

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	There's No Place Like Home - Folk Tales (3-4wks) - Biography (2-3 wks) GPS focus Prefixes. Use prepositions in sentences. Inverted commas to punctuate speech. Main and subordinate clauses. Use conjunctions to create complex sentences. Paragraphs.	Healthy Humans - Fables (2-3wks) - Letters (2-3wks) GPS focus Prefixes. Use the determiner 'a' or 'an'. Adverbs. Noun phrases. Paragraphs	Rock and Roll - Story as a theme (3-4wks) - Poems on a theme (1wk) GPS Focus Use prepositions for where. Create complex sentences using a range of conjunctions. Use subordinate clauses to start sentences. Explore word families. Paragraphs.	The Iron Man - Novel as a theme (3-4wks) - Recount: Diaries (1-2 wks) GPS Focus Create and use adverbs. Use a range of conjunctions. Use subordinate clauses to start sentences. Inverted commas to punctuate direct speech. Use the determiner 'a' or 'an'.	What the Egyptians did for us - Playscripts (2-3wks) - Non-chronological reports (2-3wks) GPS Focus Clauses in sentences. Adverbs. Synonyms for 'said'. Use a range of conjunctions to create complex sentences. Paragraphs.	How Does Your Garden Grow? - Classic Poetry (1-2wks) - Explanations (2-3wks) GPS Focus Use suffixes -ly and -ous. Use main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech. Use a range of conjunctions in sentences. Prepositions. Perfect form of verbs such as have and has.
Maths	Place value to 1000 Addition and subtraction to 1000, including exchange and crossing 10s and 100s	Addition and subtraction to 1000, including exchange and crossing 10s and 100s Multiplication and division introducing 3s, 4s and 8s	Multiplication 2-digit by 1-digit Money – addition and subtraction Statistics – tally charts, tables and bar charts	Length and perimeter including mm and cm Fractions – including non-unit fractions	Fractions – decimal equivalents (tenths), adding and subtracting, fractions of a set of numbers and equivalent fractions Time – to the minute, 24 hour clock, finding the duration	Properties of shapes – angles including right angles, horizontal and vertical, parallel and perpendicular Mass, capacity and temperature

Science	Sound Investigate how sounds are made through vibrations and how these change with volume. Explain how sound travels to the ear and through different mediums. Describe the pitch of sound and the patterns. Identify materials that absorb sound.	Animals Including Humans Healthy eating and healthy bodies. Different types of skeletons. Identify the main parts of a human skeleton. Explain how muscles work.	Rocks and Soils Identify natural and human-made rocks. Explain how different types of rocks are formed. Group rocks according to their properties. Explain how fossils are formed. Explain how soil is formed.	Forces and Magnets Investigate pushes and pulls. Investigate the force of friction on different surfaces. Magnets as an invisible force – the different types and strengths of magnets, magnetic materials and how the poles repel or attract each other.		Plants Explain the functions of parts of a plant. Investigate how water is transported through a plant. Identify the different parts of a flower. Identify the stages of the life cycle of a flowering plant.
History	The Stone Age What was life like in the Paleolithic and Mesolithic and what changed during these periods? What did people eat in the Paleolithic and Mesolithic period and how did the hunt for food change in the Neolithic period? What tools were used in the Neolithic period and how did these change after this period? Who were the beaker people?			Ancient Egypt The chronology of Ancient Egypt. Life in Ancient Egypt. Hieroglyphics. Egyptian Gods, the Afterlife and how The Pyramids were built. What were the consequences of invasion on the Old Kingdom of Ancient Egypt? What were the success of the New Kingdom? Who was Ramses II?		

	How did the Bronze Age move into the Iron Age? What are roundhouses? What is a hillfort?			How did the Egyptian Empire end?		
Geography		Climate Zones Identify the different lines of latitude and explain how latitude is linked to climate. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Compare temperate and tropical climates. Explore weather patterns within a climate zone. Compare the climates of Seville and Santiago. Identify the characteristics of each climate zone.		North America How to locate North America on a map. Identifying the countries of North America. Exploring the Rocky Mountains range. The effects of the Mt St Helen's eruption. Comparing the landscapes of US states. Comparing New York with where we live.		Brazil and Rio The location of South America and its key features. The location of South American countries. Similarities and differences between Brazil and our own country. What daily life in Rio de Janeiro is like. South East Brazil's trade links. What the advantages and disadvantages were for Brazil in hosting the Olympic Games.
P.E.	- Striking & Fielding- Cricket - O & A Teamwork & problem solving	- Gymnastics 1 - Invasion – netball	- Gymnastics 2 - Target Games – Dodgeball	- Swimming - Dance (Iron Man)	- Swimming - Net & Wall Core Task 1	- Swimming - Athletics

