Year 3 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/Theme | Digging Up The Past | | Scrap Heap | | Africa | |
| Outdoor Learning | AUTUMN TERM  Rock climbing, caving, beach combing and fossil hunting. | |  | | | |
| Trips & Visits | Beach trip: rocks and soils, coastal erosion  Visitor: Stone Age woman | | Life centre re light and magnets (stop off visit to  Angel of the North)  Local area: park, field, forest | | Local area: park, field, forest  Visitor in school- play in a day and drama workshops. | |
| English: Writing Outcomes | \*Personal responses  \*Retelling familiar stories  \*Explanations (including flowcharts and diagrams)  \*Adventure/quest stories  \*Non-chronological report  \*Shape poems (calligrams)  \*Simile poems  \*Comic strips  \*Dialogue | | \*Personal responses  \*Fairy tales  \*Diary entry  \*Alternative story endings  \*Dialogue  \*Persuasive letters  \*Traditional tales  \*Information texts  \*Reports  \*Newspaper report | | \*Personal responses  \*Playscripts  \*Mystery stories  \*Adventure stories  \*Dialogue  \*Non-chronological report  \*Information texts (animal fact files)  \*Balanced argument  \*Diary entry | |
| English: Punctuation & Grammar | \*Extending writing using a range of conjunctions  \*Commas in lists  \*Past and present tense (simple)  \*Using determiners (a & an)  \*Nouns and pronouns for cohesion  \*Fronted adverbials  \*Paragraphs to organise & sequence | | \*Extending writing using a range of conjunctions  \*Direct speech punctuation  \* Paragraphs to organise & sequence  \*Fronted adverbials  \*Apostrophes for possession  \*Headings & subheadings | | \*Extending writing using a range of conjunctions  \*Fronted adverbials, using commas  \*Perfect verb forms  \*Apostrophes for possession  \*Direct speech punctuation | |
| Spelling | In Year 3, children learn:  \*How the spelling of verbs change when ‘ing’ is added e.g. shopàsho**pp**ing  \*To investigate and learn to use the spelling pattern ‘le’  **\***To recognise and spell common prefixes, (word beginnings) e.g. un, de, dis, re, pre  **\***To use their knowledge of prefixes to generate new words from root words e.g. prefix + root = new word : dis + establish = disestablish  \*How words change when ‘er’ and ‘est’ are added on the end  \*How words change when ‘y’ is added on the end  \*To investigate and identify basic rules for changing the spelling of nouns when ‘s’ is added  e.g. brushàbrush**es**; pencilàpencil**s** \*To investigate, spell and read words with silent letters  \*To recognise and generate compound words e.g. motor + cycle = motorcycle; tooth + paste = toothpaste  \*To recognise and spell common suffixes (word endings) and how these influence word meanings, e.g. ‘-ly’, ‘-ful’, ‘-less’  \*To use their knowledge of suffixes to generate new words from root words  \*To use the apostrophe to spell shortened forms of words  \*To recognise and spell the prefixes ‘mis-’, ‘non-’, ‘ex-’, ‘co-’, ‘anti-’  \*To use their knowledge of these prefixes to generate new words from root words e.g. mis + understood = misunderstood  \*To use the apostrophe to spell further shortened forms of words (contractions e.g. can’t)  \*To explore homonyms (words which *look* the *same* but with multiple meanings) and explain how the meanings can be distinguished by context e.g. Shoot that arrow using a ***bow***. ***Bow*** to your audience. Pirates are seen on the ***bow*** of the ship! Tie that ribbon with a ***bow***. | | | | | |
| Class Text(s) | \*Ug: Boy Genius of the Stone Age  \*The Pebble in my Pocket  \*Jemmy Button | | \*The Iron Man  \*Ice Palace  \*Please Mrs Butler  \*Revolting Rhymes | | \*Gorilla  \*The Village That Vanished  \*Fly, Eagle, Fly!  \*Journey to Jo’burg | |
| Guided Reading | \*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  \* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  \* check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  \* use dictionaries to check the meaning of words that they have read  \*predict what might happen from details stated (and implied)  \*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  \*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | | \*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  \* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  \* check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  \*ask questions to improve their understanding of a text  \*identify main ideas drawn from more than one paragraph and summarise these  \*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  \*identify themes and conventions in a wide range of books  \*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | \*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  \* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  \* check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  \*read books that are structured in different ways and reading for a range of purposes  \*retrieve and record information from non-fiction texts  \*draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence  \*discuss words and phrases that capture the reader’s interest and imagination  \*identify how language, structure, and presentation contribute to meaning | |
