Year 3 Curriculum Map

YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	**Wolves in the Wall by Neil Gaiman** **An Anthology of Intriguing Animals by Ben Hoare** **Writing Genres:** • Narrative • Non-chronological report **Grammar** • Full stops • Capital letters • Exclamation marks • Question marks • Word classes • Complex sentences • Prepositions • Time adverbials • Relative pronouns • Commas to separate clauses • Inverted commas **Spellings** • sion / tion • Prefixes • Homophones and near homphones **Reading- Wolves in the Wall by Neil Gaiman** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency	**Stone Age Boy by Katoshi Kitamura** **The Street Beneath My Feet by Charlotte Guillain** **Writing Genres:** • Narrative • Explanation **Grammar** • Prepositional phrases • Adverbs • Adverbial phrases • Direct speech • Noun phrases • Relative pronouns • Commas to separate clauses • Tenses **Spellings** • sure / ture • -ous, -ious • Contractions • Possessive apostrophe with plural words • **Reading Stone Age Boy by Satoshi Kitamura** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo	**George's Marvellous Medicine by Roald Dahl** **My Strong Mind by Niels van Hove and Vanlaldik** **Writing Genres:** • Narrative • Instruction **Grammar** • Noun phrases • Inverted commas • Word classes • Commands • Exclamations • Adverbials • Dialogue • Adjectives • Parenthesis • Subordinating conjunctions • Complex sentences • Imperative verbs **Reading- George's Marvellous Medicine by Roald Dahl** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	**The Magic Paintbrush by Julia Donaldson and Joel Stewart** **The Colour Collector by Nicholas Solis and Renia Metallinou** **Writing Genres:** • Narrative • Poetry **Grammar** • Dialogue • Imperative verbs • Prepositions • Adverbials • Prepositional phrases • Inverted commas • Sentence structures • Time adverbials • Adjectives • Noun phrases • Complex sentences • Conjunctions • Relative pronouns • Suffixes • Verbs **Spellings** • /i/ spelled 'y' • /ʌ/ spelled 'ou' • Contractions • Possessive apostrophe with plural words **Reading –Varjak Paw** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction;	**The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith** **Climate Action by Georgina Stevens and Katie Rewse** **Writing Genres:** • Narrative • Non-fiction - Newspaper article **Grammar** • Adjectives • Time and place adverbials • Coordinating conjunctions • Complex sentences • Subordinate clauses • Inverted commas • Determiners • Adjectives • Tenses • Subordinating conjunctions • Verbs • Colons • Noun phrases • Preposition • Commas in lists • Possessive apostrophes • Modal verbs **Spellings** • /k/ and /ʃ/ spelled 'ch' • /g/ spelled -gue and /k/ spelled –que • Homophones and near homphones **Reading- Charlotte's Web by E.B. White** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction;	**I Asked the Little Boy who Could not See- Anon** **The Gardener by Sarah Stewart** **Writing Genres:** • **Poetry** • **Letter writing** **Grammar** • Inverted commas • Parenthesis • Adjectives • Superlatives • Adverbs • Sentence types (questions.) • Adverbials • Verbs **Spellings** • /s/ spelled sc • /eɪ/ spelled ei, eigh, or ey • Possessive apostrophe with plural words **Reading- Charlotte's Web by E.B. White** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and

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	(punctuation, rate, phrasing and expression.)	and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	**Spellings** • Adding suffixes beginning with a vowel to polysyllabic words • cian / ssion • Homophones and near homphones	summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)
MATHS	**Number** • Read, write, order and compare numbers to 100 • Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference • Derive new facts from a known fact **Place Value** • Read, write, represent, partition, order and compare 3-digit numbers • Find 10 and 100 more or less • Round to the nearest 10n and 100 **Graphs** • Collect, interpret and present data using charts and tables	**Addition and Subtraction** • Develop and use a range of mental calculation strategies • Illustrate and explain formal written methods – column method **Length and Perimeter** • Measure, draw and compare lengths • Add and subtract lengths • Calculate perimeter	**Multiplication and Division** • Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 • Multiplication structures; equal groups/parts, change and comparison, correspondence problems •Relationships; commutativity and inverse **Calculating with multiplication and division** • Multiply and divide by 10 and 100 • Multiply an 2-digit number by 2, 3, 4, 5 and corresponding division situations • Divide a 2-digit number by a 1-digit number	**Time** • Tell, record, write and order the time analogue and digital • 12-hour, am, pm • Measure, calculate and compare durations **Fractions** • Part-whole relationships • Fractions as part of a while or a whole set and as a number • Add, subtract, compare and order fractions	**Angles and Shape** • Identify angles, including right angles and recognise as a quarter of a turn • Identify and draw parallel and perpendicular lines • Draw/make, classify and compare 2D and 3D shapes • Measure the perimeter **Measures** • Read scales with different intervals when measuring mass and volume • Weigh and compare masses and capacities with mixed units • Estimate mass and capacity	**Securing Multiplication and Division** • Recall and use multiplication and division facts for six- and eight-times tables **Exploring Calculation Strategies and Place Value** • Add and subtract mentally • Find 10, 100 and 1000 more or less • Order and compare beyond 1000 • Round numbers
