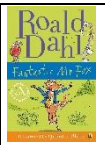
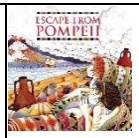
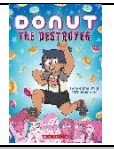
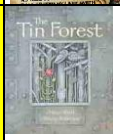
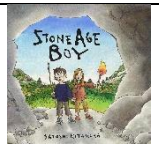
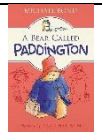
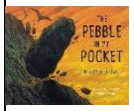
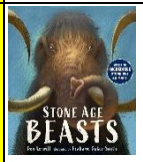
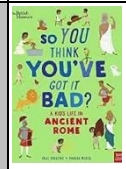
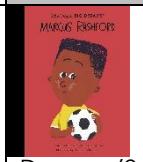
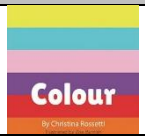
Year 3 Curriculum

Year 3 Guided Reading Overview

Y3 Core Text	 The True Story of the 3 little pigs (2 weeks)	 The Barnabus Project by the Fan Brothers (3 weeks)	 Fantastic Mr Fox – Roald Dahl (3 weeks)	 Escape from Pompeii – Christina Balit (2 weeks)	 Charlotte's Web by E B White (3 weeks)	 Donut the Destroyer (3 weeks)
Y3 Supplementary	 The Tin Forest by Helen Ward and Wayne Anderson (2 weeks)	 Stone Age Boy by Satoshi Kitamura (3 weeks)		 A bear called Paddington by Michael Bond (3 weeks)	 The Pebble in my Pocket by Meredith Hooper (2 weeks)	
Y3 Non-Fiction	 Stone Age Beasts (2 weeks)		 The World's Most Amazing Places (3 weeks)		 So you think you've got it bad? A kids life in ancient Rome. (2 weeks)	 Marcus Rashford – Little People Big Dreams (2 weeks)
Y3 Linked Poetry		 Colour – Christina Rosetti (Online) (1 week)	 Find Peace in a Poem – Anthology (2 week)		 Green Poems by Jill Bennett (1 week)	

Year 3 Writing Overview

YEAR 3 UNIT OVERVIEWS

ESSENTIALWRITING 2024-2025

Autumn				Spring				Summer				
Narrative	**Poetry:** Free Verse	**Fables**	**Non-Chronological Report**	**Narrative** (Setting and dialogue)	**Persuasive Speeches**	**Personal Narrative** (memoir)	**Poetry:** Calligrams	**Persuasive Letters**	**Instructions**	**Non-Chronological Report**	**Narrative**	**Poetry: Take One Poet**
Mini-Rabbit Not Lost	'Words Are Ours' (Michael Rosen) & 'The Magic Box' (Kit Wright)	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	Incredible Jobs You've (Probably) Never Heard Of	Alice's Adventures in Wonderland	Stella and the Seagull	Jabari Jumps; Ralph Tells a Story The Proudest Blue	Love that Dog	Speak Up! Look Up! Clean Up!	Instructions Wolf in the Snow	A Year Full of Celebrations and Festivals from Around the World	The Iron Man	Poems Aloud; Smile Out Loud
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

Year 3 Guided Reading Statement Mapping

Y3

Word reading

continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary

match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]

re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved

read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words

test out different plausible pronunciations for less familiar words

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet

read longer words, using syllable boundaries and reading each syllable separately before they combine them to read the word

[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to previous year groups.]

read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity

re-read words or challenging sections of text to ensure understanding through fluency

read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Comprehension

Vocabulary

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

identifying words and phrases which are unknown

discussing words and phrases that capture the reader's interest and imagination

beginning to respond to literary language by phrasing appropriately when reading aloud

