



Winford
Church of England
Primary School

Year 3- Tiger Class

Where children flourish

| Value of the term 23-24 | <i>Forgiveness</i> | <i>Happiness</i> | <i>Cooperation</i> | <i>Determination</i> | <i>Curiosity</i> | <i>Peace</i> |
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| 22-23 | <i>Respect</i> | <i>Patience</i> | <i>Honesty</i> | <i>Hope</i> | <i>Wisdom</i> | <i>Trust</i> |
| 21-22 | <i>Forgiveness</i> | <i>Happiness</i> | <i>Cooperation</i> | <i>Determination</i> | <i>Curiosity</i> | <i>Peace</i> |
| TERM | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| Maths | Place value within 1,000 Addition and subtraction | Multiplication and division | Multiplication and division Statistics | Measurement Number - fractions | Number – fractions Measurement | Geometry – properties of shapes Measurement |
| English | The Starbird M: Fable I: Giving advice Postcard Writing in role | Leon and the Place Between M: Own version fantasy narrative I: Setting description Persuasive poster Dialogue The First Drawing M: Own historical narrative I: Character description Recount | The Tin Forest M: Persuasive information text I: Persuasive poster Information leaflet The Pied Piper of Hamelin M: Own myth/legend I: Writing in role Character and setting description | The Last Garden M: Write own narrative I: Setting descriptions Dialogue Social media updates The Tea Cloud Monkeys M: Non chronological report I: Instructions How to guides | Cinderella of the Nile M: Own version narrative I: Descriptive passages Letter How to Live Forever M: Instructions I: Persuasive letter | The Legend of Sally Jones M: Adventure story I: Book of tricks Email Cautionary Tale of Jim M: Performance poetry I: Alternative endings |
| Science | Animal including humans | Light -why we need light -that the darkness is the absence of light | Rocks -compare properties of rocks | Forces and magnets -how things move on different surfaces | Plants -functions of: roots, flower, leaves, stem Plants -requirements of different plants | |

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| | -nutrition for animals and humans 2 -Skeletons and muscles | -that the sun can be dangerous -how shadows are formed and how they change | -how fossils are formed -that soils are made from rocks | -magnetic forces act at a distance -magnets: attracting, repelling, the poles and which objects are magnetic | -how water is transported through plants - pollination and seeds | |
| Working Scientifically | <ul style="list-style-type: none"> -Ask relevant questions and use different types of scientific equipment to answer them. -Set up simple practical enquiries, comparative and fair tests. -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help answer questions. -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. -Identify differences, similarities or changes related to simple scientific ideas and processes. -Use straightforward scientific evidence to answer questions or to support their findings. | | | | | |
| PE | Swimming | Swimming | <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Cognitive Dynamic balance Co-ordination: ball skills</p> | <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>Creative Coordination; ball skills Counter balance in pairs</p> | <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Physical Coordination and static balance in floorwork Agility: Reaction and response</p> | <p>To participate in team games, developing awareness for cooperation and simple tactics for attacking and defending</p> <p>Health and Fitness Agility: Ball chasing Static balance: Small base</p> |

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| RE | <p>Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism</p> | <p>Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity</p> | <p>Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity</p> | <p>Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity</p> | <p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p> | <p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non Hindu? Religion: Hinduism</p> |
| IT | <p>Sequencing Sound Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • 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 <p>E-safety</p> | | <p>Connecting Computers Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <ul style="list-style-type: none"> • 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 • 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 <p>Branching Databases Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and</p> | | <p>Events and Actions design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • 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 • 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 <p>E-safety</p> | |