HISTORY **/** **GEOGRAPHY**	**Geography:** **Settlements** **Key knowledge:** • The land on Earth can be flat or raised. • Raised land is known as hills or mountains. • Mountains are much taller than hills. • There are hills and mountains in each country of the United Kingdom: England,	**History:** **Stone, Bronze and Iron Age** · Prehistory is the time before written records · Artefacts and people from prehistory are prehistoric · Prehistory is split into the Stone, Bronze and Iron Ages · The Stone Age is split into three eras	**Geography:** **Europe** · Europe is a continent · Europe is located in the Northern Hemisphere · There are over 40 different countries in Europe · Europe can be divided into four different regions The different regions are Northern, Southern, Western and Eastern Europe · Geography can be separated into human and physical · Human features are linked to human activity · Physical features are linked to the natural world · There are many physical features found across Europe		**Geography:** **Climate Zones and Biomes** · Climate zones are areas around the world with a similar climate. · The climate is the usual pattern of weather. · Places near the Equator are hot and wet. · Places along the tropics are dry all year. Places get colder as you move from the tropics to the poles. · Biomes are located around the world. · Biomes are large regions that have similar plants and animals.	**History:** **Ancient Greeks** · The Minoans were a Bronze Age civilization that lived on the island of Crete. · British archaeologist Sir Arthur Evans excavated ruins and found evidence of the Minoans. · The Minoan civilization began to weaken around 1450 BC.

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	• Scotland, Wales and Northern Ireland. • Parts of the United Kingdom are more mountainous than others. • An ocean is a large body of water. • A smaller ocean is called a sea. • There are three seas and one ocean surrounding the United Kingdom. • The coast is where the land meets the sea. • The United Kingdom is an island surrounded by coast. • A beach is a strip of sand or small stones beside the sea. • A cliff is an area of high steep rock by the sea. • A river is a naturally flowing body of water. • There are many rivers flowing through the United Kingdom. • A river has three different parts to its course: the upper course, the middle • course and the lower course. • The longest river in the United Kingdom is the River Severn. • · A settlement is where people have chosen to live. • · When choosing where to build a settlement people look for access to certain resources such as water, food and shelter. • · Settlements can be in the countryside or built up land. • · Types of settlements are cities, towns, villages and hamlets. • Cities are the largest settlements and hamlets are the smallest. • A county is different to a country. • A county is a part of a country that has its own council. • The council is responsible for making decisions and maintaining different services for the people.	· The first people would have reached Britain by foot as Britain was joined to Europe by land · The people would have moved around hunting for food and used tools made from a stone called flint · Life changed for people during the Stone Age · In the Neolithic Period people started to farm · They tamed animals and ploughed fields · The people started to stay in one place and needed stronger permanent homes · People began to make pottery • Skara Brae is an example of a Neolithic settlement · The Bronze Age followed the Stone Age and began over 4000 years ago · In the Bronze Age people learnt how to make bronze · They could make new objects from bronze and other metals · People in Britain learnt metalworking skills from the people of Europe · People became wealthy for the first time There was conflict between groups of people · The Iron Age followed the Bronze Age · People started to use iron much more than bronze as the material were easier to find · More people could make iron tools, weapons and objects · More conflicts meant people needed to protect themselves and land and so the tribes built hillforts · They shared a culture with the tribes of Europe The druids were the priests of Iron Age Britain · Stonehenge is a monument built from many different stones · Monuments are built to celebrate or remember something or someone	· The physical features of Europe are varied There are mountains, rivers, lakes, forests and coastlines · Human features are created by humans · Man-made landmarks are an example of human features · Landmarks are often built to represent or symbolise a place · There are many different man-made landmarks