



**Year 3**

**Curriculum Plan**

**National  
Curriculum from  
2014**

## Year 3 Autumn 1

### Topic

#### History

##### Who first lived in Britain? Stone Age to Iron Age

###### Focus on Stone Age

- Understand that Britain was once covered in ice.
- Know that the earliest settlers were hunter gatherers and lived in caves.
- Make deductions about lifestyle of Stone Age man from images.
- Give reasons to suggest Stone Age man was interested in art and ceremonials.
- Locate the move to farming on a simple timeline.
- Understand that hunter gatherers were living alongside early farmers about 5000 years ago.
- Explain the impact of farming especially taming wild animals, growing wheat etc.
- What does a study of Skara Brae (Europe's most complete Neolithic village) tell us about life in the Stone Age?
- Make deductions about way of life by studying evidence of buildings left behind etc at Skara Brae
- Grasp that the discovery of Skara Brae was quite recent and that changed our views of early communities about 10,000 years go.

###### Focus on Bronze Age

- Find out about Bronze Age technology, religion, travel etc
- Understand that Stonehenge was built about 5000 years ago in stages.
- Explain how it was built.
- Speculate as to likely use and come to reasoned judgement using evidence.
- Understand that it was one of many similar constructions from that time.

###### Focus on Iron Age

- Understand that Celts lived during the Iron Age, from about 600 BC to 43 AD - the time when iron was discovered and used.
- Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc
- Understand that the Iron Age ended when the Romans invaded Britain and set up their own civilisation and government

Visit from Archaeosoup

#### Geography

## **The World**

- Share and discuss where the children have been during the summer holidays (based on the children's homework).
- Locate the world's countries, using maps to focus on Europe, Russia and North America, concentrating on their environmental region, Key physical and human characteristics, countries and major cities.
- Which countries were affected by World War II?
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns and understand how some of these aspects have changed over time.

## **Exploring France** (Human geography study)

What is life like in France?

- Describe and understand key aspects of 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
- Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics countries, and major cities
- How is France different to the UK?
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.
- Describe and understand key aspects of physical geography including climate zones

Study France & its regions on maps. Explore varied French Landscapes through the eyes of tourists, artists & poets. 'Meet' different chn from various regions around the country & consider their lives.

## **Science**

### **Rocks**

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Relate the properties of rocks with their uses
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

### **Investigation Skills**

- Make careful observations.
- Set up simple comparative tests
- Measure using beakers and syringes.
- Present information in a branching key.
- Use presentations to report on findings from enquiries

## **Technology**

### **Structures**

Focus: Shell Structures

What could children design, make and evaluate?

- gift boxes/containers
- desk tidy
- disposable/recyclable lunchboxes
- packaging
- keep safe boxes
- mystery boxes

## Computing

### Animation and Storytelling

-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

Software to be used- Scratch.

The children will be learning about: coordinates; writing simple algorithms; debugging and forms of input and output in the form of the 'Broadcast' command.

## Art

**Drawing** - Line and shape - pencil, charcoal, wax, chalk, ink, pen, brushes.

As Year 2 plus

-Experiment with the potential of various pencils (2B -HB) and charcoal to show tone, texture etc.

-Encourage close observation of objects in both the natural and manmade world.

-Observe and draw simple shapes.

-Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.

-Make initial sketches as a preparation for painting and other work.

-Encourage more accurate drawings of people - particularly investigating proportions of the human body - body shape and movement in different positions/postures.

-Investigating light and shadow in own drawings.

Suggested Artists:

- Andy Warhol
- Paul Klee
- Andrew Gormly

## PE

### **Invasion Games**

(Unit 1 Y3)

Ball Skills-Invasion Focus

- Consolidate and improve the quality of their skills.
  - Improve their ability to select and apply simple tactics.
  - Work co-operatively in small groups
- Recognise how a small game activity can be improved.

### **Dance**

(Unit 1 Y3)

Who am I? and The Language of dance

- Improvise freely
- Develop different ways of travelling, jumping, turning and create dance phrases.
- Perform the basic actions and dances clearly and fluently.
- Work with a partner.
- Observe themselves and others dancing.

### **Swimming**

Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

## Music

Charanga

- Beat and pulse
- Percussion (cave music)
- Learning to sing, play, improvise and compose with this song, children will listen and appraise songs on Cheranga.