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

discussing the way descriptive language and small details are used to create an impression for the reader

discussing the meaning of figurative words and phrases (fiction and non-fiction)

exploring synonyms and idiomatic language

Infer

empathising with characters, based on their descriptions and actions

identifying with, and exploring characters, using a range of drama techniques

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

beginning to recognise that characters may have different perspectives in the story of the same event(s)

recognising that settings may affect feelings and behaviours

beginning to consider how setting descriptions may affect the reader

posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma

Predict

using tentative language to speculate on possibilities raised by the text

predicting what might happen from details stated and implied

beginning to indicate the likelihood of a suggestion being correct

predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere

Explain

identifying common themes

asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading

identifying how language structure and presentation contribute to meaning

justifying their views about what they have read or have had read to them referring back to the text for evidence

expressing and justifying personal preferences regarding authors/named books/poets/genres

beginning to use evidence to defend points of view

beginning to develop, agree and evaluate rules for effective discussion

showing whether they agree or disagree in a group or whole-class discussion

expressing ideas showing understanding of what has been read

explaining or giving reasons for their views or choices, referring to offering evidence to support their opinion

making connections (with experiences and other texts) in order to refine thoughts/responses

Retrieve

identifying main ideas (gist) drawn from more than one paragraph

beginning to use skimming and scanning strategies

retrieving information from the text then checking the selection is what is required

beginning to select related information from more than one place in a text

collecting and discussing unknown technical or subject specific vocabulary

using features such as: contents, index, headings and links within a web page to navigate a text

re-reading to find specific information in a non-fiction text

retrieving information from specified aspects of a text e.g. headings, graphs, illustrations, subheadings

identifying keywords and main points within the text

recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables

Summarise

linking what they read or hear with their own experiences and beginning to link with others' experiences

discussing the sequence of events in texts and how items of information are related

recalling and sequencing main events from a text

beginning to summarise main ideas drawn from more than one paragraph

beginning to provide a summary of what has been read or found out for own and others' use

making comparisons within a book

Reading behaviours

listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

using dictionaries to check the meanings of words that they have read

sustaining interest in longer narratives

reading silently with good understanding

beginning to recommend books that they have enjoyed to their peers

beginning to internalise rhythms/ stresses signalled by grammatical structures

building upon a repertoire of poems learnt by heart

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

recognising some different forms of poetry

reading with appropriate expression through phrasing, stress and pitch.

responding to open questions and prompts

listening and making relevant, related comments

beginning to recognise that opinions may change as a result of listening attentively to others

asking questions for clarification and understanding

participating and speaking audibly in a range of situations

taking turns in group or class conversations

beginning to follow up others' points

asking for help with unfamiliar pronunciations and meanings

explaining to others what they have read or found out

Year 3 Maths Overview

Autumn Term 1	Autumn Term 2
Week 1 – Week 3 – Place Value Week 4 – Week 6 – Addition and Subtraction	Week 7 - 8 – Addition and Subtraction Week 9 -12 – Multiplication and Division A
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Spring Term 1	**Spring Term 2**
Week 1 – Week 3 – Multiplication and Division B Week 4 – Week 6 – Length and Perimeter	Week 7 - 9 – Fractions A Week 10 - 12 – Mass and Capacity
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Summer Term 1	**Summer Term 2**
Week 1 – Week 3 – Fractions B Week 3 – 4 – Money Week 5 – 6 - Time	Week 7 - Time Week 8 - 9 – Shape Week 10 – 11 – Statistics Week 12 - Consolidation
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	

By the end of Year 3, Children at ARE should be able to:

Place Value: Count - • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Represent - • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words. Use and Compare - • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000. Problems/Rounding - • solve number problems and practical problems involving these ideas

Addition and Subtraction: Calculations - • add and subtract numbers mentally, including: Ø a three-digit number and ones Ø a three-digit number and tens Ø a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Problems - • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division: Recall/Use - • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Calculations - • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. Problems - • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions: Recognise and Write - • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare - • recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators. Calculations - • add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]. Solve Problems - • solve problems that involve all of the above. Algebra - • solve problems, including missing number problems

Measurement: Using Measures - • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measurement: Money - • add and subtract amounts of money to give change, using both £ and p in practical contexts

Measurement: Time - • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks

Measurement: Perimeter, Area and Volume - • measure the perimeter of simple 2-D shapes

Geometry: 2-D Shapes - • draw 2-D shapes

Geometry: 3-D Shapes - • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Geometry: Angles and Lines - • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Geometry: Position and Direction: N/A

Statistics: Present and Interpret Data: • interpret and present data using bar charts, pictograms and tables

Statistics: Solve Statistical Problems: • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Year 3 Science Overview