across Europe Examples of man-made landmarks are buildings, monuments, bridges and castles · Each country in Northern Europe has a capital city · We can use a grid reference to locate places on a map · Sweden is one of the countries in Northern Europe · Typical life in Sweden has similarities and differences to life in the United Kingdom · We can use written sources and maps to find out more about a place · Each country in Eastern Europe has a capital city · We can use a grid reference to locate places on a map · Ukraine is one of the countries in Eastern Europe · Life in Ukraine has similarities and differences to life in the United Kingdom We can use written sources and maps to find out more about a place · Each country in Western Europe has a capital city · We can use a grid reference to locate places on a map · Belgium is one of the countries in Western Europe · Life in Belgium has similarities and differences to life in the United Kingdom We can use written sources and maps to find out more about a place · Each country in Southern Europe has a capital city · We can use a grid reference to locate places on a map · Spain is one of the countries in Southern Europe · Life in Spain has similarities and differences to life in the United Kingdom We can use written sources and maps to find out more about a place · Italy is a country in Southern Europe · Italy is a Mediterranean country · Italy is located on a peninsula · Italy is bordered by four other countries and by the Mediterranean Sea · The weather and climate of Italy is different in the north and south There are many different physical features across Italy · Italy is a country separated into different regions · There are 20 regions in total · Each region is different · Each region has a capital city · The capital city is known as the ‘capoluogo’ The capital city represents what is significant about that region · Rome is the capital of Italy · The city was founded over 2000 years ago · Rome has a Mediterranean climate · The Vatican City is inside Rome · There are many interesting landmarks across Rome · There are similarities and differences between life in Rome and life in your locality	· Biomes are influenced by climate zones. The same biome can be found across different continents. · The polar desert and tundra biomes are furthest from the Equator. · If we continue moving towards the Equator, we encounter the boreal forest, deciduous forest and grassland biomes. · Each biome presents different challenges. The flora and fauna of each biome have adapted to survive the conditions. · The tropical rainforest biome is located along the Equator. · The savannah biome is often located either side of the tropical rainforest biome. · Moving further north or south you encounter areas of desert and chapparal. · Each biome presents different challenges. The flora and fauna of each biome have adapted to survive the conditions. · Some things are essential for humans. · Other things are desirable but non-essential. · Each biome is different for the humans living there. · Some characteristics are positive. Some characteristics are negative and present a challenge. · The United Kingdom sits within the deciduous forest biome. · The United Kingdom was once covered in deciduous forests. · Most of those deciduous forests have now been cleared. · There are reasons for and against the deforestation. · We can carry out fieldwork to investigate the forests. Fieldwork is used to answer questions.	The Mycenaeans took over the islands of the Minoans and they lived much like the Minoans. · The Greeks called their land Hellas, and their people were called Hellenes. · Greece was a mountainous country, so it did not have a unified empire. · The Greeks lived in smaller cities called a polis or a city-state. Each city-state ruled itself and they had their own government, laws and army. · The Classical Period is often referred to as ‘the Golden Age of Greece’. · From 508BC, Athenian democracy was established. · Athenian democracy was structured in three separate parts: Ekklesia, Boule and Dikasteria. After defeating the Persians at war, Greece was at peace and Greek culture flourished. · Athens and Sparta were the two most important city-states. · Athens was built at the base of the Acropolis. · Sparta was surrounded by mountains. · In the Peloponnesian war, Sparta defeated Athens in 404BC. Thebes defeated Sparta in 371BC restoring democracy in Athens. · Alexander the Great conquered many empires between 333BC - 323BC. · He never lost a single battle, and his military tactics are still studied today. · Alexander was successful because he made alliances with his enemies. In 323BC, Alexander the Great died at 32 years old and no one knows how he died. · The philosophers Socrates, Plato and Aristotle moved the quest for knowledge away from myths and superstitions to inquiry

