Year 3 PSHE Autumn	
Being me in my world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	**Celebrate difference** Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments
Spring	
Dreams and goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	**Healthy me** Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices
Summer	
Relationships Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	**Changing me** How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Year 3 RE Autumn	
How do Christians show that reconciliation with God and other people is important? ENGAGE with the idea and meaning of 'reconciliation' in everyday life ENQUIRE into the concept of 'reconciliation' in a key Christian story EXPLORE Christian 'reconciliation' through Biblical Narrative EXPLORE Christian 'reconciliation' through Church Practice Sins EXPLORE Christian 'reconciliation' through Christian Living EVALUATE our RE learning in this unit about Reconciliation in Christianity EXPRESS your RE learning so it can be shared with others	**What do Christians mean when they talk about the Kingdom of God?** ENGAGE with the idea of kings and kingdoms ENQUIRE into the Christian belief that Jesus is king EXPLORE Christian ideas about the Kingdom of God in Biblical Narrative EXPLORE Christian ideas about the Kingdom of God in Church EXPLORE Christian ideas about the Kingdom of God in Christian Living EVALUATE your learning in relation to the initial question EXPRESS your RE learning about Kingdom of God and share it with others
Spring	
Why does a Hindu want to collect good karma? ENGAGE with the idea of 'karma' through a game ENQUIRE into why karma is important to Hindus EXPLORE Hindu ideas of Karma and Samsara through Hindu story and text EXPLORE ways Hindus encourage good 'karma' through Hindu Community action EXPLORE the Hindu belief in 'karma' through Hindu daily life EVALUATE our RE learning a EXPRESS your RE learning about Karma so it can be shared with others about how karma impacts on a Hindu's life	**Is the cross a symbol of love, sacrifice or commitment for Christians?** ENGAGE with the idea of 'sacrifice' in films / everyday life ENQUIRE into the idea of the cross as a symbol for Christians EXPLORE Christian beliefs about the meaning of the cross Biblical narrative EXPLORE Christian beliefs about the meaning of the cross Biblical narrative EXPLORE Christian beliefs about the meaning of the cross through Christian living EVALUATE your learning in relation to the initial question
Summer	
How does a Muslim show their submission and obedience to Allah? ENGAGE with idea of willing obedience ENQUIRE into the importance of obedience / sub-mission to Allah for a Muslim EXPLORE (1) ideas about submission and obedience in Muslim stories or in the Qur'an EXPLORE (2) Muslim Community Practice – showing submission / obedience in ritual prayer EXPLORE (3) Muslim Living - aspects of obedience and submission to Allah in everyday life EVALUATE what pupils have learnt about the Mus-lim concept of SUB-MISSION and the key question EXPRESS your RE learning about obedience and submission in Islam so it can be shared with others	

Year 3 Science Autumn		
Animals, including humans	• identify that animals, including humans, need the right types & amount of nutrition, 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.	Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.
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, & room to grow) & how they vary • investigate 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.	
Spring		
Light	• recognise that they need light in order to see things and that dark is the absence of light & is reflected from surfaces • recognise that sunlight can be dangerous and how to protect eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.	
Rocks	• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • 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.	
Summer		
Forces and magnets	• compare how things move on different surfaces and that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare & group a variety of everyday materials on whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as two poles & predict whether two magnets will attract or repel each other, depending on which poles are facing.	

Year 3 Computing Autumn	
3.2 Purple Mash- Online Safety • To know what makes a safe password. • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices.	**3.3 Purple Mash- Spreadsheets** • To use the symbols more than, less than and equal to, to compare values. • To use 2Calculate to collect data and produce a variety of graphs. • To use the advanced mode of 2Calculate to learn about cell references. **3.4 Purple Mash Touch Typing** To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand. *Cross Curricular: use of roamer in maths to support teaching of angles*
Spring	
3.1 Purple Mash- Coding • To understand what a flowchart is and how flowcharts are used in computer programming. • To understand that there are different types of timers and select the right type for purpose. • To understand how to use the repeat command. • To understand the importance of nesting. • To design and create an interactive scene.	**Safer Internet Day- assembly and lesson** **3.5 Purple Mash Email** • To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.
Summer	
3.6 Purple Mash Branching Database To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice. **3.7 Purple Mash Simulations** • To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation.	**3.6 Purple Mash Graphing** • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form.