WS = Working Scientifically

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Key Knowledge and Skills** **Animal Nutrition and the Skeletal System (Through the Ages)** - 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 **Essential Learning** Introductory Knowledge Engage – 1-4 Develop 1-4 **Resources** -sticky labels -30cm lengths of cardboard tubes, such as postal tubes -Non-bendy plastic straws -Pieces of string slightly longer than the straws -Scissors -Water bottles -Range of invertebrates collected from outside or live amimal feeds bought from a pet shop, such as earthworms, snails, centipedes, woodlice, grasshoppers and crickets -Hand lenses and digital microscopes **WS** Identify, classify, questioning, observe, perform simple tests, suggest answers to questions		**Key Knowledge and Skills** **Forces and Magnets (Rocks, Relics and Rumbles)** -compare how things move on different surfaces -notice that some forces need contact between 2 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 and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having 2 poles predict whether 2 magnets will attract or -repel each other, depending on which poles are facing **Essential Learning** Introductory Knowledge Engage 1, 2, 4 Develop- 1, 2, 4 Innovate- 1-4 **Resources** • Sets of five different magnets (such as bar, horse shoe and neodymium magnets) labelled 1–5 using small pieces of masking tape (one set per group) • Push/pull force meters • Index cards • Paperclips • Squared paper • Rulers and pencils **WS** Observing, measuring and recording Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	**Key Knowledge and Skills** **Plant Nutrition and Reproduction (Emperors and Empires)** -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 **Essential Learning** Introductory Knowledge Engage – 1, 2 Develop – 1-4 **Resources** -Flowering tomato plants -Fresh tomatoes -Examples of taproots, such as carrots or parsnips -Examples of fibrous roots, such as grasses and garden turf -Microscopes or hand lenses -Graduated beakers -Red or blue food dye -Teaspoons -Celery sticks with -leaves -Rulers -Knives and chopping boards -Tomato, radish or rocket seeds for planting (optional) -Cut flowers, such as lilies, wild garlic, campanula, foxgloves and geraniums Jars of water -Range of non-fiction books about flowering plants and pollination -Raisins **WS** Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	**Key Knowledge and Skills** **Light and Shadows (Emperors and Empires)** -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 an opaque object -find patterns in the way that the size of shadows change **Essential Learning** Introductory Knowledge Engage – 2, 3, 4, 5 Develop 1-3 Innovate - 4 **Resources** -Range of light sources, such as torches, battery-operated fairy lights, tealights and glow sticks -Range of light reflectors, such as a mirror, high-vis vest and bike reflectors -Sealed cardboard box with a hole in the side -Mini whiteboards and drywipe pens -Range of test materials, such as foil, mirrored card, cellophane, paper of different colours including white and black, fluorescent fabric or paper, cardboard, felt, satin and reflective tape -Pen torches -Hollow cardboard tubes, such as from kitchen rolls or cling film -Trays of cold water A5 ziplock bags -Sun creams (expensive and cheap brands with the same SPF) -Permanent marker pens, pencils and rulers -Timers -Tissues -Transparent, translucent and opaque materials and objects - **WS** Identify, classify, questioning, observe, perform simple tests, suggest answers to questions

Year 3 History

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

Year	Autumn	Summer
3	**Through the Ages** (Changes in Britain – Stone Age to Iron Age)	**Emperors and Empires** (Roman Empire and its impact on Britain)
	Key Knowledge: - Key changes in everyday life from Stone Age to Iron Age including Bronze Age - Tools and weapons used in each period - Impact of wealth, power and inventions - Discovery of new materials and impact on the invention of weaponry and tools	Key Knowledge: - The impact of Romanisation on Britain (everyday life, materials, religion, worships, trading, power struggles) - Important Individuals (Julius Caesar, Claudius) - Roman way of living (rich and cultured life of feasting, music, dancing, gladiator tournaments and fashion). - Heirarchy of Roman Army and why it was successful - Significant dates and events of Roman Empire
	Key Skills: - Read and order different dates chronologically - Explain similarities and differences between different periods of time - Summarise how Britain has changed during the'Ages' - Describe how human invention and creativity changed the way people live	Key Skills: - Sequence dates on a timeline - Explain cause and effect of the first invasions of Britain - Describe everyday life and how it has been impacted (Romanisation on Britain) - Describe hierarchy and power struggles during Roman times
	Essential Learning: Engage Lessons: 1, 2, 3 Develop 1 Lessons: 1, 3, 5 Develop 2 Lessons: 1, 2, 4 Express: 2	Essential Learning: Introductory Lesson Engage Lessons: 1, 2, 4, 6 and 7 to be merged into 1 lesson Develop 1 Lessons: 1, 2 Develop 2 Lessons: 1, 2, 5, 9 Assessment Lesson