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	• Counties are found in each country of the UK: England, Scotland, Wales and Northern Ireland. • There are many different counties in England. • Each county contains different cities, towns, villages and hamlets. • The land in the United Kingdom is used in four main ways: farming, conservation, building and leisure. • Countryside includes farmland and protected land. • Built up land is land used for settlements and other buildings. • 84% of the population live in a town or city in the UK.	· Monuments have been built all around the world · We have an idea about when and how it was built · We do not know why it was built and how it was used There are different theories about why it was built and how it was used · The word civilization describes a group of people who live with certain characteristics · Some of the earliest civilizations were located in parts of the continents of Asia and Africa · We can compare the earliest civilizations to prehistoric Britain · This shows us that life was not the same in other parts of the world This shows us that other parts of the world were more advanced than prehistoric Britain			based on research and carefully detailed observations. · In 776BC, the first Olympic Games were held every 4 years for 1000 years. They began again in 1896 and continue today. · Hippocrates was a famous Greek doctor. He taught that diseases had natural causes and that they could sometimes be cured by natural means. The ancient Greeks developed the way we record history by focusing on research and detail.
SCIENCE	**Biology** **Skeletons and Muscles** Children will learn: • what a human skeleton looks like • what the function of the human skeleton is in terms of movement, support and protection • how bones and muscles work together • the different types of muscle found within our bodies • how skeletons vary between different animals – endoskeletons, exoskeletons and hydrostatic skeletons • what nutrition is and how it is obtained through eating different food groups • how different animals get the nutrition they need	**Chemistry** **Rocks and Fossils** Children will learn: • what rocks are and how they can be classified as either sedimentary, igneous or metamorphic • the properties of different types of rocks – in particular, durability and permeability • how different rocks can be used and how those uses are based upon their properties • what fossils are and what they can tell us about the past • who Mary Anning was • the process of fossilisation and the different types of fossil • what soil is, what soil is made from and	**Physics** **Light and Shadows** Children will learn: • There are different sources of light and those sources can be natural or man-made • who Thomas Edison was and why he is considered significant • darkness is the absence of light and light allows us to see things • light is reflected from surfaces • some objects are opaque, some are transparent, and some are translucent • shadows are formed when light is blocked by an opaque object • position, shape and size of a shadow can be varied • light is dangerous and we can take steps to protecting our ourselves from the Sun • the different uses of mirrors	**Biology** **Plants** Children will learn: • what a plant needs to grow • the impact of fertiliser on a growing plant • plants have roots to absorb water and nutrients but also to anchor the plant in the ground • plants have a stem as it is needed to support the plant and transport water from the roots • plants have leaves because they play an important part in how a plant produces its own food • that flowering plants produce flowers as an important part of their lifecycle	**Physics** **Forces and Magnets** Children will learn: • what forces are in terms of pushes and pulls • that gravity and friction are forces • how objects move on different surfaces • what a magnet is and what different magnets look like • that a magnet has two poles • how magnets react to each other • that materials can be magnetic or non-magnetic • how to investigate whether a material is magnetic • how magnets are used in real-life scenarios to make some tasks much easier

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		whether all soils are the same			• the stages in the lifecycle of a flowering plant	
ART/ DT	**Art – Gestural Drawing with charcoal** Disciplines: Drawing, Sketchbooks Artists: Heather Hansen, Laura McKendry, Edgar Degas Key Concepts: • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	**Design Technology - Cooking and Nutrition** Design: • Design appealing products for specific user • Generating ideas and communicating through discussions and drawings (labelling plan). Make: • Selecting a range of ingredients that could work well together. • Using simple utensils and equipment. Evaluate: • Does my meal match my brief?	**Art – working with shape and colour** Disciplines: Printmaking (Stencil/Screen Print), Collage Artists: Henri Matisse, Claire Willberg Key Concepts: • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints.	**Design Technology - Mechanical Systems** Design: • Generate realistic ideas and use annotated sketches and prototypes to develop model. • Design purposeful and functional product • Explore existing products with levers and linkages Make: • Select and use tools with some accuracy to cut, shape and join paper and card Evaluate: • Test and evaluate products	**Art – cloth, thread, paint** Disciplines: Painting, Sewing, Drawing, Sketchbooks Artists: Alice Kettle, Hannah Rae Key Concepts: • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art. Children are: • Introduced to artists that combine paint and sewing, art and craft, to make work. • Exploring how these artists use fabric, paint and thread to make work in response to landscapes • Creating an underpainting on cloth, using paint in a fluid and intuitive way. 	