

## Year 3

Subject	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Themes	<a href="#">Raiders and Invaders</a>	<a href="#">Egyptians</a>	<a href="#">Our Wonderful Country - London Stone Age to Iron Age</a>
English Reading	See English Curriculum		
English Writing	See English Curriculum		
English GPS Classroom Secrets	Ready to write Determiners Conjunctions	Adverbs Prepositions Speech Tenses	Nouns Paragraphs Word families Prefixes
Maths White Rose	Place value Addition and subtraction Multiplication and division	Multiplication and division Measurement: money Statistics Measurement: length and perimeter Fractions	Fractions Measurement: time Properties of shape Measurement: mass and capacity
Science	<ul style="list-style-type: none"> <li>Ask relevant questions and using different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Make organised and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and ask further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use simple scientific evidence to answer questions or to support their findings.</li> </ul>		
	<b>Light/Forces</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Understand that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> </ul>	<b>Animals including humans /Rocks</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their</li> </ul>	<b>Rocks/Plants</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including</li> </ul>

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	<ul style="list-style-type: none"> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Understand that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<p>own food; they get nutrition from what they eat.</p> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>pollinations, seed formation and seed dispersal.</p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>
Geography	<p><b>Settlement</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries of the UK and nearby and describe features studied.</li> <li>Begin to use the four main compass points to give/follow directions.</li> <li>Use a grid and letter/number co-ordinates to locate features/places on maps.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area. Map out a short route with features in the correct order.</li> <li>Describe and understand key aspects of human geography including settlement and land-use. Links with Vikings.</li> </ul>	<p>The UK</p> <ul style="list-style-type: none"> <li>Name and locate counties around Wiltshire and capital cities of the countries of the UK, geographical regions and their identifying and human and physical characteristics, key topographical features (including hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<p>London</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography in a region of the UK.</li> <li>Describe and understand key aspects of physical geography of the UK such as rivers and mountains.</li> <li>Name and locate counties around Wiltshire and capital cities of the countries of the UK, geographical regions and their identifying and human and physical characteristics, key topographical features (including hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p>Local Area Enquiry - Which are the best areas for Iron Man to eat in Wanborough?</p>
History	<p>Develop chronological knowledge through:</p> <ul style="list-style-type: none"> <li>placing time periods on a timeline</li> <li>sequencing events or artefacts</li> </ul>		

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	<ul style="list-style-type: none"> <li>• using dates related to the passing of time</li> </ul> <p>Establish clear narratives through studying British, local and world history:</p> <ul style="list-style-type: none"> <li>• by finding out about everyday lives of people in time studied</li> <li>• by studying change through the lives of significant individuals</li> <li>• noting connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• Look at representations of the period e.g. museums.</li> <li>• Identify and give reasons for different ways in which the past is represented.</li> <li>• Compare with our life today including devising questions about change.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have had to do something.</li> <li>• Use a range of sources and make observations.</li> <li>• Use the library as a tool for researching time periods.</li> </ul> <p>Ask and answer questions about change, cause, similarity, difference and significance.</p>		
	<p>Anglo-Saxons/Vikings This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion.</li> <li>• Resistance by Alfred the Great and Athelstan, first King of England.</li> <li>• Further Viking invasions and Danegeld.</li> <li>• Anglo-Saxon laws and justice.</li> <li>• Edward the confessor and his death in 1066.</li> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland).</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Anglo-Saxon art and culture.</li> <li>• Christian conversion - Canterbury, Iona and Lindisfarne.</li> <li>• Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</li> </ul>	<p>Egyptians An overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</p>	<p>Stone Age to Iron Age This could include:</p> <ul style="list-style-type: none"> <li>• Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>
<p>Art</p>	<p>Norse Art/Jelling Art To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in drawing by:</p>	<p>Jackson Pollock</p> <ul style="list-style-type: none"> <li>• Learn about great artists, architects and designers in history e.g. Seurat.</li> <li>• Identify artists that have worked in similar ways to their own work.</li> <li>• Have the opportunity to explore modern and traditional artists using ICT.</li> </ul>	<p>Famous Buildings - link to Christopher Wren and London</p> <ul style="list-style-type: none"> <li>• Learn about great artists, architects and designers in history e.g. Seurat.</li> <li>• Identify artists that have worked in similar ways to their own work.</li> </ul>

