve an animation</p> <p>Evaluate the impact of adding other media to an animation</p>	<p>Recognise how text and images convey information.</p> <p>Recognise that text and layout can be edited</p> <p>Choose appropriate page settings</p> <p>Add content to a desktop publishing publication</p>	<p>Create questions with yes/no answers</p> <p>Identify the object attributes needed to collect relevant data</p> <p>Create a branching database</p> <p>Identify objects using a branching database</p> <p>Explain why it is helpful for a database to be well structured</p> <p>Compare the information shown in a pictogram with a branching database</p>	<p>Explore a new programming environment</p> <p>Identify that each sprite is controlled by the commands I choose</p> <p>Explain that a program has a start</p> <p>Recognise that a sequence of commands can have an order</p> <p>Change the appearance of my project</p> <p>Create a project from a task description</p>	<p>Explain how a sprite moves in an existing project</p> <p>Create a program to move a sprite in four directions</p> <p>Adapt a program to a new context</p> <p>Develop my program by adding features</p> <p>Identify and fix bugs in a program</p> <p>Design and create a maze-based challenge</p>

**E-Safety** **Curious question: How can I stay safe online?**

	<p>Articulate how to be a responsible digital citizen; understand their responsibilities to treat others respectfully and recognise when digital behaviour is unkind.</p> <p>Understand and articulate cyberbullying.</p> <p>Understand that not all emails are genuine, and how to recognise when an email might be fake and what to do about it.</p>	<p>Articulate how to be a responsible digital citizen; understand their responsibilities to treat others respectfully and recognise when digital behaviour is unkind.</p> <p>Understand and articulate cyberbullying.</p> <p>Understand that not all emails are genuine, and how to recognise when an email might be fake and what to do about it.</p>	<p>Articulate how to be a responsible digital citizen; understand their responsibilities to treat others respectfully and recognise when digital behaviour is unkind.</p> <p>Understand and articulate cyberbullying.</p> <p>Understand that not all emails are genuine, and how to recognise when an email might be fake and what to do about it.</p>	<p>Articulate how to be a responsible digital citizen; understand their responsibilities to treat others respectfully and recognise when digital behaviour is unkind.</p> <p>Understand and articulate cyberbullying.</p> <p>Understand that not all emails are genuine, and how to recognise when an email might be fake and what to do about it.</p>	<p>Articulate how to be a responsible digital citizen; understand their responsibilities to treat others respectfully and recognise when digital behaviour is unkind.</p> <p>Understand and articulate cyberbullying.</p> <p>Understand that not all emails are genuine, and how to recognise when an email might be fake and what to do about it.</p>	<p>Articulate how to be a responsible digital citizen; understand their responsibilities to treat others respectfully and recognise when digital behaviour is unkind.</p> <p>Understand and articulate cyberbullying.</p> <p>Understand that not all emails are genuine, and how to recognise when an email might be fake and what to do about it.</p>
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	<p><b>Stonehenge sketching</b> Curious question: How do I create texture, line and pattern with pencil?</p>			<p><b>Roman Clay Pot</b> Curious question: What different clay techniques can I use?</p>	<p><b>Printing a Hieroglyphic on fabric</b> Curious question: How do I create a printed Maya Hieroglyphic</p>	<p><b>Rainforest Animal Collage</b> Curious question: What materials are effective at creating layers and texture.</p>
<b>Art</b>	<p>Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.</p>	<p>Cut and join wood safely and effectively.</p>	<p><b>Through D&amp;T:</b> Use a variety of techniques, including quilting, weaving, embroidery and appliqué.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p>	<p>Use a variety of techniques, including printing, dying</p> <p>Print using a variety of materials, objects and techniques including layering.</p>	<p>Name the tools and materials they have used.</p> <p>Experiment with a range of media e.g. overlapping, layering.</p>