## RE

### **The Meaning of Signs and Symbols in Religion**

- Understand that signs and symbols are important in conveying meaning.
- Explore the idea that religious beliefs and ideas about God can be expressed in a variety of forms, including symbolism
- Know some common symbols used by Christians to express beliefs about God/Jesus.

- Describe artefacts and symbols which members of faith groups may wear or carry relating to their beliefs.

### **Hinduism - Beliefs and Practice**

- Understand about worship through the elements, rituals and artefacts that are involved in Hindu worship.
- Identify some of the customs and practices related to celebrating Divali
- Know the key events of the story of Rama and Sita and understand its meaning.
- Identify some practices associated with Divali and the symbolic significance of a Diva and how it relates to the Divali story.

Explore the importance of preparation for Divali for Hindu families.

## **French**

### **Je parle le français**

(Unit 1)

Where is France?

-Geographical position. -How do you get there? -Capital city, monuments, governance, key cities and rivers, climate etc.

Revise from KS1 greetings, asking and answering names.

Revise from KS1 classroom commands e.g. Regardez, Ecoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez Silence, Ecrivez, Marchez, Sautez, Tournez, Frappez etc.

Ask and answer questions about how they are.

-Say thank you.

-Numbers 1-12

-Reinforcement and consolidation of classroom object vocabulary

-Identify masculine, feminine and plural.

-Introduce mon, ma, mes.

-Write sentences describing classroom, pencil case, bag etc

## **PSHCE**

### **Welcome Back.**

- Speak out in front of the class and to listen to others. To express feelings about the coming year and set personal targets.

### **Our special class rules**

- Know our special class rules. Understand that we all have different kinds of responsibilities and duties.

### **Similarities and Differences**

- Know that people are similar and different in many ways. To respect and celebrate difference.

**Teasing, name calling and bullying. S.R.E.**

- Review the way we treat each other. Reinforce work done on valuing difference. Know what it is to be teased. Know that this is a form of bullying and is not acceptable behaviour.

**What is a good friend?**

S.R.E- Reflect on the qualities of a good friend. Consider whether they themselves display these qualities.

Seals theme for first half of term

- New Beginnings

**Cyber safety**

## Year 3 Autumn 2

### Topic

#### History

Continue with the Stone Age from Autumn 1

#### Geography

##### Earthquakes and Volcanoes

###### Earthquakes

- What is an earthquake and why do they happen?
- Describe and understand key aspects of physical geography including earthquakes
- Where do earthquakes happen?

###### Volcanoes

- What is a volcano? What makes them erupt?
- Describe and understand key aspects of physical geography including volcanoes
- Where are the world's volcanoes?
- Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

##### Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the sizes of shadows change.

###### Investigation Skills

- Set up a simple fair test.



- Make systematic and careful observations and measurements.
- Record findings as drawings.
- Record findings as a bar chart.
- Make predictions for further values.

## Technology

### Electrical Systems

- Simple Circuits and Switches
- Devise an air-raid siren

## Computing

### Programming with Logo

- 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.
- 3 or 4 lessons focusing on Programming
- 2 or 3 weeks using google earth/maps to investigate places and plan routes/directions
- Programming a screen turtle. Write and debug algorithms. Write procedures and repeat procedures to avoid repeating the code.

Software to be used:

- LOGO from 2Control NXT
- Scratch
- Google Earth/maps

## Art

**Colour** - pigment – paint, inks, pastels, dyes, etc and tools to apply colour – brushes, sponges, straws etc

Build on KS1-

- Extend exploring colour mixing to applying colour mixing.
- Make colour wheels to show primary and secondary colours.
- Introduce different types of brushes for specific purposes.
- Begin to apply colour using dotting, scratching, blocking, splashing to imitate an artist.
- Use of IT computer generated imagery to create colour pattern work

Suggested Artists:

- Matisse
- Van Gogh

## PE

### **Creative Games** (Unit 2 Y3)

Creative Games Making

- Make up and play small side games.
- Select and use appropriate skills
- Describe and evaluate the effectiveness of performance.
- Work co-operatively with others.

### **Gym Unit**

- Stretching, Curling and Arching
- Travel and jump fluently and balanced positions demonstrating a variety of stretches.
- Receive and transfer body weight safely in different situations and create a sequence with a partner.
- Identify how the overall performance of a sequence can be improved.
- Adapt and transfer skills safely onto more complex apparatus at every stage of learning.

### **Swimming**

Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

## Music

### **Charanga**

Rhythm and pulse

### **Singing**

Children will learn a variety of songs related to their Christmas performance.

