

Year Three	Autumn Term		Spring Term	Summer Term	
Science	<p><u>Movement and nutrition</u> Children will study the human skeleton, identify key bones and compare them to other animals explaining the role within the body. They will explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs.</p>	<p><u>Forces and Magnets</u> Children will investigate the movement of vehicles on different surfaces, learn about the impact of friction and compare uses and drawbacks. They will broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Children will also explore the properties of different magnets and use this to understand their uses.</p>	<p><u>Rocks and soil</u> Children will study rocks and their properties, learn that rock properties support classification and tell us about how rocks were formed. They will look at the work of palaeontologists to learn about how fossils form and use models to explain the rock cycle. Children will plan an investigation to test rocks for particular uses and form conclusions about which soil type is most suitable for UK farmers.</p>	<p><u>Light and shadows</u> Children will identify examples of luminous objects, learn about how light travels around us and how that enables us to see. They will investigate reflection and shadow formation, creating their own shadow puppets and exploring how shadows can be used to entertain in the arts.</p>	<p><u>Plant reproduction</u> Children will build on their prior knowledge of plant structures to describe the functions of named parts and use evidence to explain their significance in plant development. They will investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. Children will explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.</p>
Design Technology	<p><u>Food: Eating Seasonally</u> Children will discover when and where fruits and vegetables are grown. They will learn about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>		<p><u>Digital World: Wearable Technology</u> Children will design, code, make and promote a piece of wearable technology to use in low-light conditions. Children develop their understanding of programming to monitor and control their products to solve a design scenario.</p>	<p><u>Structures: Constructing a Castle</u> Children will learn about the features of a castle; they will design and make one of their own. Using configurations of handmade nets and recycled materials, they will make towers and turrets and construct a base to secure them.</p>	

Art and Design	<p><u>Drawing: Growing Artists</u> Using botanical drawings and scientific plant studies as inspiration, pupils will explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p><u>Craft and Design: Ancient Egyptian Scrolls</u> Children will learn about the way colour, scale and pattern influenced ancient Egyptian art, and will explore the technique of apertmaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>	<p><u>Sculpture and 3D: Abstract Shape and Space</u> Children will explore how shapes and negative spaces can be represented by three dimensional forms. They will manipulate a range of materials and learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>
Geography	<p><u>Mountains, Volcanoes and Earthquakes</u> Children will learn how the Earth is constructed and about tectonic plates and their boundaries. Children will learn how mountains are formed and explain the formation of types of volcanoes, as well explore the cause of earthquakes. Children will map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and how humans have responded to earthquakes.</p>	<p><u>Antarctica</u> Children will learn about latitude and longitude and how this links to climate. Children will consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. Children will explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent population. Children will study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p>	<p><u>Settlements</u> Children will explore different types of settlements, land use and the difference between urban and rural. They will describe the different human and physical features in their local area and how this has changed over time. They will make land use comparisons with India to find key similarities and differences between these contrasting areas.</p>
History	<p><u>Stone Age, Iron Age and Bronze Age</u> Children will look at the chronology of mankind from the Stone Age to today. They will use archaeological evidence and learn about changes from the Stone to Bronze Age. They will answer historical questions, identify the limitations of evidence and reconstruct the life of the Amesbury Archer.</p>	<p><u>Ancient Egypt</u> Children will develop an awareness of how historians learn about the past using mummies, tombs and pyramids. They will learn about who the Ancient Egyptians are and the importance of religion in the life of the Egyptians and how this led to Pyramids, tombs and mummies. They will investigate the tomb of Tutankhamun and learn about the importance of Egyptian pharaohs.</p>	<p><u>The Romans</u> Children will develop their chronological awareness of AD and BC. They will investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They will learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Finally, they will compare Roman life to today by thinking about how the Romans still influence our lives.</p>