| Opportunities for Drama & P4C | ‘Stone Age’ woman  Debate/discussion: what is it to be ‘civilised’? Is it right to take a child from their country and bring them to our country to be civilised like Jemmy Button? | | Debate: will robots eventually take over the world?  What do we recycle?  Should we recycle? | | Debate: should animals be kept in zoos?  Discussion about animals in captivity  Discussion about slavery, racism and apartheid in South Africa | |
| Maths | \*Number: Place Value  \*Number: Addition & Subtraction | \*Number: Multiplication & Division | \* Number: Multiplication & Division  \*Measurement: Money  \*Statistics | \*Measurement: Length & Perimeter  Number: Fractions | \*Number: Fractions  \*Measurement: Time | \*Geometry: Properties of Shapes  \*Measurement: Mass & Capacity |
| Science | Rocks and Soils | | Forces & Magnets | Light | Plants | Animals Including Humans |
| Science: NC Objectives | \*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. | | \*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. | \*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 a solid object  \*find patterns in the way that the size of shadows change. | \*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. | \*identify that animals, including humans, need the right types and amount of 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. |
| Science: Working Scientifically Activity | TESTING ROCKS: Investigate the properties of rocks    TESTING SOIL: Investigate the permeability of soil | | FORCES & MAGNETS: Investigate a question about magnets  SHOE GRIP:  Plan a fair test and try to  explain the  results in  terms of  friction | Investigate shadows produced by different materials | Investigate shadows produced by different materials | MODEL SKELETON: Use secondary sources to find out  about the human skeleton  RESEARCHING SKELETONS: ask relevant  questions about  skeletons from  two different  animals to make  a comparison |
| Science: Working Scientifically Skills |  | |  |  |  |  |
| Science: Working Scientifically | In Years 3 & 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: 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. | | | | | |
| History | \*The Stone Age | | \*Changing societies  \*Local history study (comparison) | | \*History study of Africa  \*Ancient Egypt | |
| History: Skills | \*make observations using small details (pictures, artefacts)  \*select and record information relevant to their study  \*ask questions (who, what, where, what, why & how) and find answers  \* place a time period studied on a timeline  \* sequence events or artefacts  \* use dates and time language related to the passing of time  \* find out about everyday lives of people in the time period studied  \* compare daily life of historical figures with our life today  \* identify reasons for and results of people’s actions in the period studied  \*understand why historical figures may have had to behave/act in a certain way  \* look at representations of the period from that time  \* communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama  \* find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility  \* develop their ideas using ICT tools to amend and refine their work | | \*use a range of sources (primary and secondary) to find out about a period  \*make observations using small details (pictures, artefacts)  \*select and record information relevant to their study  \* begin to use sources to conduct their own research  \*understand why historical figures may have had to behave/act in a certain way  \* identify and give reasons for the different ways in which the past is represented  \* begin to evaluate the usefulness of different sources  \* look at representations of the period from that time  \* communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama  \* review, modify and evaluate their work, reflecting critically on its quality as it progresses  \* find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility  \* develop their ideas using ICT tools to amend and refine their work, and to enhance its quality and accuracy  \* exchange and share information, both directly and through electronic media | | \*make observations using small details (pictures, artefacts)  \*select and record information relevant to their study  \* begin to use sources to conduct their own research  \* use dates and time language related to the passing of time  \* find out about everyday lives of people in the time period studied  \* identify reasons for and results of people’s actions in the period studied  \*understand why historical figures may have had to behave/act in a certain way  \* identify and give reasons for the different ways in which the past is represented  \* begin to evaluate the usefulness of different sources  \* look at representations of the period from that time  \* communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama  \* review, modify and evaluate their work, reflecting critically on its quality as it progresses  \* find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility  \* develop their ideas using ICT tools to amend and refine their work, and to enhance its quality and accuracy  \* exchange and share information, both directly and through electronic media | |