Year 3 Art Autumn		
Formal Elements of Art: shape and tone	Extra: Christmas Cards	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.
Spring		
Painting and Mixed Media **Prehistoric painting**	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	
Craft and Design Ancient Egyptian scrolls	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	
Summer		
Drawing Growing Artists	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	
Craft and Design Ancient Egyptian scrolls	Continue to develop skills from previous term	

Year 3 DT Autumn		
Eating seasonally Pneumatic toys	**Design:** Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves & a work space to cook safely in, learning basic rules to avoid food contamination. • Following the instructions within a recipe. • Establish & use design criteria to test & review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggest points for improvement when making seasonal tart	• **Design:** Correctly identify definitions for key terms. • Draw accurate diagrams with labels, arrows and explanations. • Identify five appropriate design criteria. • Communicate two ideas using thumbnail sketches. • Communicate and develop one idea using an exploded diagram. • Select appropriate equipment and materials to build a working pneumatic system. • **Make** : Assemble their pneumatic system within the housing to create the desired motion. • Create a finished pneumatic toy that fulfills the design brief
Spring		
Digital world	**Design** Give a brief explanation of the digital revolution and/or remember key examples. Suggest Micro:bit feature that is suitable for an eCharm. Write a program that initiates a flashing LED panel, or another pattern,on the Micro:bit when button is pressed. Identify errors, if testing is unsuccessful, by comparing their code to a correct example. Explain the basic functionality of their finished program. Suggest key features for a pouch, with some consideration for the overall theme and the user. Use a template to cut & assemble a pouch with some support. Describe what is meant by 'point of sale display' with eg. Follow basic design requirements using computer-aided design, with shape, text box & bright colours, using a demo. **Evaluate** their design.	
Summer		
Cushions Constructing a castle	• Use a cross-stitch to join two pieces of fabric together. • Design and cut the template for a cushion. • Use cross-stitch and appliqué to decorate a cushion face. • Make a cushion that includes appliqué and cross-stitch.	• Draw and label a simple castle that includes most common features. • Recognise that a castle is made up of multiple 3D shapes. • Design a castle with key features which satisfy a given purpose. • Score or cut along lines on the net of a 2D shape. • Use glue to securely assemble geometric shapes. • Use skills to build complex structure from simple geometric shapes. • Evaluate their work by answering simple questions.

Year 3 History		
Autumn 1 **Our Local Area** **Why is local history important?**	**Unit overview** In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to study local listed buildings and make links to historical events from the time of the building's construction.	**Chronological knowledge/ understanding** Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time. **Historical terms** Develop the appropriate use of specific historical language **Historical enquiry – Using evidence / communicating** Regularly addresses and sometimes devises historically valid questions Understands how knowledge in the past is constructed from a range of sources Selects and organises relevant historical information. **Interpretations of history** Understand the different versions of the past may exist, giving some reasons for this.
Spring		
Spring 2 **Stone Age** **What's new about the Stone Age?**	**Unit overview** In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site.	
Summer		
Summer 2 **Bronze Age and Iron Age** **Which was more impressive – the Bronze Age or the Iron Age**	**Unit overview** In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods.	

Year 3 Geography Autumn		
Autumn 2 - Climate and Weather Why is climate important?	In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.	Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Extract geographical data (rainfall, temperature, weather, climate/ vegetation zones) from pict/graph representations. Describe & give egs of variety of biomes & vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Identify world's hottest, coldest, wettest & driest locations. Improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Prime/Greenwich Meridian & time zones (including day & night), Arctic & Antarctic Circle. Practise geographical skills through using maps, atlases, globes & digital/computer mapping to locate feature studied. Use the eight points of the compass to build their knowledge of the wider world. Extend their knowledge and understanding beyond the local area to include more of the UK. Name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are changing now and have changed over time. Similarities and differences through the study of human and physical geography of a region of the UK (SW England) & a region in a European country (Costa Blanca, Spain). Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety. Consider tourism, as both an economic & pleasurable activity. Think about the future & the effects climate change, rising sea levels & pollution, especially plastics, are already having.
Spring		
Spring 1 - Our World - Where on Earth are we?	In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.	
Summer		
Summer 2 – Coasts - Do we like to be beside the seaside?	In this unit, children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that 'a picture is worth a thousand words' – as primary geography is such a visual subject. Children need to be able to visualise what they are learning about not just know its 'word label'. The photographs can extend the children's 'virtual' experience. Many children will have been to the seaside, and may have enjoyed playing on the beach, although many might only have experienced a hotel pool. There is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.	

<table>
<tr><th colspan="3">Year 3 Music</th></tr>
<tr><th>Autumn 1</th><th>Autumn 2</th><td rowspan="6">Listening and Appraising:
Appreciation, Evaluation, Opinion and Discussion
Style Indicators
Instrument Indicators
Musical History
Musical Activities:
Games
Singing
Playing By Ear
Playing from Note Names
Creating and Exploring:
Improvising with Voices and Instruments
Composing
Notating/Writing Down/Graphic Scoring
Performing:
Performance
In Year 3 we also work on our recorder skills throughout the year as a whole class instrumental focus</td></tr>
<tr><td>Let Your Spirit Fly
RnB music.</td><td>Glockenspiel – Stage 1
Exploring and developing playing skills on the glockenspiels.</td></tr>
<tr><th>Spring 1</th><th>Spring 2</th></tr>
<tr><td>Three Little Birds
Reggae music.</td><td>The Dragon Song
A pop song that tells a story. Music from around the world, celebrating our differences and being kind to one another.</td></tr>
<tr><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Bringing Us Together
Disco music. Friendship, hope and unity.</td><td>Reflect, Rewind & Replay
Classical music. The history of music, look back and consolidate your learning, learn some of the language of music.</td></tr>
</table>