**Design Technology - Shell Structures** Design: • Use research to inform the design of innovative, functional products fit for purpose. • Explore how structures can be made stronger, stiffer and more stable. • Explain design using talk and drawings. Make: • Select from and use a wide range of materials and components, according to their characteristics • Construct strong, stiff shell structures that meet eco criteria. Evaluate: • Evaluate their ideas against design criteria. Consider the views of others to improve their design ideas.

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	Children are: • Discovering how to make drawings that capture a sense of drama or performance using charcoal. • Using the qualities of the medium to work in dynamic ways. • Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.  		Children are: • Looking and using the "Show Me What You See" technique to explore artwork from a particular artist, movement or era. exploring how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. • Using first collage, then simple printmaking methods, to create meaningful compositions in response to the original artworks they looked at.  			
RE	**Introduction to Judaism** Judaism: Beliefs • Looking at the demographics of Judaism in London and globally • Learning the key ideas behind Judaism including covenant, Tanakh, mitzvoth and Shabbat • Looking at the Temple in Jerusalem and its destruction Judaism: Practices • Learning about the synagogue, Bah Mitzvah, and the festivals of Hanukkah and Rosh Hashanah		**Christianity: Teachings and Action** What evidence of Christianity is there in London? • Looking at the history of St Paul's Cathedral and Catholic churches in London • Looking at Christian art in the National Gallery • Learning about baptism and evangelism through their presence in London What did Jesus teach about the poor? • Learning about Jesus's teachings on poverty and charity • Looking at life in a religious community and how people live out these teachings		**Islam: Visual Art** What does Islamic art teach us about Allah? • Learning about Islamic ideas of Allah through repeating tile patterns, decorate Qur'ans and Arabic calligraphy • Designing a repeating tile pattern using symmetry What symbols are important in religion? • Learning about the importance of symbols in different religions including the Star of David, ICTHUS fish and Islamic star • Thinking about the meaning of symbols more generally and where we see them in our day-today lives	

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Music	**Musical Spotlight:** Writing Music Down Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave. **Social Question:** How Does Music Bring Us Closer Together? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Reading notation is introduced as an option in year 3	**Musical Spotlight:** Playing in a Band Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds. **Social Question:** What Stories Does Music Tell Us About the Past? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Reading notation is introduced as an option in year 3.	**Musical Spotlight:** Compose Using Your Imagination Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell? **Social Question:** How Does Music Make the World a Better Place? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, G♯, A, B Reading notation is introduced as an option in year 3	**Musical Spotlight:** More Musical Styles Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit. **Social Question:** How Does Music Help Us Get to Know Our Community? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, G♯, A, B Reading notation is introduced as an option in year 3.	**Musical Spotlight:** Enjoying Improvisation Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat? **Social Question:** How Does Music Make a Difference to Us Every Day? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, G♯, A, B♭, B Reading notation is introduced as an option in year 3.	**Musical Spotlight:** Opening Night Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there! **Social Question:** How Does Music Connect Us with Our Planet? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G♯, G, A, B♭, B Reading notation is introduced as an option in year 3