| History: NC Objectives | In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:  \*changes in Britain from the Stone Age to the Iron Age  \*the Roman Empire and its impact on Britain  \*Britain’s settlement by Anglo-Saxons and Scots  \*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  \*a local history study  \*a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  \*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  \*Ancient Greece – a study of Greek life and achievements and their influence on the western world  \*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | | | |
| Geography | \*Soil & rock formation  \*Rivers & coasts  \*Volcanoes | | \*Local area study (including two days for whole class with Scout.ed)  \*Recycling & natural resources | | \*Mapping & data collection  \*Comparing UK to Africa | |
| Geography: Skills | \* describe and understand key aspects of physical geography, including erosion, rock formation, coasts, brief introduction to volcanoes and earthquakes  \* describe and understand key aspects of human geography, including trade links; types of settlement in Early Britain | | \* locate, name and identify some characteristics the seven continents on a world map  \* locate the main countries of Europe (including Russia) and identify capital cities of Europe  \*locate and name the countries making up the British Isles, with their capital cities  \* learn the eight points of the compass, 2-figure grid references (co-ordinates), some basic symbols and a key (including the use of simplified Ordnance Survey maps) to build their knowledge of the UK and the wider world  \* use fieldwork to observe and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | \* identify the longest rivers in the world, largest deserts, highest mountains, and compare with UK  \* identify the position and significance of the Equator, Northern & Southern hemispheres, and Tropics of Cancer & Capricorn  \* compare a region in the UK with a contrasting region from around the world  \* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| Geography: NC Objectives | In Key Stage 2, pupils should be taught to:  **\***locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  \*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  \*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  \*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  \*describe and understand key aspects of:  \*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  \*human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **\***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  \*use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | |
| Art & Design | \*Cave paintings  \*Paint mixing (including natural resources) | | \*Junk modelling (link to DT)  \*Sewing / stitching (link to DT) | | \*African landscapes (sunrises & sunsets) - pastels  \*African patterns  \*Batik (cloth)  \*Weaving | |
| Art & Design: Skills | \* experiment with the potential of different pencils  \* make close observations  \* draw both positive and negative shapes/spaces  \* make initial sketches as a preparation for painting  \* make accurate drawings of people, especially faces  \* mix colours confidently  \* make colour wheels including the full spectrum  \* begin to use different types of brushes  \* apply colour using a range of techniques (including dotting, scratching and splashing) | | \* shape, form, model and construct (from malleable and rigid materials)  \* plan and develop own work  \* show understanding of different adhesives and methods of construction  \* use smaller-eyed needles and finer threads | | \* use weaving with confidence  \* use tie-dying and batik to create effects  \* show an understanding of aesthetics  \* apply decorative techniques  \* use relief and impressed printing  \* record textures and patterns  \* use mono-printing for effect  \* use colour mixing through overlapping colour prints  \* observe, comment on and use patterns in the environment  \* make patterns on a  range of surfaces  \* discuss regular and irregular patterns (including symmetry) | |
| Art & Design: NC Objectives | In Key Stage 2, pupils should be taught:  \*to create sketch books to record their observations and use them to review and revisit ideas  \*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  \*about great artists, architects and designers in history. | | | | | |
| Design and Technology | \*Shelters using natural resources | | \*Junk modelling  \*Shadow puppet theatre | | \*Batik (link to Art)  \*Food technology - African food (soup??)  \*African instruments: rainmaker | |