RE Links to the 24 Dispositions	<u>Sharing and Being Generous</u> The story of the rich fool The story of Duni Chand Zakah Harvest <u>Caring for Others, Animals and the Environment</u> Stewardship 5 precepts Ahimsa	<u>Creating Unity and Harmony</u> Story of the tower of Babel Prayer 19 Day Feast <u>Participating and Willing to Lead</u> Worship	<u>Being Fair and Just</u> The story of the Black Stone Bandi Chhor Divas <u>Being Accountable and Living with Integrity</u> Temptation of Iblis Adam and Eve A moral tale (The pudding like a night on the sea) Story of personal accountability	<u>Remembering Roots</u> Pesach, Seder meal and Shabbat <u>Being Loyal and Steadfast</u> The instigation of Holy Communion The role of Judas Iscariot	<u>Being Open, Honest and Truth</u> The story of Naboth's Vineyard Exodus 20 and Psalm 139 The Story of the King's three children <u>Being Attentive to the sacred as well as the precious</u> The story of Elijah Silent attentiveness	<u>Being Courageous and Confident</u> Baisakhi The story of Gideon The work of the Street Pastors <u>Being Hopeful and Visionary</u> Martin Luther King Altruism and practical action
Skills Builder	<u>Trash to Treasure</u> In this unit children will work in teams to design and build a new toy from recycled materials. <u>Essential Skills</u> Presenting, Creativity and Leadership		<u>Food Glorious Food</u> In this unit children will work in teams to produce a class recipe book based on a theme chosen by the class. <u>Essential Skills</u> Aiming High, Leadership and Teamwork		<u>Making Changes</u> In this unit children will learn about the different departments at Guys & St Thomas Hospital and work in teams to produce a health campaign. <u>Essential Skills</u> Listening, Problem Solving and Staying Positive	
Relationship and Health Education	<u>Being Part of the Wider World / Mental Well-Being</u> Children will learn that people can belong to different groups in their community and that they should expect people to respect them and in turn respect others. They will learn about people/places that support communities locally and nationally. Children will learn about diversity, appreciating the range of national, regional, religious and ethnic identities in the United Kingdom. They will learn how to stay safe in the online community. Children will begin to develop an understanding of mental health and well-being..					
Paths	<u>Unit 1: Establishing a Positive Classroom Environment/Enhancing Self-Esteem</u> Children will learn how to establish an emotionally safe environment in their classroom. <u>Unit 2: Basic Emotions</u> Children will revisit and expand upon their understanding of the feelings of happy, sad, private, fine, excited, tired, scared/afraid, safe, cross/angry, calm, relaxed and worried.		<u>Unit 5: Friendship, Getting Along With Others 1</u> Children will learn the importance of listening to others, playing fairly, the importance of good manners and being a good winner or loser. <u>Unit 6: Feelings in Relationships 1</u> Children will learn about the feelings of jealousy, like/dislike, love/hate, contentment,		<u>Unit 8 - Feelings and Expectations</u> Children will learn about the feelings of surprise, delight, disgust, curiosity, boredom, confusion and confidence. They will reconsider fair/unfair and how to overcome obstacles. <u>Unit 9 - Feelings in Relationships 2</u> Children will learn about the feelings of malice, kindness, rejection and inclusion. Children will	

