

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Homes God's vision for every family Judaism Learn about places of worship- visit a synagogue. To know that a synagogue is a special place.	Promises Promises made at Baptism Visitors waiting for the coming of Jesus	Journeys Christian family's journey with Christ	Listening Jesus gives himself to us Giving All Lent: remembering Jesus' total giving	Energy Gifts of the Holy Spirit Muslim Learn about places of worship- mosques are special buildings. Friday is a special day of prayer. Muslims are called to pray.	Choices Importance of examination of conscience Special places Holy places for Jesus and the Christian community
Reading	BFG - Roald Dahl Water Cycle poem – Andrew Fusek Peters Listening to and discussing what they have read. Drawing inferences Preparing poems to read aloud and to perform. Recognising some different forms of poetry.	BFG - Roald Dahl Sand Wizards – Jon Blake Predicting what might happen from details stated and implied Discussing words and phrases that capture the reader's interest Checking that the text makes sense to them	Roald Dahl James and the Giant Peach A Tale of Two Robots – Roy Apps Increasing their familiarity with a wide range of books Retell some stories orally. Discussing their understanding and explaining the meaning of words in context.	Roald Dahl James on the Giant Peach Smash and Grab by John Dougherty Dictionaries to check the meaning of words they have read Identify themes and conventions in a wide range of books. Reading books that are structured in different ways and reading for a range of purposes.	Roald Dahl Charlie and the Chocolate Factory The Enchantress of the Sands by Jamila Gavin Ask questions to improve their understanding of the text and use the answers to draw inferences. Identifying main ideas drawn from more than one paragraph and summarising them	Roald Dahl Charlie and the Chocolate Factory Participating in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. Identify how language structure and presentation contribute to meaning.
Writing	Poetry – Creating a water cycle poem of their own Composing and rehearsing	To write a story with a familiar setting Christmas Story Narrative (Mrs Claus Saves the Day)	Non – Fiction Where does water come from? Planning, discussing	Non- fiction Non-chronological reports	Non- fiction Instruction writing Autobiography	First Person Narrative Using the present perfect form of verbs in

	<p>sentences orally Building a rich and varied vocabulary Edit</p>	<p>Organising paragraphs around a theme Using fronted adverbials with commas Using direct speech Edit spelling and punctuation errors and improve Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar</p>	<p>and recording ideas Retrieve and record information from non-fiction Organising paragraphs around a theme</p> <p>Science fiction – To write a new episode for the story</p> <p>Extending the range of sentences using a wide range of conjunctions Using and punctuating direct speech Indicating possession by using the possessive apostrophe with plural nouns To edit and improve</p>	<p>Fiction – To write a mystery story</p> <p>In non- narrative material, using simple organisational devices for example heading and sub-headings. Include subordinate clauses to add more detail Include prepositions To use prefixes and suffixes To edit and improve proposing changes to grammar and vocabulary to improve consistency</p>	<p>Story from another Culture Non-Chronological Report</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Assessing the effectiveness of their own and others writing and suggesting improvements To edit and improve proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences.</p>	<p>contrast to the past tense. To use determiners effectively To recognise a variety of words from the same family and spell them correctly.</p>
Maths	<p>Place value</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication 	<p>Fractions and Decimals</p> <p>Geometry</p> <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing 	<p>Measures including time</p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacit 	<p>Geometry</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and

	<p>(hundreds, tens, ones)</p> <ul style="list-style-type: none"> compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words <p>solve number problems and practical problems involving these ideas.</p>	<p>and hundreds</p> <ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>tables</p> <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators 	<p>y (l/ml)</p> <ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and 	<p>describe them</p> <ul style="list-style-type: none"> recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>
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Science	Animals including humans Gathering, recording, classifying and presenting data to answer questions.	Rocks Record findings using labelled diagrams and simple language.	Can you feel the force? Set up simple enquiries, comparative and <i>fair tests</i> . Use results to <i>draw simple conclusions</i> .	Light Use evidence to answer questions or support findings.	Plants Use results to draw simple conclusions.	Child Led Investigation Big Questions Asking relevant questions and using different types of scientific enquiries to answer them

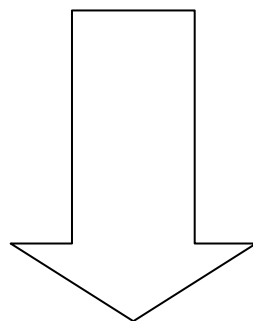
<p>Computing</p>	<p>Big Robots Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Going for Gold Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Get Blogging 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 Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content</p>	<p>We are publishers 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 Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</p>	<p>Young Coders 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 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.</p>	<p>Class Democracy Use search technologies effectively 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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
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PE	<p>Basketball</p> <p><u>Aims</u>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Gymnastics</p> <p><u>Aims</u>- develop flexibility, strength, technique, control and balance.</p>	<p>Dance (performance)</p> <p><u>Aims</u>- perform dances using a range of movement patterns.</p>	<p>Athletics</p> <p><u>Aims</u>- use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Circuit</p> <p><u>Aims</u>- take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Football</p> <p><u>Aims</u>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
<p>History and Geography</p>	<p>Romans</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Earthquakes and Volcanoes</p> <p>To describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.</p>	<p>The Savage Stone Age</p> <p>To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Rainforests</p> <p>To know about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers and mountains.</p>	<p>Egypt</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>UK</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