| Design & Technology: Skills | \* generate ideas for an item, considering its purpose and the user/s  \* identify a purpose and establish criteria for a successful product.  \* plan the order of their work before starting  \* explore, develop and communicate design proposals by modelling ideas make drawings with labels when designing  \* select tools and techniques for making their product  \* measure, mark out, cut, score and assemble components with more accuracy  \* work safely and accurately with a range of simple tools  \* think about their ideas as they make progress and be willing change things if this helps them improve their work   \* use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT  \* evaluate their product against original design criteria e.g. how well it meets its intended purpose | | \* generate ideas for an item, considering its purpose and the user/s  \* identify a purpose and establish criteria for a successful product.  \* plan the order of their work before starting  \* explore, develop and communicate design proposals by modelling ideas make drawings with labels when designing  \* select tools and techniques for making their product  \* measure, mark out, cut, score and assemble components with more accuracy  \* work safely and accurately with a range of simple tools  \* think about their ideas as they make progress and be willing change things if this helps them improve their work   \* use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT  \* evaluate their product against original design criteria e.g. how well it meets its intended purpose | | \* measure, tape or pin, cut and join fabric with some accuracy  \* demonstrate hygienic food preparation and storage  \* generate ideas for an item, considering its purpose and the user/s  \* identify a purpose and establish criteria for a successful product.  \* plan the order of their work before starting  \* explore, develop and communicate design proposals by modelling ideas make drawings with labels when designing  \* select tools and techniques for making their product  \* measure, mark out, cut, score and assemble components with more accuracy  \* work safely and accurately with a range of simple tools  \* think about their ideas as they make progress and be willing change things if this helps them improve their work   \* use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT  \* evaluate their product against original design criteria e.g. how well it meets its intended purpose  \* disassemble and evaluate familiar products | |
| Design & Technology: NC Objectives | In Key Stage 2, when designing and making, pupils should be taught to:  \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  \*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **\***select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  \*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **\***investigate and analyse a range of existing products  \*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  \*understand how key events and individuals in design and technology have helped shape the world  **\***apply their understanding of how to strengthen, stiffen and reinforce more complex structures  \*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  \*understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  \*apply their understanding of computing to program, monitor and control their products.  \*understand and apply the principles of a healthy and varied diet  \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  \*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | |
| Music | Learn to play the ukulele  Learn to play chords  Read notes and chords  Singing as a class, singing as part of a round | | | | | |
| Music: NC Objectives | In Key Stage 2, pupils should be taught to:  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*improvise and compose music for a range of purposes using the inter-related dimensions of music  \*listen with attention to detail and recall sounds with increasing aural memory  \*use and understand staff and other musical notations  \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  \*develop an understanding of the history of music. | | | | | |
| Computing | isafe (E-safety)  Microsoft Office: Word, PowerPoint | |  | |  | |
| Computing: NC Objectives | In Key Stage 2, pupils should be taught to:  \*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  \*use sequence, selection, and repetition in programs; work with variables and various forms of input and output  \*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  \*understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  \*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  \*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  \*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| PE | Outdoor Ed  Gymnastics | Outdoor Ed  Invasion Games | Swimming  Dance | Swimming  Striking and Fielding Games | Athletics  Outdoor and Adventurous activities | Athletics  Outdoor and Adventurous activities |