Year 3 Geography

Term: Spring/Topic	Key Skills/Knowledge	Essential Learning:
Rocks, Relics and Rumbles	Skill Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). Core knowledge **By the end of this lesson children should know:** Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. Skill Name and locate significant volcanoes and plate boundaries and explain why they are important. Core knowledge **By the end of this lesson children should know:** The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Skill Describe the parts of a volcano or earthquake. Core knowledge **By the end of this lesson children should know:** A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface. Volcanoes are either active, dormant or extinct. There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. The two types of volcanic eruption are effusive and explosive. When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous. Skill Locate significant places using latitude and longitude. Core knowledge **By the end of this lesson children should know:** Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian. Skill Explain the physical processes that cause earthquakes. Core knowledge **By the end of this lesson children should know:** Earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.	**Develop 1: 1,2,3,4** **Develop 2: 1**
One Planet Our World	Skill Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Core knowledge **By the end of this lesson children should know:** Maps, globes and digital mapping tools can help to locate and describe significant geographical features such as countries, oceans and seas. Skill Use four-figure grid references to describe the location of objects and places on a simple map. Core knowledge **By the end of this lesson children should know:** A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Skill Use the eight points of a compass to locate a geographical feature or place on a map. Core knowledge **By the end of this lesson children should know:** The four intercardinal points on a compass are north-east, south-east, south-west and north-west. Skill Name and describe properties of the Earth's four layers. Core knowledge **By the end of this lesson children should know:** The Earth is made of four different layers: inner core, outer core, mantle and crust. Skill Locate significant places using latitude and longitude. Core knowledge **By the end of this lesson children should know:** Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian. Skill Locate countries and major cities in Europe (including Russia) on a world map. Core knowledge **By the end of this lesson children should know:** Europe is a continent in the Northern Hemisphere. It has over 50 countries, including transcontinental countries such as Russia. European countries include France, Greece, Italy, Romania and Russia.	**Engage: 1,3,5** **Develop 1: 1,3,5**

Year 3 Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Computing System and Networks** (Connecting Computers) Key Knowledge/Skills: - Focus on inputs, processes, and outputs. - Comparing digital and non-digital devices - Review computer networks that include network infrastructure devices like routers and switches.	**Creating Media** (Stop-Frame Animation) Key Knowledge/Skills: - Create a stop-frame animation using tablets - Create a story-based animation - Add other types of media to animations, such as music and text.	**Programming A** (Sequencing Sounds) Key Knowledge/Skills: - Sequencing in programming through Scratch. - Use a selection of motion, sound, and event blocks in their own programs, featuring sequences. - Apply stages of program design through this unit.	**Data and Information** (Branching Databases) Key Knowledge/Skills: - Understand what a branching database is and how to create one. - Create physical and on-screen branching databases. - Create, test and use an identification tool.	**Creating Media** (Desktop Publishing) Key Knowledge/Skills: - Understand 'text' and 'images' and how they communicate messages. - Use desktop publishing software - Add text and images to their own pieces of work using desktop publishing software. - Evaluate how and why desktop publishing is used in the real world.	**Programming B** (Events and Actions in Programs) Key Knowledge/Skills - Move a sprite in four directions (up, down, left and right). - Use pen blocks as a programming extensions - Design and code a maze tracing program.