	<p><u>Unit 3: Improving self-control, self-awareness and anger management.</u> Children will learn the steps to calming down and using the control signals poster to support them in managing their feelings and emotions.</p> <p><u>Unit 4: Using Our Thinking Skills</u> Children will learn the importance of making good choices. They will develop their problem solving skills to solve a range of problems.</p>		<p>guilt and tolerance, they revisit proud and ashamed. They will learn the importance of considering different points of view.</p> <p><u>Unit 7: Getting Along with Others 2</u> Children will learn that friends can fall out and disagree but still remain friends. They will learn about the greed, selfishness and generosity.</p>		<p>learn about teasing and the impact on the feelings of others.</p>	
Music	<p><u>Ballads</u> Children will learn the key features of a ballad. They will perform a ballad, singing in time, in tune and incorporate actions. Children will learn how to write a verse with rhyming words which tell part of a story.</p>	<p><u>Mountains</u> Children will learn how to verbalise how music makes them feel. They will create actions and movements to music. Children will create a soundscape with percussion instruments.</p>	<p><u>Chinese New Year</u> Children will learn about the music used to celebrate the Chinese New Year. Children will write and perform a pentatonic melody.</p>	<p><u>Jazz</u> Children will learn what ragtime music is. They will play on the 'off beat' and sing a syncopated rhythm. They will improvise or compose a scat singing performance with sounds and words</p>	<p><u>The Vikings</u> Children will sing and perform like Vikings. They will create a Viking Battle Song. They will recognise minims, crotchets and quavers.</p>	<p><u>India</u> Children will be introduced to traditional Indian music and instruments. They will create a piece of music using a drone, rag and tal.</p>
Computing	<p><u>Coding (CS)</u> Children will design, write and debug programs that accomplish specific goals using sequence, selection and repetition.</p> <p><u>Online Safety (DL)</u> Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> <p><u>Spreadsheets (IT)</u> Children will use software to design and create a range of content that will accomplish given goals.</p>		<p><u>Touch Typing (IT)</u> Children will learn how to touch type using specific software.</p> <p><u>Email (IT)</u> Children can list a range of ways that the internet can be used to provide different methods of communication.</p> <p><u>Branching Database (IT)</u> Children will use a range of programs to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p><u>Simulations (CS)</u> Children will write simple program to control or simulate physical systems and solve problems by decomposing them into smaller parts.</p> <p><u>Graphing (DL)</u> Children will use software to design and create a range of content to accomplish a given goal.</p> <p><u>Presenting(MS PowerPoint) (IT)</u> Using well known presentation software, children create their own presentation using the skills they have learnt. This includes adding media, animations, shapes and timings.</p>	

PE	<p><u>Swimming</u> Children will spend half a year learning to swim confidently and competently. They will be taught in groups developing how to travel, float and submerge. They will also be introduced to some personal survival skills and how to stay safe around water. They will spend the other half of the year doing yoga, dance and gymnastics.</p>					
	<p><u>Yoga A</u> Children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body.</p> <p><u>Football</u> Children will begin to learn the rules of football, how to dribble, pass and shoot.</p>	<p><u>Dance A</u> Children will develop and learn to use counting and rhythm. They will learn to use canon, unison, formation and levels in their dances.</p> <p><u>Cricket</u> Children will begin to learn the rules of cricket; how to bowl and strike a ball. They will work collaboratively and take part in game play activities.</p>	<p><u>Gymnastics A</u> Children will focus on improving the quality of their gymnastic movements.</p> <p><u>Tennis</u> Children will learn racket control and returning a ball. They will understand the aim and the rules of the game, and they will begin to use them. They will also begin to identify when they have been successful.</p>	<p><u>Yoga B</u> Children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body.</p> <p><u>OAA</u> Children will learn to use a map of the school to further develop their navigation skills. Children will follow more complex instructions to navigate the OAA course.</p>	<p><u>Dance B</u> Children will develop and learn to use counting and rhythm. They will learn to use canon, unison, formation and levels in their dances.</p> <p><u>Ball Skills</u> Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target and dribbling</p>	<p><u>Gymnastics B</u> Children will focus on improving the quality of their gymnastic movements. They will learn the terms 'extension' and 'body tension.'</p> <p><u>Athletics</u> Children will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>
French	<p><u>French Greetings</u> Children will learn how to introduce themselves, use greetings to say hello, good-bye and good night and ask</p>	<p><u>French Adjectives</u> Children will learn adjectives of colour and size, learning the position of adjectives relative to the noun.</p>	<p><u>French Playground Games</u> Children will learn to count in French from one to twelve. They will learn how to ask and respond</p>	<p><u>In a French Classroom</u> Children will learn and use vocabulary for school items. They will learn and use the phrase 'I have a.../I</p>	<p><u>French Transport</u> Children will learn to compare French words with English words to work out the meaning. They will learn transport vocabulary</p>	<p><u>A Circle of Life in French</u> Children will learn animal vocabulary. They will use French dictionaries to source</p>

	the question 'how are you feeling?'		to the question 'how old are you?'	don't have a.'. They will learn to use un/une.	and say and write simple phrases.	new vocabulary and apply un /une.
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