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	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>Use light and dark within painting and begin to use complimentary colours.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> <li>Plan colours and collect source material for future works.</li> </ul>	<p>To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas.</p> <p>To improve their mastery of art and design techniques in painting by:</p> <ul style="list-style-type: none"> <li>Use light and dark within painting and begin to use complimentary colours.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> <li>Plan colours and collect source material for future works.</li> </ul> <p>Also look at Egyptian themed art e.g. hieroglyphs, clay - canopic jars.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas.</p> <p>To improve their mastery of art and design techniques in sculpture by:</p> <ul style="list-style-type: none"> <li>Join two parts successfully.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Plan, design and make models.</li> </ul> <p>Also look at art within Hinduism.</p>
DT	<p><b>Moving Monster</b></p> <ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s.</li> <li>When planning, explain their choice of materials and components.</li> <li>Select and use a wide range of tools and techniques for making their product safely, explaining their choices.</li> <li>Use a wide range of materials and components and start to join and them accurately in temporary and permanent ways.</li> <li>Understand how to build a strong 3D framework.</li> <li>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</li> </ul>	<p><b>Photo Frames</b></p> <ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s.</li> <li>When planning, explain their choice of materials and components.</li> <li>Select and use a wide range of tools and techniques for making their product safely, explaining their choices.</li> <li>Use a wide range of materials and components and start to join and them accurately in temporary and permanent ways.</li> <li>Understand how to build a strong 3D framework.</li> <li>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</li> </ul>	<p><b>Sandwich Snacks</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques e.g. cutting, chopping and grating.</li> <li>Use seasonal ingredients in the sandwiches.</li> <li>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</li> <li>Evaluate the key designs of individuals in design and technology that have helped shape the world.</li> </ul>
Music Charanga	Let Your Spirit Fly Glockenspiel Stage 1	Three Little Birds The Dragon Song	Bringing Us Together Reflect, Rewind and Replay
PSHE/RSHE Jigsaw	Being me in my world Celebrating differences	Dreams and goals Healthy me	Relationships Changing me
French	<p>Use the Niveau Bleu Scheme of Work</p> <ul style="list-style-type: none"> <li>Listen and show understanding of single words through physical response.</li> <li>Listen and identify rhyming words and particular sounds in songs and rhymes.</li> <li>Recognise a familiar question and respond with a simple rehearsed response.</li> <li>Name objects and actions and link words with a connective in a simple rehearsed statement.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</li> <li>• Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words.</li> <li>• Read and show understanding of familiar single words.</li> <li>• Identify and use strategies for memorising new vocabulary.</li> <li>• Write and say simple familiar words to describe people, places, things and actions using a model.</li> <li>• Write single familiar words from memory with understandable accuracy.</li> <li>• Name a noun, adjective, verb, pronoun, conjunction in the language being studied.</li> <li>• Use the 1<sup>st</sup> and 2<sup>nd</sup> person pronouns with a regular verb.</li> </ul>		
PE	<p><b>Gymnastics (1)</b></p> <ul style="list-style-type: none"> <li>• Show control, purpose and balance when travelling on or around equipment.</li> <li>• Perform balances using small body parts e.g. hands, feet, elbows, knees.</li> <li>• Climb onto and jump off equipment safely.</li> <li>• Create a sequence with 6 actions on the floor and apparatus.</li> <li>• Link balances through rolling, jumping and travelling.</li> <li>• Show different levels of height and change of direction in a sequence.</li> </ul> <p><b>Dance (2)</b></p> <ul style="list-style-type: none"> <li>• To improvise on their own or with a partner to create a simple dance.</li> <li>• Begin to compare, develop and adapt actions with a partner or a group to create a sequence.</li> <li>• To create, adapt and link a range of dance actions that communicate ideas.</li> <li>• To use appropriate dance vocabulary e.g. canon, unison, motif.</li> </ul> <p><b>Football (1)</b></p> <p><b>Hockey (2)</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with increasing accuracy and showing control</li> <li>• Throw a ball with purpose in different ways e.g. fast, slow, high, low</li> <li>• Move in a variety of different ways with a ball with some control</li> <li>• Demonstrate successful hitting and striking</li> <li>• Strike a ball for distance</li> <li>• Begin to use simple tactics for defending and challenging an opponent</li> </ul>	<p><b>Gymnastics (3)</b></p> <ul style="list-style-type: none"> <li>• Show control, purpose and balance when travelling on or around equipment.</li> <li>• Perform balances using small body parts e.g. hands, feet, elbows, knees.</li> <li>• Climb onto and jump off equipment safely.</li> <li>• Create a sequence with 6 actions on the floor and apparatus.</li> <li>• Link balances through rolling, jumping and travelling.</li> <li>• Show different levels of height and change of direction in a sequence.</li> </ul> <p><b>Pilates (4)</b></p> <ul style="list-style-type: none"> <li>• To improvise on their own or with a partner to create a simple dance.</li> <li>• Begin to compare, develop and adapt actions with a partner or a group to create a sequence.</li> <li>• To create, adapt and link a range of dance actions that communicate ideas.</li> <li>• To use appropriate dance vocabulary e.g. canon, unison, motif.</li> </ul> <p><b>Fitness (3)</b></p> <p><b>Basketball (4)</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with increasing accuracy and showing control</li> <li>• Throw a ball with purpose in different ways e.g. fast, slow, high, low</li> <li>• Move in a variety of different ways with a ball with some control</li> <li>• Demonstrate successful hitting and striking</li> <li>• Strike a ball for distance</li> </ul>	<p><b>Orienteering (5)</b></p> <ul style="list-style-type: none"> <li>• Orientate themselves with increasing confidence and accuracy around a short trail.</li> <li>• Identify and use effective communication to begin to work as a team.</li> <li>• Identify symbols used on a key</li> </ul> <p><b>Rounders (5)</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with increasing accuracy and showing control</li> <li>• Throw a ball with purpose in different ways e.g. fast, slow, high, low</li> <li>• Move in a variety of different ways with a ball with some control</li> <li>• Demonstrate successful hitting and striking</li> <li>• Strike a ball for distance</li> <li>• Begin to use simple tactics for defending and challenging an opponent</li> <li>• Find a useful space and get into it to support teammates</li> </ul> <p><b>Athletics (6)</b></p> <ul style="list-style-type: none"> <li>• Focus on arm and leg action to improve sprinting technique</li> <li>• Select the most appropriate pace for the distance and their fitness levels in order to maintain a sustained run.</li> <li>• Adjust running paces and speed accordingly</li> <li>• Begin to combine running with jumping e.g. over hurdles.</li> <li>• Use one and two feet to take off and land with.</li> <li>• Develop an effective take-off and flight phase for the standing long jump</li> </ul>