Year 3 Art

	AUTUMN	SPRING	SUMMER
Y3	**CONTRAST & COMPLEMENT** Media: Paint Skill / Technique: Tertiary / Complementary Colours Essential Lessons: • Colour Theory • Colour In Art • Colour Collectors NC Attainment Target: • To improve mastery of art and design techniques	**AMMONITE** Media: Mixed Media Skill / Technique: Applied Techniques per media Essential Lessons: • Draw It • Print It NC Attainment Target: • To improve mastery of art and design techniques with a range of materials	**BEAUTIFUL BOTANICALS** Media: Various Media Skill / Technique: Applied Techniques per media Essential Lessons: • What Is A Botanical Artist? • Comparing Work On A Theme • In The Style • Printmaking NC Attainment Target: • Great artists in history • To improve mastery of techniques
	PREHISTORIC POTS Media: Clay / Sculpting Media Skill / Technique: Applied Techniques for Sculpting Essential Lessons: • Exploring Clay • Styles And Patterns NC Attainment Target: • Great artists in history To improve mastery of techniques, including drawing and sculpture [clay]	**PEOPLE & PLACES** Media: Drawing Skill / Technique: Interpreting / Creating Art (LS Lowry) Essential Lessons: • Significant Artist – LS Lowry • Drawing With Detail • Urban Landscapes • NC Attainment Target: To improve mastery of techniques, including drawing	**MOSAIC MASTERS** Media: Mosaic Skill / Technique: Mosaic Techniques Essential Lessons: • Gathering Ideas • Practicing Techniques NC Attainment Target: • Great artists in history • To improve mastery of techniques, with a range of materials

Y3 D&T

Theme	Structures
Project	Green House
Main D&T	Diagonal struts create triangular shapes within a frame structure. Adding diagonal struts to a frame structure adds strength and stability. Materials for a specific task must be selected on the basis of their properties. For example greenhouses need transparent or translucent materials. Design criteria are the exact goals a project must achieve to be successful.Asking questions can help others to evaluate their products. For example, asking someone whether the materials selected helped achieve the purpose of the model.
Knowledge and Skills	Create shell or frame structures using diagonal struts to strengthen them. Use tools safely for cutting and joining materials and components (Hot Glue Gun) Plan which materials will be needed for a task and explain why. Develop design criteria to inform a design.Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.
Materials	Strip wood / Card / Plastics
Theme	Mechanisms
Project	Making it Move (Cams)
Main D&T	Cams are devices that can convert circular motion into up-and-down motion The cam is fixed to the axle and the follower sits on the cam. When the axle is rotated, the follower moves up and down, following the shape of the cam. Different shaped cams produce different patterns of movement in the follower Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target use
Knowledge and Skills	Explore and use a range of mechanisms (wheels and cams) in models or products Develop design criteria to inform a design. Plan which materials will be needed for a task and explain why. Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. Use tools safely for cutting and joining materials and components. Make working models with simple mechanisms. Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.
Materials	Wooden dowel, wooden skewers, cardboard boxes, corrugated card, pipe cleaners, small cardboard boxes
Theme	Cooking and Nutrition
Project	Cook well, eat well
Main D&T	There are five main food groups: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. Humans get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups, including: proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. Humans stay hydrated by drinking water Safety rules must be followed when using electricity. Fingers and other objects must not be put into electrical outlets, anything with a cord or plug should never be used around water and a plug should never be pulled out by its cord. Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user
Knowledge and Skills	Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars). Explain the importance and characteristics of a healthy, balanced diet Identify and name foods that are produced in different places Develop design criteria to inform a design Use appliances safely with adult supervision. Prepare and cook a simple savoury dish Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account
Materials	Food items, including fruit and vegetables