	Cricket To throw underarm and catch a ball with accuracy. To catch a ball in a striking and fielding game. To strike a ball from a batting tee or drop feed. To demonstrate bowling a ball underarm. To apply simple tactics in a modified competitive game. - O & A Teamwork & problem solving To demonstrate, work and cooperate as part of a team to solve challenges. Encourage and support team members. Offer concise instructions to a team. To explain how they work as a team to solve challenges. To use individual strengths and recognise them in others as part of a team.	Gymnastics 1 Demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. To adapt and demonstrate a gymnastic sequence	Gymnastics 2 To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To use the apparatus to perform rolling actions. To demonstrate and evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. Target Games – Dodgeball To demonstrate throwing a ball at a target using a one handed pass To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation.	Swimming Enter and exit water safely. To know how to stay safe in water. To know how to perform a basic rescue. To competently swim 25 metres. Dance (Iron Man) Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well. Pupils can suggest verbs (actions) to taking from the chapter and can be perform their own interpretation of these. They can teach a movement to others. Pupils can demonstrate unusual movement and can keep in time with others and the music. Pupils will perform a well-structured duet which expresses	Swimming Enter and exit water safely. To know how to stay safe in water. To know how to perform a basic rescue. To competently swim 25 metres. Net & Wall Core Task 1 Explore different throwing actions, consolidate throwing actions and practise catching. Explore different ways of throwing, consolidate catching skills and suggest ideas and practices to improve their play. Strike the ball using their hand or small bat. Improve movement skills and body positions. Be familiar with a racquet and practise striking skills using a racquet. To devise their own game. Consolidate striking	Swimming Enter and exit water safely. To know how to stay safe in water. To know how to perform a basic rescue. To competently swim 25 metres. Athletics To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform pull, push and sling throw. To perform a combination of 5 jumps.
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		of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. Invasion – netball To demonstrate passing a ball using a chest pass. To move into space after using a chest pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a chest pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To apply a simple tactic to outwit a defender. To use a chest pass, bounce and feint tactic in an invasion game.		character and explores patterning and timing. Pupils perform all dances created in the scheme, in a well-organised structure using teamwork skills and character.	and ball control skills.	
Art	Georges Seurat and Pointillism		Famous Buildings			William Morris

	Explore Georges Seurat and his use of colour, shade and effects of colour in his Neo-Impressionist work. Explore the art of Pointillism and how to create it. Study other Pointillist artists and create a piece of work in the style.		Explore and examine a range of architectural styles. Explore the architecture of Sir Christopher Wren. Learn about the colour and pattern in the design of St Basil's Cathedral. Explore the design features of the Taj Mahal. Examine the architecture of the Sydney Opera House. Design a building for a particular purpose.			Explore the artwork of William Morris and learn about the Arts and Crafts movement. Observe and sketch natural objects. Design a printing block inspired by William Morris and use this to create and print in the style of William Morris.
D. T.		Storybooks Investigate and evaluate products with lever and linkage systems. Experiment with a range of techniques to create moving mechanisms. Explore and experiment with a range of different fonts and graphic techniques. Plan, design and make a storybook with moving mechanisms.		British Inventors Investigate British inventions such as the telephone, the world wide web, concrete, the mackintosh and reflect on the impacts that these inventions have had on our lives.	Light Up Signs Investigate and analyse illuminated signs. Understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. Develop ideas for a decorative illuminated sign. Select and use tools, equipment, materials and components to make the enclosure of a	

		Evaluate a finished product.			decorative illuminated sign. Construct a working circuit with one or more lights, and fit it in a decorative illuminated sign. Investigate ways in which computers can be used to program and control lights in a product.	
R.E.	Christianity	Islam	Sikhism	Christianity (Jesus)	Christianity (Church)	Hindu dharma
Who do we follow?	How and why have some people served God? To know that the Abrahamic faiths believe in prophets (and know that many of these are shared across the three religions.) Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Jonah, Moses.) Suggest why these prophets chose to listen to and follow God.	Why is the Prophet Muhammad (pbuh) an example for Muslims? Develop an understanding of the importance of founders and leaders for religious communities. Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh). Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh).	Why are The Gurus Important to Sikhs? Develop an understanding of the importance of founders and leaders for religious communities. Identify Sikh beliefs and values contained within the stories of the lives of the Gurus. Describe how and why the Guru Granth Sahib is treated with great respect. Suggest how and why Sikhs might show commitment to their faith.	What Does it Mean to be a Disciple of Jesus? To know what is meant by discipleship. To know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus. To identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19). Describe how and why Christians might try to follow the	What do Christians Mean by The Holy Spirit? To know what Christians mean by the Holy Spirit. Suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities. Identify Christian values exemplified in the gifts/fruits of the Spirit. Identify how beliefs about the Holy Spirit might influence forms of worship in a	Why is Family an Important Part of Family Life? Develop an understanding of the importance of duty and commitment to many religions. Know that following dharma (religious duty) is an important part of Hindu life. Suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family.