French	**I'm Learning French** **J'apprends le Francais** Pupils will learn to: • Find France on a map and learn some key facts about France/French speaking countries • Say hello and goodbye in French • Say 'my name is/I am called,' in French • Ask somebody their name in French • Ask somebody how they are feeling in French	**Shapes** **Les Formes** Pupils will learn to: • Recognise and recall 10 shapes with their determiners/indefinite articles • Understand more about the 2 determiners/indefinite articles for 'a/an' • Revise numbers 1-5 and express how many of each shape they can see	**Animals** **Les Animaux** Pupils will learn to: • Understand that all nouns in French are either masculine or feminine • Read, write and say the French masculine word for 'a' • Read, write and say the French feminine word for 'a'	**I am able** **Je peux...** Pupils will learn to: • Recognise and recall 5 verbs in French • Use the structure 'je peux...' with the infinitive verbs • Use the negative structure 'je ne peux pas...' followed by infinitive verbs • Use the conjunctions 'et' (and) & 'mais' (but) to extend sentences	**Seasons** **Les saisons** Pupils will learn to: • Recognise and recall the 4 seasons with the correct determiners/articles • Construc a short phrase about each of the 4 seasons • Express which is their favourite season	

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	• Say how I am feeling in French • Read, write, say and recognise numbers 1-10 in French • Read, write, say and recognise ten key colours in French	• Use their new knowledge on shapes in a variety of creative tasks	• Say up to 10 animals in French with the correct word for 'a' • Read up to 10 animals in French with the correct word for 'a'			
COMPUTING	**Digital Literacy** **E-safety** Revisited throughout the academic year. The children will learn... • To talk about the various uses of technology • To talk about what makes a secure password and why they are important • To talk about ways they can protect their personal information online • To report concerns to an adult • To be positive and kind online	**Information Technology** **PowerPoint** The children will learn... • To identify key words to use when searching on the internet • To create a hyperlink to a resource on the internet • To use a keyboard confidently and make use of a spellchecker to write and review work • To create, modify and present documents for a particular purpose • To confidently save and open files	**Information Technology** **Excel** The children will learn... • To talk about the different ways data can be organised • To collect data to help answer a question • To make and save a chart or graph using the data collected • To search a readymade data table to answer questions	**Digital Literacy** **Emails** The children will learn... • To discuss ways to communicate with others online and begin to identify their benefits • To compose and send an email to a friend • To check their inbox for emails • To open an email and reply appropriately • To attach an image to an email	**Computer Science** **Coding and algorithms** The children will learn... • To put programming commands into a sequence to achieve a specific outcome • To use repeat commands • To recognise when to debug a program • To describe the algorithm I will need for a simple task • To detect a problem in an algorithm which could result in unsuccessful programming	
PSHE	**Resilience and Reflection** Children will focus on identifying their own emotions. They will understand the process of learning including developing resilience and overcoming barriers. • What has been your experience of lockdown and how are you feeling about returning to school? • What qualities do Resilient Riley and Creative Curtis have that make them more effective learners? • How does Independent Isha become an effective learner? • How can I deal with difficult situations in my life? • How can Petr Participate and Collaborative Twins	**Safety Online** Children will learn how to stay safe on the internet including interacting with people safely and respectfully and appropriate information to share online. They will also discuss levels of time spent gaming and the effects of this. • What is good and bad about the internet? • How are online friends different from friends in the real world? • ThinkUKnow: Jessie and Friends • What is my personal information? • What advice about being safe online do pupils in Year 3 need to know?	**Exercise** Children will understand the positive and negative impact of exercise on our minds and body. • Can exercise be fun, quick and free? • Why is being active good for our minds and our bodies? • What happens to my body if I don't exercise? • Why is it good for us to spend time outdoors? • What are the signs I might be getting ill and who can I go to if I am worried?	**What I Like** Children will be able to express their interests and understand what is important to me. They will also understand how to express a difference in opinion. • What are my likes and dislikes? • What is important to me? • What do I do if I don't agree? • What can I do and where can I go for help if I'm worried or uncomfortable?	**Stereotypes** Children will understand assumptions and stereotypes and how to challenge traditional stereotypes. • Boys Vs Girls Men Vs Women • What is it like when people make assumptions about you? • How can I know what to say when people say things based on stereotypes? • Can we change traditional stereotypes?	**YAS Being Part of a Community** Children will understand different communities including; class, family and local area. • What is my class community? • How do I belong to my community? • What is my family community? • How can I help the people in my community? • How can we design a community centre that is suitable for everyone?