| PE: NC Objectives | In Key Stage 2, pupils should be taught to:  \*use running, jumping, throwing and catching in isolation and in combination  \*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  \*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  \*perform dances using a range of movement patterns  \*take part in outdoor and adventurous activity challenges both individually and within a team  \*compare their performances with previous ones and demonstrate improvement to achieve their personal best.  \*swim competently, confidently and proficiently over a distance of at least 25 metres  \*use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  \*perform safe self-rescue in different water-based situations | | | | | |
| RE | **Digging up the Past:**  **What do different religions say about the creation story?**  (Christianity/ Hinduism)  Beginning of topic: Where do you think the world came from?  Look at Christian/ Hindu creation stories and compare/ contrast.  Concepts of God- powerful, creator, ruler, provider  Concepts of God/ Jesus as the light of the world. Find as many references to light in the bible and explain the symbolism etc.  Why do people believe in creation stories? How does belief in a creator impact a religious person’s life e.g. being thankful, caring for the planet/ others, different forms of worship and faith (Hindu and Christian)  **How do Hindus and Christians show their beliefs- Compare? (Compare a range of baptism ceremonies?)** |  | **Scrap Heap**  **What do different religions say about what happens after life?**  (Christianity/ Hinduism)  What are Christian/ Hindu beliefs about the afterlife? How does this impact how they live their lives? Compare and Contrast  Create some rules for living a good life/ Look at the Ten Commandments and The Greatest Commandments and compare with religious rules in Hinduism  What do you want to achieve in your lifetime?  Concepts of God: God the Holy Spirit (Pentecost)  Story of Jesus’ death and resurrection  If we could remove our brains and place them in a robot, would we be able to live forever? Would we still be us? Would you want to live forever? | | **Africa**  **African Creation Stories**  What is a story, myth or legend?  How is it different from a belief? Or faith? What is faith? Do people believe literally or allegorically in stories?  Do you need proof to believe? (Story of Doubting Thomas and Jesus)  How were these allegories created?  What are the motivations in creating and telling creation stories?  Compare back to Christian creation story. If God made the world do we have to believe in him? If God didn’t make the world what should we believe in?  What do you believe in?/ Respect and Tolerance for different views (UNCRC)  End of topic/ Year assessment:  If you could re- create the world what would you do? What would you keep the same and what would you change?  How would you help people to deal with birth and death? | |
| RE: Objectives | Lower KS2:  Knowledge and Understanding of Religion- Children can **describe** some beliefs and features of religion.  \*Pupils describe some of the beliefs and features of religion, recognising similarities and differences.  \*They make links between beliefs and sources, including religious stories and sacred texts.  \*They begin to identify the impact religion has on believers’ lives.  \*They describe some forms of religious expression.  Critical Thinking- In response to the religious material they learn about, pupils are able to express their views and support them using a **plausible reason or reasons.** They show some awareness of other people’s views.  \*Pupils ask important questions about religion and beliefs.  Personal Reflection- In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. | | | | | |
| SMSC- Weekly Themes | \*PSHE: Going for Goals/ Not Giving Up  \*British Values:  Rule of Law  \*PSHE: Dealing with Changes, Consent and saying No!  NSPCC- Pants rule  \*P4C Session  (Philosophy for Children)  \*PSHE: Getting on and Falling Out/ Empathy and understanding the feelings of others  \*Black History Month/ Anti- Slavery Day  \*Current Affairs and Global Awareness | \*Making moral choices:  Right and Wrong  \*British Values:  Individual Liberty  \*Anti- Bullying Week  \*OUTRIGHT UNICEF CAMPAIGN  \*PSHE: We are all Unique (Differences)  Diversity and Disability Equality  \*RRSA: Our Rights  and Human Rights  \*SMSC: Current Affairs/ Global Awareness | P4C Session  \*SMSC: Working together/ Gender Equality  This Girl Can…  This Boy Can…  \*SMSC: World Religion Day/ What is faith and belief?  Our Beliefs  (Multi- Faith Week)    \*British Values:  Democracy  \*RRSA: Our Rights  (Safe and Reliable Information)  Safer Internet Day  \*Health and Wellbeing/  Mental Health:  Feelings and emotions | \*World Cultures/ cultural diversity  \*Lent and Kindness  \*SMSC: STEM/ SCIENCE WEEK  \*P4C Session  \*SMSC: World Water Day/ The Environment  \*SMSC:  Current Affairs and Global Awareness | \*SMSC: Current Affairs and Global Awareness  \*British Values:  Respect and Tolerance for different beliefs and faiths  \*Respect for Our World:  Litter Pick  \*Modern Families:  LGBTQ acceptance  International Day against homophobia and transphobia  (Article 2)  \*Cultural Diversity Day/  \*Walk to School Week-  *How do different children around word access/ travel to school?*  \*Healthy bodies, healthy minds | \*SMSC: Ramadan  (Islam)  \*P4C session  \*British Values: Tolerance and Respect  \*SMSC: Eid- Al- Fitr (Islam)  \*SMSC: Campaigning: Send My Friend  \*SMSC: Believe and Achieve: Careers Week  \*Current affairs and global awareness |