	Identify Christians who might be described as people who listened to and followed God. Describe how and why some Christians might devote their lives to serving God. Talk about what is meant by a vocation.	Describe and give reasons for the Islamic practice of Zakat. Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable.		example of Jesus through mission and charity work. Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.	range of Christian denominations. Describe how and why Pentecost is celebrated. Describe why some Christians might take part in a procession of witness.	Describe how and why Hindus might celebrate Raksha Bandhan. Identify aspects of the celebration which remind Hindus of their dharma. Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)
R.S.E.	SCARF – Me and My Relationships Understand rules and their importance to our lives. Understand feelings of loss and how they are normal. The importance of collaboration and team work. The positive role of special relationships. How to resolve conflict. Consider other points of view.	SCARF – Being My Best The 'Eatwell Plate' and a balanced diet. Hygiene and how to prevent illness spreading. Recognise personal achievements. Understand how the nerves affect our behaviours and health. Name major internal organs and how to keep them healthy.	SCARF – Valuing Difference Recognise that there are many different types of family. Identify the different communities that they belong to. Respecting other viewpoints and how to challenge them. Explain that people living in the UK have different origin, recognise diversity and value it.	SCARF – Rights and Responsibilities Define what a volunteer is and identify people who are volunteers in the school community. Identify key people who are responsible for them to stay safe and healthy. Understand the difference between 'fact' and 'opinion'. Evaluate and explain different methods of	SCARF – Keeping Myself Safe Identify situations that are safe and unsafe and suggest strategies to stay safe. Understand the words 'risk' and 'danger' and suggest strategies to overcome risk. Identify risk factors and suggest ways to reduce or manage risk.	SCARF – Growing and Changing Identify different types of relationships and what a positive healthy relationship is. Understand 'body space'. Understand 'secret' and 'surprise' and recognise how different surprises and secrets might make them feel.

	Qualities of good friendships.	Recognise our talents and skills.	Recognise the factors that make people similar to and different from each other. Understand and explain some of the reasons why different people are bullied and suggest strategies for overcoming bullying.	looking after the school environment. Money sense – saving and buying. Earning money.	Identify some key risks from and effects of cigarettes and alcohol. Recognise potential risks associated with browsing online and give examples of strategies for safe browsing online. How to stay safe online and what to do with concerns. Medicines are drugs and how to use them safely.	Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Music	How Does Music Bring us Closer Together? Developing notation skills	What Stories does Music Tell us About the Past? Enjoying improvisation	How Does Music Make the World a Better Place? Composition	How Does Music Help us get to Know our Community? Sharing musical experiences	How Does Music make a Difference to us every day? Learning more about musical styles.	How Does Music Connect Us With Our Planet? Recognising different sounds with a focus on sounds and repetition.
Computing	Computing Systems & Networks – Connecting Computers How does a digital device work? What parts make up a digital device? How do digital devices help us? How am I connected?	Animation – Creating Media Can a picture move? – flip book animation Frame by frame animation Plan and create a stop frame animation based upon a story.	Data & Information – Branching Databases Create questions with yes/no answers. Identify the attributes needed to collect data about an object. Create a branching database.	Desktop Publishing – Creating Media Recognise how text and images convey messages. Recognise that text and layout can be edited. Choose appropriate page settings.	Programming – Sequencing Music (Scratch) Introduction to Scratch. Programming sprites. Sequences. Ordering commands.	Programming – Events & Actions (Scratch) Moving a sprite. Maze movement. Drawing lines. Adding features. Debugging movement.

	How are computers connected? What does our school network look like?		Explain why it is helpful for a database to be well structured. Plan the structure of a branching database. Independently create an identification tool.	Add content to a desktop publishing publication (Magazine cover for North America). How different layouts can suit different purposes. The benefits of desktop publishing.	Change the appearance of my project. Making an instrument.	Design and create a maze based challenge.
MFL	Spanish Meet and greet Pupils will learn enough words in Spanish by the end the unit to say 'hello', 'goodbye', 'see you soon', 'my name is...', 'how are you' and give a simple reply back	Spanish Numbers and Colours Pupils will learn how to say, read and write 10 colours in Spanish. Pupils will also learn the numbers 1 to 10 in Spanish.	Spanish Fruits and Vegetables Pupils will learn 10 Spanish fruit nouns in their singular form (using the indefinite articles "una" and "un") as well as in the plural form using "las" and "los". They will then learn the language "Me gustan..." (I like...) and "No me gustan..." (I do not like...) which they can put together with their fruit language to create basic Spanish sentences. Pupils will learn 10 Spanish vegetable nouns in their plural form using the feminine plural	Spanish Animals Pupils will learn ten nouns and articles for common animals. We will also introduce the children to the use of 'soy...' (I am...) in a very clear, uncomplicated manner.	Spanish I can... This unit introduces the children to the Spanish verb 'poder' in the form of 'puedo' (I can). Using this verb in this form we will teach the children ten everyday activities (talking, eating, dancing, etc.)	Spanish Phonetics 1 &2 (core)

			definite article "las" and the masculine plural definite article "los". They will then learn the language "un kilo de..." (one kilo of...) and "medio kilo de..." (half a kilo of...) and "Quisiera..." (I would like...) which they can put together with their vegetable language to create basic Spanish sentences.			
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