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	<p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Create line, pattern and tone with pencil and chalk/charcoal.</p>		<p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p><b>Pop Art- Fruit</b></p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Plan, design and make models.</p>	<p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	
DT		<p><b>Pizza making Wooden Photo frame (for Christmas poem)</b>  <b>Curious question: How do I use cooking equipment and ingredients safely?</b></p> <p>Prepare ingredients hygienically using appropriate utensils. Measure accurately. Follow a recipe. Assemble or cook ingredients</p> <p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Disassemble and evaluate familiar products</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p>	<p><b>Healthy eating cushion</b>  <b>Curious question: How can I use seeing equipment safely?</b></p> <p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy. Use finishing techniques.</p> <p>Warburtons Food Workshop</p> <p>Prepare ingredients hygienically using appropriate utensils. Measure accurately.</p>	<p><b>Roman Aqueduct</b>  <b>Curious question: Can I explain how aqueducts are successful?</b></p> <p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</p>	<p><b>Make a Mayan God</b>  <b>Curious question: How can I make a moving monster?</b></p> <p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</p> <p>Generate ideas for an item, considering its purpose and the user/s</p>	



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		<p>Make drawings with labels when designing</p> <p>Select tools and techniques for making their product Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing Select tools and techniques for making their product</p>	<p>Follow a recipe. Assemble or cook ingredients</p>		<p>Identify a purpose and establish criteria for a successful product.</p> <p>Disassemble and evaluate familiar products Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing Select tools and techniques for making their product</p>	
PE	<p><b>Games</b> <b>Curious question:</b> How do I show good sportsmanship and communication?</p>	<p><b>Games (Cricket)</b> <b>Curious question:</b> How can I vary my tactics and ideas in group games?</p>	<p><b>Gymnastics</b> <b>Curious question:</b> How can I sequence different movements with flexibility and control?</p>	<p><b>Dance</b> <b>Curious question:</b> Can I improvise and adapt movements independently and with a partner?</p>	<p><b>Outdoor Adventurous Activities</b> <b>Curious question:</b> Can I listen to others and problems solve safely?</p>	<p><b>Athletics</b> <b>Curious question:</b> How do I change a technique to perform athletics skills effectively?</p>
	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p>	<p>Apply compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p>e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>
RE	<p><b>What does the bible teach about Gods Rescue Plan?</b></p> <p>suggest what Christians might learn about God from stories in the Bible</p>	<p><b>Why are presents given at Christmas and what might Jesus think?</b></p> <p>Make links between clues within the story and what Christians believe about Jesus</p>	<p><b>What are important times for Jewish people?</b></p> <p>link features of Jewish celebrations with stories or Jewish beliefs</p>	<p><b>Easter- what happened and what means the most to Christians?</b></p> <p>describe the symbols connected with the Easter story and link them</p>	<p><b>How did the church begin?</b></p> <p>retell the story of Pentecost and describe its importance for Christians</p>	<p><b>Why do Christians share communion?</b></p> <p>Explain simply how what happens at a communion service relate actions to the story of the last supper</p>