## RE

### **Christianity Expressions of Identity**

- Reflect on their own membership of communities and what this means
- Understand how religious people feel they belong to a faith community
- Understand how and why religious people show that they belong to a religion
- Consider how and why for religious people expressing their sense of belonging and identity is so important - baptism; confirmation; Holy

Communion.

### **Meanings within Christmas**

- Revisiting the Christmas Story and its variations.
- Understand that the story of the birth of Jesus is of central importance in Christianity.
- Explore the significance to Christians of key features of the nativity story.
- Explore the ways in which beliefs and religious ideas are expressed through words, music and art.
- Understand that although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems.

## **French**

### **Christmas Unit**

- How French children celebrate Christmas.
- Naming, reading and writing vocabulary associated with Christmas e.g. Noël, une chaussette, papa Noël, père Noël, un bonhomme de neige une étoile, une bougie, un rouge gorge, un arbre de Noël etc.

## **PSHCE**

### **Right or wrong? D.A.T.E**

Manage personal behaviour and decide what is 'right' or 'wrong'.

### **Making choices. D.A.T.E.**

Learn that we make decisions every day. To identify the decisions we make at home, school and in our spare time. To identify easy and difficult decisions and consider how to deal with these.

### **What do your friends say?**

S.R.E. Recognise that the decisions we make have consequences. Know that we should not allow others to influence our choices and decisions.

### **Working together.**

Make choices that enable co-operation with those around me. To respect other people and their opinions and needs.

### **Christmas**

Recognise how lucky we are and think about giving to others

### **Seals Theme**

Getting on and falling out Say no to Bullying

### **E-Safety education – Cyber Cafe**

## Year 3 Spring 1

### Topic

#### History

##### THE ROMANS

- The Roman Empire and its impact on Britain
- Locate the Roman period on a timeline.
- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- Understand that the Romans invaded Britain and that the period of invasion was followed by a period of settlement.
- British resistance, for example, Boudicca
- Explain why the Romans were victorious over the Celts
- Make a comparison of the accounts of Boudicca's revolt which give different viewpoint

##### 'Romanisation' of Britain

- Select and record info about the Roman way of life. Make a comparisons between lifestyles - about aspects of life in Roman and Celtic Britain – Houses, Clothes, Beliefs, Towns, Art, Technology, Language, Food, Entertainment, Art, Culture, Road building
- Romanisation of Britain and the North East in particular – Segedunum; Vindolanda etc.

#### Geography

Roman Invasion

#### Science

##### Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### **Investigation Skills**

- Set up a simple fair-test.
- Record findings in a bar chart.
- Identify changes related to scientific ideas.
- Use results to draw simple conclusions.
- Provide an oral explanation of findings.
- Make systematic and careful observations.

## **Technology**

### **Mechanical systems**

Focus

- Levers and linkages
- What could children design, make and evaluate? e.g. storybook / poster / class display / greetings card / information book / storyboard etc.

## **Computing**

### **How The Internet Works**

- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; -know a range of ways to report concerns and inappropriate behaviour
- Google spreadsheets/Data collection
- Inventions from Stone age-research
- Look at inventions now- ipads Who are they for?
- Collect information on inventors. Create a simple database >mystery boxes

## **Art**

**Pattern** - painted, printed, dyed, rubbed, imprinted, embossed, etc

- Search for pattern around us in world, pictures, objects.
- Use the environment and other sources to make own patterns.
- Use sketchbooks to design own motif to repeat.
- Create own mosaic patterns using IT
- Creating individual and large scale group works

### **Suggested Artists:**

- Ellen Jackson (contemporary artist – weaving, mosaics)
- Roman Mosaics; Shield construction and Design

## PE

### Dance

Unit 3 Y3

The Eagle and the Fish

- Use story as a stimulus for dance.
- Interpret images into appropriate movement.
- Create and structure whole simple dance.

### Net Wall Games

(Unit 3 Y3)

Net/ Court/ Wall Games:

- Consolidate and improve the quality and consistency of their hitting skills.
- Develop a range of skills used.
- Select and use a range of simple tactics.
- Adapt, make and keep to the rules for net games.

## Music

### Ukulele

The Ukulele course on Charanga aimed at key stage 2. -Interactive resources introducing children to:

- parts of ukulele
- notation of strings
- open string strumming/plucking
- C chord

### Listening focus:

Listen with attention to detail:

- to a variety of ukulele performers using a wide range of styles
- classical music from the 'Ten Pieces' collection( link with art work)

### Singing and Performance

Singing a variety of songs, some topic linked.