| MFL  Units and vocabulary | Early Start Online – French 1   |  |  |  | | --- | --- | --- | | **Units** | **Vocabulary** |  | | Greetings/goodbye | Bonjour  Salut  Bonsoir  Bonne nuit  Au revoir  Monsieur  Madame  Mademoiselle  Merci  Sil vous plait | Good day/hello  Hi  Good evening  Good night  Good bye  Mr  Mrs  Miss  Thank you  Please | | How are you? | Ca va?  Ca va bien  Ca va mal/ca ne va bien  Et toi?  Comme ci comme ca  Oui  Non | How are you?  I am well  I’m not great  And you?  So so  Yes  No | | What’s your name? | Comment t'appelles-tu?  Je m’appelle..... | What is your name?  My name is... | | Alphabet | Alphabet sounds |  | | My family | Ma famille  Mon pere/papa  Mon mere/maman  Mon frere  Ma soeur  Mon grand-pere  Ma grand-mere  Mon oncle  Ma tante  Le bebe  Voici...  Elle s’appelle...  Il s’appelle... | My family  My dad  My mum  My brother  My sister  My grandfather  My grandmother  My uncle  My auntie  The baby  Here is...  She is called...  He is called... | | Numbers 1-12 | Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze | 1-12 | | How old are you? | Quel age as-tu?  J’ai …..... ans  Quel age as-t-il?  Quel age a-t-elle?  Il-a-….ans  Elle-a-…..ans | How old are you?  I am ….... years old  How old is he?  How old is she?  He is.....years old  She is......years old | | Brother and sisters | J’ai...  Je n’ai pas de... | I have...  I don’t have any... | | Do you have a pet? | As-tu un animal?  J’ai...  Un chien  Un chat  Un lapin  Un cochon d’inde  Un oiseau  Un poisson  Un hamster  Une gerbille  Une tortue  Une souris  Un cheval  Un serpent | Do you have any pets?  I have...  A dog  A cat  A rabbit  A guinea pig  A bird  A fish  A hamster  A gerbil  a tortoise  A mouse  A horse  A snake | | Colours | Bleu  Rouge  Jaune  Vert  Noir  Blanc  Orange  Rose  Gris  Marron  Violet | Blue  Red  Yellow  Green  Black  White  Orange  Pink  Grey  Brown  Purple | | Months of the year | C’est quel mois?  Janvier  Fevrier  Mars  Avril  Mai  Juin  Juillet  Aout  Septembre  Octobre  Novembre  Decembre | What month is it?  January  February  March  April  May  June  July  August  September  October  November  December | | Numbers 13-31 | Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trent-et-un | 13-31 | | When’s your birthday? | Quelle est la date de ton anniversaire?  Mon anniversaire est le...  Joyeux anniversaire! | When is your birthday?  My birthday is the...  Happy birthday! | | Days of the week | Quel jour sommes nous?  Aujourd’hui c’est...  Lundi  Mardi  Mercredi  Jeudi  Vendredi  Samedi  Dimanche | What day is it?  Today it is...  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday | | What’s today’s date? | Quelle est la date aujourd’hui?  Aujourd’hui c’est... | What is the date today?  Today it is... | | Weather | Quel temps fait-il?  Il fait beau  Il fait mauvais  Il fait chaud  Il fait froid  Il fait gris  Il pleut  Il neige  Il y a du vent  Il y a du soleil | What’s the weather like?  It’s nice  It’s nasty  It’s warm/hot  It’s cold  It’s cloudy  It’s raining  It’s snowing  It’s windy  It’s sunny | | (Christmas) | Le marche de noel  Les decorations de noel  La creche  Le sapin de noel  Joyeux noel  Le pere noel | The Christmas market Christmas decorations  The nativity  Christmas tree  Merry Christmas!  Father Christmas | | | | | | |
| MFL  Skills | **Listening & Comprehension**  \*Understand a few familiar spoken words and phrases  **Speaking**  \*Say and/or repeat a few words and short simple phrases  \*Know how to pronounce some single letter sounds.  \*Imitate correct pronunciation with some success.  **Reading & Comprehension**  \*Recognises and read out a few familiar words or phrases  \*Use visual clues to help with reading  **Writing**  **\*** Write or copy simple words and/or symbols correctly  \*Select appropriate words to complete short phrases or sentences.  **Understanding Culture**  **\*** Understand and respect that there are people and places in the world around me that are different to where I live and play  \*Understand that some people speak a different language to my own | | | | | |
| Ongoing Themes/ Areas of Learning | e.g. time / time duration / a.m. / p.m.  Days of the week / months of the year  Roman Numerals  Temperature / temperature difference between two places: UK and Argentina (‘Jemmy Button’), UK and Australia (The Iron Man’), UK and Africa (‘Fly, Eagle, Fly’) | | | | | |

Additional Ideas/Resources

<http://www.primarycurriculum.me.uk/year3>