Art	<p>Painting Henri Rousseau Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. •Experiment with creating mood with colour.</p>	<p>Healthy Sandwich Volcanoes and Earthquakes To use PVA, sticky tape, masking tape etc. to join materials. To understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron. To can use scales to measure ingredients accurately to the nearest gram. To can measure liquids accurately. To can recognise the necessity of following an order in a recipe. To know correct knife grips for cutting and spreading. To can assemble and cook ingredients. To am beginning to control the temperature of the oven/ hob.</p>	<p>Drawing Claude Monet To use different hardness of pencils to show line, tone and texture. To annotate sketches to explain and elaborate ideas. To sketch lightly (no need to use a rubber to correct mistakes). To use shading to show light and shadow. To use hatching and cross hatching to show tone and texture.</p>	<p>Collage Claude Monet To sketch lightly (no need to use a rubber to correct mistakes). To use shading to show light and shadow. To replicate some of the techniques used by notable artists, artisans and designers.</p>	<p>Make and Egyptian Model To use pencils and rulers to mark to the nearest millimetre for cutting. To use scissors to cut straight lines, corners, curves, slots and cut outs. To use PVA, sticky tape, masking tape etc. to join materials. To identify success in my work as it progresses. To can identify what I might change in existing work or develop in future work. To can continually improve my work and justify the reasons for my choices.</p>	<p>Sculpture Clay modelling – animals To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. To use clay and other mouldable materials. Add materials to provide interesting detail.</p>
Music	<p>Key Milestone: to perform</p> <p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p>	<p>Key Milestone: to compose</p> <p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p>	<p>Key Milestone: to transcribe</p> <p>Devise non-standard symbols to indicate when to play and rest.</p>	<p>Key Milestone: to describe music</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>Key Milestone: to compose</p> <p>Create repeated patterns with a range of instruments.</p>	<p>Key Milestone: to describe music</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>

PSHE	<p>New Beginnings</p> <p>To recognise and explore a range of feelings linked to new beginnings and endings To understand that their actions affect themselves and others To care about other people's feelings and to try to see things from their point of view.</p>	<p>Getting on and falling out</p> <p>To work together in a group, using appropriate social and communication skills such as listening, waiting for your turn, encouraging others, making clear contributions, evaluating the group process.</p>	<p>Say no to bullying</p> <p>To understand the key role of witnesses to a bullying situation, and how they may be feeling. To know that witnesses have a choice of actions they can take. To develop self-awareness and empathy, understanding that what we think and feel may be at odds with our behaviour, and that this may be the case for others too.</p>	<p>Good to be me</p> <p>To know that more than one feeling can be experienced at the same time. To be able to handle feelings so that behaviours that result are appropriate. To recognise others' feelings and concerns. To choose when to show and when not to show feelings.</p>	<p>Going for Goals</p> <p>To persevere and accept deferred gratification. To relate thoughts and actions.</p>	<p>Relationships</p> <p>To learn to explain their feelings about the important people or animals in life. To be able to talk about what is special. To celebrate the life of someone or something that is cared about.</p>
MFL	<p>Core units 1,2,3</p> <p>Read and understand the main points in short written texts</p>	<p>Core units 1,2,3</p> <p>Write a few short sentences using familiar expressions</p>	<p>Animals and Food</p> <p>Read and understand the main points in short written texts</p>	<p>Animals and Food</p> <p>Understand the main points from spoken passages</p>	<p>At School</p> <p>Write a few short sentences using familiar expressions</p>	<p>Playtime</p> <p>Understand the main points from spoken passages</p>

For PSHE and RSE plans please scroll down.