Year 3 PE

Term: Autumn 1 **Area**: Invasion Games **Topic**: Basketball **Key Skills**: Dribbling, passing, receiving, moving, shooting **Key Knowledge:** Correct dribbling technique – knees best, finger tips, strong wrists, heads up Correct passing technique – stepping into the pass, pushing the ball away from their body Being ready to receive the ball – looking at team mate, calling name, showing 10 (2 hands out) Correct shooting technique - Ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance, bend knees and straighten during shot	**Term:** Spring 1 **Area:** Invasion Games **Topic:** Hockey **Key Skills:** Dribbling, passing, receiving, shooting **Key Knowledge**: Holding a hockey stick - Left hand at the top, right hand lower down (speed), knees bent and back straight Use flat side of the stick to dribble Passing technique - Left hand at the top, right hand lower down (strength), knees bent and back straight Shooting technique - Left hand at the top, right hand lower down (strength), knees bent and following through with their stick towards the goal.	**Term:** Summer 1 **Area:** Athletics **Topic:** Athletics **Key Skills:** Sprinting, Relay, Throwing, Jumping **Key Knowledge:** Running technique for speed – pumping their arms, running on balls of feet, heads up Speed - the distance covered divided by the time it takes to cover that distance Acceleration - the rate of change of velocity, or how quickly an athlete can increase the velocity of the motion Accuracy - *The ability to control movement in a given direction or at a given* intensity Jumping – swinging arms, bending legs when taking off and landing, landing on two feet
Term: Autumn 1 **Area**: Gymnastics **Topic**: Symmetry and Asymmetry **Key Skills**: Symmetry, Asymmetry, Sequence formation **Key Knowledge:** Excellent gymnasts – same concept as champion gymnasts in KS1 Symmetry – A body shape that is the same on both sides of the centre line. Asymmetry – A body shape that is different on both sides of the centre line.	**Term:** Spring 1 **Area:** Gymnastics **Topic:** Canon and Unison **Key Skills:** Unison, Canon, Sequence formation **Key Knowledge:** Unison – performing a movement together at the same time Flow – moving from one action to another without stopping Canon – taking it in turns to perform a movement Balancing – should be still, silent and with extension	**Term**: Summer 1 **Area**: Swimming **Topic**: Swimming
Term: Autumn 2 **Area**: Invasion Games **Topic**: Tag Rugby **Key Skills**: Moving with ball, passing, receiving, tagging **Key Knowledge:** Hands ready creating a target to catch Passing technique: Swing pass with hands following the pass Holding the ball in the middle using both hands. Run forwards with the ball, pass backwards Scoring a try, placing the ball on the floor with both hands Tagging - Take the tag. Stop and stand still. Hold the tag in the air and shout, "tag." Give the tag back to the attacker Only person that can be tagged in a game situation is the person with the ball Offside in rugby – standing in front of the ball (only allowed to pass backwards	**Term:** Spring 2 **Area:** Net and Wall **Topic:** Tennis **Key Skills:** Creating space, how to win, racket work, forehand **Key Knowledge:** Underarm throw technique – stepping into the throw Holding a racket – strong firm grip, stronger hand at bottom and weaker hand on top Ready position – knees bent, facing opponent, eyes on opponent	**Term:** Summer 2 **Area:** Striking & Fielding **Topic:** Cricket **Key Skills:** Batting, fielding, catching, bowling **Key Knowledge:** Throwing overarm - Side on, opposite arm to opposite foot, arm high, elbow as high as your shoulder, extend the throwing arm Throwing underarm - Opposite arm to opposite foot, Use non throwing arm to aim Catching - Eyes track the ball, head still, balanced body position
Term: Autumn 2 **Area**: Dance **Topic**: Wild Animals **Key Skills**: Choreographing sequences, responding to motif **Key Knowledge:** Excellent dancers - interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Expression - body language, eye contact, and movement to express the feelings and ideas of their routine. Flow - the actual grace of your movement or dance	**Term:** Spring 2 **Area:** Outdoor Adventurous Activities **Topic:** Communication & Tactics **Key Skills:** Tactics, communication, leadership	**Term:** Summer 2 **Area:** Swimming **Topic:** Swimming

Year 3 Modern Foreign Languages – FRENCH

Given the low level of children's knowledge and confidence as observed across year groups, it has been decided to follow the unit planner from Language Angels that assumes limited or no previous exposure to learning in French.

This starting point is for one year only, and should be reviewed at the end of the year. There should be a minimum of 45 – 60 minutes teaching and learning a week, with the objective of completing one unit per half term. Teaching a 30-minute lesson, especially in Years 3 and 4, may be sufficient ***so long as*** children are exposed to regular aural/ oral practice of maybe ten minutes a day throughout the week. Try morning greetings, giving instructions and referring to signage in French. Signage should be on display in all classrooms and along corridors etc, around the school.

Autumn	Spring	Summer
Autumn 1: La phonétique (phonics and punctuation) 1 J'apprends le français (I am learning French) **Autumn 2:** Les animaux (animals)	**Spring 1**: Les instruments **Spring 2:** Je peux (I can/ am able to)	**Summer 1:** Les fruits **Summer 2:** Les glaces (ice-creams)

Year 3 PSHE

Progression of skills and knowledge — Families and relationships

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Progression of skills and knowledge — Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Progression of skills and knowledge — Health and wellbeing

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

Progression of skills and knowledge — Citizenship

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community.	Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.