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	<ul style="list-style-type: none"> <li>Find a useful space and get into it to support teammates</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use simple tactics for defending and challenging an opponent</li> <li>Find a useful space and get into it to support teammates</li> </ul>	<ul style="list-style-type: none"> <li>Land safely with control</li> <li>Throw a variety of objects with greater control and accuracy</li> <li>Perform a push throw</li> </ul> <p>Swimming (6)</p> <ul style="list-style-type: none"> <li>Begin to swim with competency and confidence over a distance of up to 25m</li> <li>Begin to use a range of strokes to swim e.g. front crawl, backstroke and breaststroke</li> </ul>	
RE	<p>What do different people believe about God?</p> <p>Believing</p>	<p>Why is the Bible important to Christians?</p> <p>Believing</p>	<p>Why do people pray?</p> <p>Expressing</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Living</p>
Computing	<p>Project Evolve - Managing Online Relationships and Self Image &amp; Identify</p> <p>Unit 3.1 Coding</p> <p>Unit 3.2 Online Safety</p>		<p>Project Evolve - Online Bullying and Privacy &amp; Security</p> <p>Unit 3.3 Spreadsheets</p> <p>Unit 3.4 Touch typing</p>	<p>Project Evolve - Managing Online Information, Copyright and Ownership and Health, Well-being and Lifestyle and Online Relationships</p> <p>Unit 3.5 Email</p> <p>Unit 3.7 Simulations</p>