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<p>describe how a story from the Bible illustrates God rescuing people</p> <p>identify historical facts within the Bible</p> <p>suggest what Christians might learn about God from stories in the Bible</p> <p>describe how a story from the Bible illustrates God rescuing people</p> <p>identify historical facts within the Bible</p> <p>retell a Bible story</p> <p>identify possible meanings for some of those stories, including elements of 'rescue'</p> <p>respond to the idea of rescue, showing sensitivity to the feelings of others</p> <p>recognise the value of stories for themselves and others</p> <p><b>How can we live together in one world? (continues in Autumn 2)</b></p> <p>describe key beliefs that encourage people to spread resources more fairly</p> <p>suggest how belonging to a faith community has a global dimension, and why this is</p> <p>describe how seeing the world through another person's eyes could help make us better global citizens</p> <p>ask and suggest answers to questions about their responsibility as part of a local, national and global community</p> <p>identify what religions teach about sharing and giving</p> <p>identify how they are part of a local, national and global community</p>	<p>decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why</p> <p>make links between what they suggest Jesus might think about Christmas and over-commercialisation</p> <p>talk about the features / symbolism of the gifts and what they might mean</p> <p>refer to other aspects of Jesus' life that show what Christians believe about him</p> <p>identify the impact that Christmas might have for a Christian</p> <p>be able to comment on what's important to people at Christmas time &amp; why</p> <p>identify the difference that a gift might make for a person receiving it</p> <p>consider how their ideas about Christmas might have been challenged</p>	<p>describe some of the practices associated with the 'milestones' of a Jew's life</p> <p>identify how Jews celebrate special days</p> <p>identify possible meanings for symbols or religious expression</p> <p>respond sensitively to the fact that people have different beliefs</p> <p>give reasons why features of different festivals might be important to Jews</p> <p>compare their own lives with those of Jewish families</p> <p>evaluate the importance of the special times for Jews and for themselves</p> <p><b>How did Jesus change lives? (continues in Spring 2)</b></p> <p>retell a story about Jesus and suggest why it might be important</p> <p>recognise that questions about miracles are hard to answer</p> <p>compare their ideas with others' raise questions about encounters / aspects of Jesus' miracles, giving their own considered response</p> <p>investigate how peoples' lives were changed after meeting Jesus</p> <p>make links between what Jesus did and what Christians believe about him being 'Saviour' and God's Son</p> <p>Share their own ideas about miracles or peoples' encounters with Jesus</p>	<p>to Christian beliefs about Jesus / Easter</p> <p>make links between Jewish Passover and the Lord's Supper / communion</p> <p>respond in their own way to some of the events or puzzling questions raised (e.g. about sacrifice) and compare their ideas with the ideas of others</p> <p>order the key events and talk about their importance for Christians</p> <p>identify the key symbols used by Christians at Easter and their meaning</p> <p>discuss their own response to the Easter story</p>	<p>make links between the apostles' experience of receiving the Holy Spirit and the spread of the Church</p> <p>describe and suggest meanings for the symbols of Pentecost, making links with the Biblical account</p> <p>give reasons for why the apostles acted as they did</p> <p>identify what influences them, and why</p> <p>ask, and give thoughtful responses to, questions about Pentecost</p> <p>Retell stories of the life of the Church at its beginning</p> <p>respond sensitively to people's experiences of commitment, or fear, or courage</p>	<p>Explain how communion helps Christians to remember and express unity</p> <p>Describe how taking communion is an act of remembrance and an opportunity to reflect on God's love and Jesus' sacrifice</p> <p>Show understanding of the importance in remembering someone who is important to an individual or group</p> <p>Understand that actions can be symbolic</p> <p>Suggest how actions and words can make a difference to the person who carries them out</p>
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	<p>identify their own concerns for the world in which they live e.g. their response to the values of sharing and giving</p> <p>comparing their ideas about the world with the ideas of others</p>					
<b>PSHCE</b>	<p><b>Being Me in My World</b></p> <p>Set personal goals</p> <p>Understand Self-identity and worth</p> <p>Approach challenges with positivity</p> <p>Understand how rules, rights and responsibilities as a member of the class</p> <p>Recognise how rewards and consequences are as a result of choices</p> <p>Understanding how to make responsible choices</p> <p>Show empathy by seeing things from others' perspectives</p>	<p><b>Celebrating differences</b></p> <p>Identify similarities and differences between families</p> <p>Understand strategies to manage family conflict and how to manage it (child-centred)</p> <p>Show awareness of what to do when witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p><b>Healthy me</b></p> <p>Understand the importance of exercise</p> <p>Create fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>To know how to keep safe and why it's important online and offline</p> <p>To learn how to have respect for myself and others</p> <p>Healthy and safe choices</p>	<p><b>Dreams and goals</b></p> <p>Difficult challenges and achieving success</p> <p>To know why it is important to have dreams and ambitions</p> <p>To say what challenges I face and how I can overcome them</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Understand what it means to be an effective learner by evaluating learning processes</p> <p>Identify strategies to manage feelings</p> <p>Simple budgeting</p>	<p><b>Relationships</b></p> <p>Understand family roles and responsibilities</p> <p>Know what makes a good friendship and how to negotiate when things go wrong.</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p><b>Changing me</b></p> <p>Understand how babies grow</p> <p>Understanding a baby's needs</p> <p>Identify outside body changes</p> <p>Identify Inside body changes</p> <p>Recognise that sometimes people have family stereotypes</p> <p>Ask questions about my ideas</p> <p>Preparing for transition</p>
<b>Visits/Workshops</b>		<b>Pizza Express</b>	<b>Local Area Walk</b>	<b>Romans Workshop</b>		