## RE

### Christianity

- Contents and significance of the Bible
- Develop understanding that the Bible is the Christian holy book which contains the foundation of teaching, guidance and worship
- Understand that certain Bible passages have special significance for Christians

- Explore how religious beliefs, ideas and feelings are expressed in the Bible
- Explore the composition of and variety in the Bible
- Understand how different genres convey different aspects of God
- Understanding that the Bible contains stories which teach us about God and human beings' relationship with God e.g. Noah, Joseph, Moses,
- Understanding that the Bible consists of Old & New Testaments; the New being concerned with the life of Jesus and its aftermath

### **The Old Testament Stories**

- Joseph is sold by his brothers
- Joseph in Egypt
- Joseph Saves His Family
- Jonah
- Moses

## **French**

### **Unit 2 – Je me présente'**

-Numbers 13-20

Where do you live?

-Say where they live and asking others where they live

-Say which country they live in and which (main) language they speak

-Say the names of the countries surrounding France

Asking and answering questions orally and in written form

## **PSHCE**

### **Keeping Safe Substances**

D.A.T.E.

Know that some all substances can be harmful when misused. Know that medicines are drugs. -Reinforce work from Key stage 1.

Smoking. D.A.T.E.

Know that tobacco is a drug. Know that smoking damages your health. Understand that people make their own choices about smoking.

What people think about smoking. Know that people view smoking differently. Think about ways to encourage people not to smoke. Know how to say no to cigarettes.

Keeping Safe – Accidents

Know that accidents can happen but risky situations can be avoided. Identify situations that put children at risk. Learn that the choices we make have consequences.

### **First Aid**

Know what to do if someone has an accident and know who to tell.

### **Emergency**

Understand what an 'emergency' is; what to do to get help in an emergency and practise telephone skills.

Seals theme for first half of term – Going for goals!

**E-Safety education** – Cyber Café

## Year 3 Spring 2

### Topic

#### History

Continue learning about the Romans

#### Geography

Link to PSCE - water, waste and recycling modules

#### Science

Plants



- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

#### **Investigation Skills**

- Set up a simple practical enquiry.
- Make systematic and careful observations.
- Gather and record data.
- Use results to draw simple conclusions.
- Use straightforward scientific evidence to answer questions or to support their findings.

## **Technology**

#### **Enquiry based Learning Project**

Design, Make and Evaluate Roman Catapult Challenge

## **Computing**

#### **Lego-Wedo Controlling Machines**

- 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
- Children are introduced to various mechanisms used in fairground rides. They will consider how they are controlled and how they move. They will build various rides out of Technic Lego then write and debug programs to control the rides.

## **Art**

#### **Pattern**

- painted, printed, dyed, rubbed, imprinted, embossed, etc
- Search for pattern around us in world, pictures, objects.
- Use the environment and other sources to make own patterns.
- Use sketchbooks to design own motif to repeat.
- Create own mosaic patterns using IT
- Creating individual and large scale group works

**Suggested Artists:** Ellen Jackson (contemporary artist – weaving, mosaics) Roman Mosaics; Shield construction and Design

## PE

### Net Wall Games 3

- Consolidate and improve the quality and consistency of their hitting skills.
  - Develop a range of skills used.
- Select and use a range of simple tactics.
- Adapt, make and keep to the rules for net games.

### Gym Unit N/O Y3 - N-Pathways:

- Understand, identify and use flexible and direct pathways.
- Travel along different pathways using appropriate movements.
- Construct sequences which use planned variations in speed, level and pathways.
- Adapt and transfer what they have learned to appropriate apparatus.
- O- Travelling with change of front and direction:
- Understand, identify and use change of front and direction.
- Understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy.
- Select and combine skills to create sequences showing change of front and direction.
- Adapt and transfer what they have learned onto apparatus.

## Music

### Ukulele

The Ukulele course on Charanga aimed at key stage 2. -Interactive resources introducing children to:

- parts of ukulele
- notation of strings
- open string strumming/plucking
- C chord

### Listening focus:

Listen with attention to detail:

- to a variety of ukulele performers using a wide range of styles
- classical music from the 'Ten Pieces' collection( link with art work)

### Singing and Performance

Singing a variety of songs, some topic linked.