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	help themselves and others learn?	• Is too much gaming bad for you?				
PE	**PE - Health and Fitness** • I can follow some complex aerobic steps in time to a beat. • I can demonstrate a push up with accuracy • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. • I can explain why it is important to warm-up and cool-down. • I can explain which muscles are working during a push up.	**PE - gymnastics** • I can perform a sequence with strength, balance and control. • I can roll forwards safely. • I can climb on the apparatus safely • I can begin to use the equipment in my gymnastics routine. • I can use the skills I have learned in one task and apply them in another. • I can compare gymnastic sequences, commenting on similarities and differences. • I can explain the success criteria needed to be a professional gymnast.	**PE – Dance** • I can perform sequences of movement in the Jazz style. • I can improvise freely, translating ideas from a stimulus into movement. • I can share and create phrases with a partner and in small groups. • I can refine my movements. • I can repeat, remember and perform these phrases in a dance. • I can use more complex dance vocabulary to describe how to • Improve and refine performances. • I can describe the style of Bob Fosse in detail. • I can confidently explain what a stimulus is.	**PE - Tag Rugby** • I can execute a successful pass of a rugby ball while on the move • I can move with the ball into space whilst avoiding being tagged • I can throw accurately at a target • Stay in my zone during a game • Use learnt skills to play a game of tag rugby • I can explain how teamwork can achieve a try in tag rugby • I can explain how to defend and attack against the opposite team	**PE – Tennis** • I can explain how to perform a forehand pass • I can use footwork to travel across the court • I can start a match developing my volley technique • I can explain the different shot used in gymnastics • I can be specific in explaining each position in football and what their role is. • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting.	**PE – Athletics** • I can run at various speeds whilst changing direction. • I can apply my skills to create a short sequence of various jumps using height and distance. • I can throw forwards accurately with one hand • I can describe the definition of agility and identify scenarios when it is used.

	Games - Hockey
	• I can keep contact with the ball and stick whilst moving
	• Pass or shoot the ball accurately
	• Gain possession of the ball
	• Keep control when receiving a pass
	• I can explain the different positions in a hockey
	• I can explain how to block tackle
	• I can explain where to stand during a game to benefit my team
		Games - Badminton
		• I can use badminton racket to control an object
		• I can travel using different footwork
		• I can have a short rally with partner
		• I can explain how to score a point in a badminton game
		• I can explain the ready position and why it is important in a badminton game
		• I can explain how to use footwork to your advantage
			Games - Basketball
			• I can bounce and dribble the ball from one end on the pitch to the other
			• I can throw a ball into a target using two hands
			• I can pass ball to team player at speed to
			• I can stand in the appropriate space during a game
			• I can communicate with teammates and decided which position to play
			• Name all positions in basketball game
				Games - Football
				• I can dribble the ball into an appropriate space
				• I can kick a ball accurately, adjusting power for distance.
				• I can hit the ball accurately in a straight line.
				• I can shoot on target.
				• I can be specific in explaining each position in football and what their role is.
				• I can confidently explain the difference between attacking and defending.
				• I can understand making and intercepting.
					Games – Netball
					• I can defend my opponent.
					• I can follow rules and work as part of a team
					• I can use a variation of passes and use them effectively.
					  • I can stay in a 'zone' during a game.
					  • I can explain the difference between a chest pass, shoulder pass and bounce pass.
						Games – Cricket
						• I can use an overarm throw to hit a target with accuracy
						• I can use the long barrier technique to stop a rolling ball
						• I can stand in a appropriate space during a game
						• I can explain the difference between attacking and defending
						• I can work as part of a team to stop the opposing team from scoring a point

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