AUTUMN TERM YEAR 3					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (SRE - life stages and relationships)</p>	<p>Understand that they grow and change throughout life. Learn about what makes a healthy life-style, including the benefits of healthy eating, and how to make informed choices. Learn that bacteria and viruses affect health and that following simple, safe routines can reduce their spread.</p> <p>Science Links Animals, including humans</p> <p>Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>Domestic church Family Homes God's dream for every family</p> <p>Baptism/confirmation belonging Promises Promises made at Baptism</p> <p>Advent/Christmas loving Visitors Advent: waiting for the coming of Jesus</p> <p>Other Faiths Judaism</p>	<p>Learn to value themselves as children of God (JIL).</p> <p>Learn the main stages of the human life cycle from birth to death (JIL). Explore the expressions of love and joy in a family (JIL). Explore the sacrament of marriage as an expression of love (JIL). Investigate why parents need to care for their families (JIL). Investigate what is meant by relationships within families (JIL). Explore rituals celebrated in church, marking birth, marriage and death Explore ways in which their actions can spoil loving family relationships (JIL). Investigate what is meant by relationships with families (JIL).</p>	<p>New beginnings Investigate the special qualities, gifts and emotions of each person made in the image and likeness of God. Say no to bullying Realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities. Getting on and falling out Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>	<p>Fairground: 26– Special Places 18–We are all special 21–Caring for the Forest 29–Let's Celebrate Difference</p> <p>Story of the Rainbow Fairground: 22– Fair Price for Coffee Fair Trade quiz—buying and selling Global Connections</p> <p>Banana Game</p> <p>Fairground: 19—Mani's Healthy Journey 23—Where is my home? 25—Water for Life</p> <p>Themed Week/Days Anti-Bullying Week Healthy Living Universal Children's Day International Day of Peace Childline/nspcc</p>

SPRING TERM YEAR 3					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other to
<p>Our Lives (Drugs Education - tobacco education)</p>	<p>Become aware of substances which harm the body Become aware of choices they can make to protect their bodies. Understand which commonly available substances and drugs are legal and illegal, their effects and risks. Explore the qualities that make a good community.</p> <p>Science Links Identify that humans and some animals have skeletons and muscles for support, protection and movements</p> <p>That there are different kinds of responsibilities, rights and , and that these can sometimes conflict To recognise the role of community, voluntary and pressure groups. Explore why and how rules and laws are made and enforced and why different rules are needed in different situations. Become aware of school rules about health and safety, understand what democracy is, and about the basic institutions that support it locally and nationally.</p>	<p>Local church community Journeys Christian family's journey with Jesus</p> <p>Eucharist relating Listening & sharing Jesus gives himself to us in a special way</p> <p>Lent/Easter giving Giving all Lent a time to remember Jesus' total giving</p>	<p>Understand the importance of honesty and self-discipline (JIL). Learn about daily routines to care for your body and understand about a healthy lifestyle (JIL).</p>	<p>Going for Goals To resolve differences by looking at alternatives, making decisions and explaining choices. Relationships Explore aspects of friendship Explore changes that loss brings to themselves and others. Become aware of the range of feelings that people have when they experience a loss Be aware that death leads to 'new life' with God. ' Become aware that the church has rituals and ways of dealing with death.</p>	<p>Child's Guide to CAFOD Journey Through Bolivia. Video: 'One Day, One World'</p> <p>CAFOD Primary CD ROM (September 2004)</p> <p>Fairground: 21 - Caring for the Forest 27 - Being a Peace maker</p> <p>Fast Day Stories: www.cafod.org.uk</p> <p>Child's Guide to CAFOD: • Story of Sori</p> <p>Fairground: 23 - Where is my home - Story of Sitara 25 - Water for Life.</p> <p><u>Themed Week/Day</u> Fairtrade Online Safety Week Safer Sleep Day</p>
<p>Citizenship and democracy</p>					

SUMMER TERM YEAR 3					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Difference and Diversity)</p>	<p>Realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities. Be aware of the importance of working together as part of a community. Develop an appreciation of their own cultures and identify some significant elements in them to appreciate the range of national, regional., religious and ethnic identities in the United Kingdom. Explore how the media present information.</p>	<p>Pentecost serving Energy Gifts of the Holy Spirit</p> <p>Reconciliation Inter-relating Choices The importance of examination of conscience Sacrament of Reconciliation</p> <p>Universal Church world Special places Holy places for Jesus & the Christian</p> <p>Other Faiths Islam</p>	<p>Explore the ways in which feelings affect, and are affected by actions (JIL)</p>	<p>Good to be me Deepen the understanding of forgiveness and reconciliation. Explore the place of the sacrament of Reconciliation in their lives. Find out what happens to their bodies during periods of rest and exercise.</p> <p>Changes 3.3.c investigate the consequences of choices</p>	<p>A Day in the Life of a Child in Columbia: (Child's Guide to CAFOD) www.cafod.org.uk/schools</p> <p>Fairground: 29 - Millennium Development Goals—Making the world a fairer place. CAFOD Primary CD ROM www.cafod.org.uk/schools</p> <p>Fairground: 27 - Being a Peacemaker</p> <p>Fairground: 18 - We are all Special 21 - Caring for the Forest 26 - Special Places 29 - Let's Celebrate Difference</p> <p>We work together poster and Lesson Plan</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video Primary CDROM Rainbow Story</p> <p>Themed Week/Day Day of Many Colours International Day of Friendship Healthy Living Week National Sport Week</p>
<p>Environment</p>	<p>Explore ways in which people affect the environment. Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. Explore ways in which they are responsible for their own environments, including the development of sensible road use.</p> <p>Geography Links</p> <p>Aspiration Week</p>				