## RE

### Christianity - Meanings within Easter

- Explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians
- Explore in detail the story of Palm Sunday , the events of the Last Supper and the symbolism of bread and wine
- Begin to understand the significance for Christians of Jesus' death and resurrection

Identifying some experiences which cause people to wonder and question, including questions which are difficult to answer

- Life of Christ (late ministry)

The Easter Story

- The Last Supper
- The Trial of Jesus
- Jesus is Crucified
- Burial and Resurrection

## French

### Unit 2 – Je me présente'

Days of the week

-Written descriptions of the weather

-Asking and answering questions

Alphabet

## PSHCE

### Water - link to Geography

- Recognise the central importance of water in our daily lives. Understand that water is precious, sometimes scarce and needs to be managed and conserved. - Learn strategies for conserving water.

### Waste and Recycling

- Learn about waste as an environmental issue. Identify how waste is created from everyday processes.

### My family S.R.E.

- Talk about their families and reflect on their personalities. Recognise that all families are different and have different beliefs and values.

### Family care S.R.E.

- Understand that families look after and care for each other.

### Easter

- Recognise that families spend holidays doing different things. Understand that Easter is a Christian celebration and that other faiths but not all people in the

## Year 3 Summer 1

### Topic

#### History

##### World War 2

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Understand Hitler's invasion of Poland and its impact on Britain

Demonstrate knowledge and understanding of the impact of the Second World War on children in particular and society in general, with reference to the North East of England.

- Understand when World War 2 started and why.
- Learn about bombing raids on Britain (Blitz).
- Understand how people protected themselves - shelters and blackouts and the need for evacuation.
- Find out the experiences and feelings of evacuees from a wide range of sources.
- Understand the effect of war on everyday life.
- Learn what rationing was and how it worked.
- Find out how people celebrated the end of the war.
- Make connections between WW2 and today (the UN).
- Identify different ways in which the Second World War has been represented.

#### Geography

Linked to history topic - WW2

## Science

### Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Record using drawings.
- Report on findings from enquiries.
- Use evidence to answer questions.
- Set up a comparative test.
- Record data in a table.
- Identify the correct type of enquiry to answer a question.
- Record data in a scatter graph

## Technology

### Food

Healthy and varied diet

What could children design, make and evaluate?

- sandwiches
- wraps
- rolls
- pitta pockets
- rice cakes
- snack bar
- salad snacks

Children will also learn about food production, diet and sample/make recipes related to their topic on WW2

## Computing

### An Introduction to Building a Website

- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour

- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Design and make a website using google sites based on the history topic.

Training from Claire Graham  
E-safety

## Art

### Form- 3D experience

Rigid and malleable materials

- Use the equipment and media with increasing confidence.
- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Have an understanding of different adhesives and methods of construction
- Begin to have some thought towards size
- Simple discussion about aesthetics

Suggested Artists:

William Heatherwick – How can a strip of folded paper lead to the design of a functional object.

## PE

### Striking and Fielding Games Unit 4 Y3:

- Consistently strike a ball in a controlled manner.
- Field and intercept a ball and return it accurately.
- Select and use appropriate skills and simple tactics in a small game activity.
- Recognise a good performance or what needs to be improved.

### Athletics Unit One Y3:

- Link, remember and repeat combinations of actions with more consistency and control
- Understand what equipment is needed for different challenges and be able to choose appropriately.
- Describe how their bodies feel when doing different exercises.
- Understand and describe what others are doing.

## Music

Learning to sing, play, improvise and compose using:

- Ukulele - consolidate playing
- Listen and appraise variety of classical pieces.
- Children will continue to learn a variety of songs taken from:  
     'The Singing Strategy' -Sing Up and 'Charanga'  
     Children will learn and perform a variety of songs linked to their topic work.

## RE

### Hinduism

- God and Worship in the Home
- Explore ideas about God and ways in which Hindus worship
- Explain why worship is important to members of the Hindu community.
- Understand the meaning of the aum symbol and its significance for Hindus
- Hindu idea of God in many forms and the -Hindu belief that the many qualities of God are represented in various ways
- Understand how Hindus worship at home, about shrines and puja

## French

### Unit 3 - En Famille

Numbers 21-30

Describing members of the family

Reading and writing a letter about my family

Asking and answering questions

## PSHCE

### Developing the school environment

Reflect and talk about what they like and dislike about the playground. To consult with the school community, working in groups. Recognise the importance of consultation and listening to other people's views.

#### Money

Make suggestions of how to improve the playground. Recognise that new resources cost money. Contribute to class discussions, sharing ideas and opinions and listening to others.

#### Young Enterprise – Community

Know what a community is. Learn about how people and businesses operate within a community. Consider the needs and wants of communities and recognise our responsibilities within it.

## Rules

Recognise that communities need rules and codes of conduct. Understand that different settings need different rules.

### **Seals theme – Relationships**

E-Safety education – Cyber Café

## Year 3 Summer 2

### Topic

### History

Continue learning about WW2

### Geography

Geography linked to WW2

### Science

#### **Wow Science**

This unit allows the children an opportunity to develop and apply their scientific skills and build on prior knowledge. The children are to devise their own Science investigation 'WOW' Science.

- Make accurate measurements.
- Repeat measurements when required.
- Select equipment to address a question.
- Identify patterns in observations and use these to draw conclusions.
- Identify patterns in results in different formats (e.g. bar and line graphs)
- Explain differences in repeated measurements.
- Use scientific evidence to draw conclusions.
- Find patterns in results.
- Draw conclusions from data shown in a line graph.
- Evaluate the methods used throughout the previous science investigations.
- Draw conclusions from all the scientific evidence.



## Technology

### Enquiry Based Learning Project

Design, Make and Evaluate

- Class museums and structures linked to topic

## Computing

### An Introduction to Building a Website

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Design and make a website using google sites based on the history topic.

### E-safety

## Art

### Texture

- collage, weaving, threads, fibres, fabrics, surfaces, wood, clay
- Build on all previous experiences.
- consolidate the awareness of the nature of materials and surfaces e.g. fragile, tough, and durable.
- Use clay, soft stone, soap to carve/impress
- Use colour to express an idea in fabric/collage - seasons, moods, or create a picture - swamp, seascape.
- Tie dying, batik – ways of colouring or patterning material.

Suggested Artists

Contemporary textile artists' e.g. Alison King

## PE

### Striking and Fielding Games

(Unit 4)

- Consistently strike a ball in a controlled manner.
- Field and intercept a ball and return it accurately.
- Select and use appropriate skills and simple tactics in a small game activity.
- Recognise a good performance or what needs to be improved.

#### **Athletics (Unit 1)**

- Link, remember and repeat combinations of actions with more consistency and control
- Understand what equipment is needed for different challenges and be able to choose appropriately.
- Describe how their bodies feel when doing different exercises.
- Understand and describe what others are doing.

## **Music**

Children will learn and perform a variety of songs linked to their topic work on the RoLearning to sing, play, improvise and compose using:  
Livin' on a Prayer (Rock)

Livin' On A Prayer is a classic rock song from the 80s. As well as learning this song children will listen and appraise other classic rock songs.

#### **Ukulele**

consolidate playing

Listen and appraise variety of  
classical pieces.

Children will continue to learn a variety of songs taken from:

'The Singing Strategy' -Sing Up 'Charanga'

Children will learn and perform a variety of songs linked to their topic work.

## **RE**

#### **Christianity: The person of Jesus**

- Find out about Jesus through history, the gospels and interpretations of Jesus in art.
- Discover how Jesus is represented through art in different periods and places and think about what this conveys.
- Investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself.
- Develop knowledge of Jesus through the study of stories
  - Miracles of Jesus
  - Man Lowered Through the Roof
  - Jesus Calms the Storm
  - Jesus Raises Jairus' Daughter
  - Feeding of the Five Thousand
  - Jesus Walks on Water

Evaluate work on their own impressions of Jesus.

Understand that Christians base their lives on an understanding of what Jesus taught  
theme – **Relationships**

## **French**

### **Unit 3 - En Famille**

Colours and preferences

Asking and answering questions

## **PSHCE**

### **Keeping healthy.**

Know the benefits of taking part in exercise and physical activity. Promote participation in sport.

Ensure children understand that exercise needs to be done properly and that it can cause damage if done incorrectly.

### **Food and Nutrition.**

Understand that diet is an essential part of maintaining a healthy body. Recognise the components of a healthy diet. Learn about the need for a balanced diet.

### **Looking after our teeth**

Learn to value our teeth and to understand why we must take care of them.

Know how to take care of our teeth as part of personal hygiene routines. Recognise that some foods contain a lot of sugar which can harm teeth.

What have we enjoyed and learned.

Understand the previous years' work and begin to think about the coming year.

**Seals Theme** – Changes

**E-Safety education** – Cyber Cafe