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| | | <p>create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <ul style="list-style-type: none"> • Use technology safely, respectfully, and responsibly <p>E-safety</p> | |
| History | <p>Stone Age to Iron Age Know and understand the history of the British Isles</p> <ul style="list-style-type: none"> • Have a coherent, chronological narrative of Britain in pre-Roman times. • Have knowledge of late Neolithic hunter-gatherers and early farmers. • Understand Bronze Age religion, technology and travel, for example, Stonehenge. • Have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture | <p>Egyptians Have an overview of where and when the first civilizations appeared.</p> <ul style="list-style-type: none"> • Have an understanding of Ancient Egypt society and religion. • Know how and why the Ancient Egyptians are remembered. | <p>Ancient Greece Know how Ancient Greece society was organised.</p> <ul style="list-style-type: none"> • Be able to describe what ancient Greeks believed. • Be able to explain if and why Alexander was great. • Know how our lives today have been influenced by the Greeks |
| Historical skills | <ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Use some dates to explain British history and place on a timeline using appropriate dates. • Put artefacts or information in chronological order. • Explain a range of similarities and differences between different times in the past. • Explain how the past can be represented or interpreted in different ways. • Answer and sometimes devise my own historically valid questions. • Use one or more source of information to me answer them. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Present information in a variety of ways using specialist terms | | |
| Geography | <p>Towns, villages and cities</p> <ul style="list-style-type: none"> • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). | <p>Mountains, volcanoes and earthquakes</p> <ul style="list-style-type: none"> • Describe and understand key aspects of earthquakes. • Describe and understand key aspects of volcanoes and mountains. | <p>Water, weather and climate</p> <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> Describe and understand key aspects of human geography including types of settlement and land use. | | <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, and the water cycle and human geography, including the distribution of natural resources including energy, food, minerals and water. <p>Locate places on larger scale maps. EG: map of South America.</p> <p>Begin to match boundaries. EG: same boundary of a country on different scale maps.</p> <p>Local study – Bristol over time</p> |
| Geographical skills | <p>Use 4 compass points to follow and give directions.</p> <ul style="list-style-type: none"> Use 2 figure grid references to find features on a map. Draw a map of a route they've been on with features in the correct order. Know why a Key is needed and use standard symbols. Locate places on larger scale maps. EG: map of South America. Begin to match boundaries. EG: same boundary of a country on different scale maps. | | |
| Art | <p>Human bodies and faces - drawing, pastel and digital media</p> <p>Julian Opie, Frida Kahlo, Clementine Hunter</p> <p>to create sketch books to record their observations</p> <ul style="list-style-type: none"> use sketchbooks to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials | <p>Masks - drawing, 3D sculpture and painting</p> <p>Kimi Cantrell Egyptian Masks</p> <ul style="list-style-type: none"> to create sketch books to record their observations use sketchbooks to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials | <p>Flowering Plants and Trees – drawing and painting, shades and tones & Clay</p> <p>Van Gogh & Paul Cummins</p> <p>to create sketch books to record their observations</p> <ul style="list-style-type: none"> use sketchbooks to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials to improve their mastery of art and design techniques, including painting with a range of materials |

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| | <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history | <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of material | <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including sculpture with a range of materials • about great artists in history |
| DT | Light up signs – recycled materials and circuits. (Science Light/Electricity Link) | Photo frames from cardboard, cutting and joining | Food technology - sandwiches Moving story books, pins pivots, levers and flaps |
| Music | <u>Air</u> LO: I can use percussion instruments to create different sounds. LO: I can experiment with different structures when composing. LO: I can describe the dynamics of the music LO: I can perform a composition in a small ensemble. | <u>Junk Percussion– Rhythm unit linked to STOMP</u> LO: I can recognise rhythmic notation LO: I can listen to and repeat a variety of rhythms using instruments. LO: I can play rhythm games to enhance my understanding of rhythm and notation. LO: I know what piano and forte mean LO: I can explore timbre, texture and rhythm using everyday items as instruments. LO: I can play in an ensemble and develop ensemble and listening skills | <u>Pitch Unit</u> LO: I can explain the musical term ‘pitch’. LO: I can describe the pitch of a note. LO: I understand what a musical interval is. LO: I can notate music. LO: I understand what a scale is. LO: I can show an understanding of the link between the size of an instrument and the pitch (cross curricular LO with Science) |

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| | | | LO: I can explore experimental music by composing rhythms. | | | |
| | T1- Harvest performance T2- Christmas Performance | | Easter Service | | Raise the Roof singing performance | |
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| Spanish | Core Vocabulary | I'm learning Spanish | Animals | Musical instruments | Little Red Riding Hood | I can |
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| PHSE | <p>Being Me in My World</p> <p>To recognise their worth and identify positive achievements.</p> <p>To understand why rules are needed and how they relate to rights and responsibilities.</p> <p>To understand how actions can affect others and learn to see from others points of view.</p> | <p>Celebrating Difference</p> <p>To understand that everybody's family is different and important to them</p> <p>To understand that differences and conflicts sometimes happen among family members</p> <p>To recognise that some words are used in hurtful ways and how to problem solve a situation</p> | <p>Dreams and Goals</p> <p>To understand that people can face different challenges in their lives.</p> <p>To identify a dream/ambition</p> <p>To learn how to evaluate learning processes and how to improve</p> | <p>Healthy Me</p> <p>To understand how exercise affects the body</p> <p>To identify things, people and places that children need to keep safe</p> <p>To understand how complex my body is and how important it is to take care of it</p> | <p>Relationships</p> <p>To identify the roles and responsibilities of each member of a family.</p> <p>To identify and put into practice some of the skills of friendship</p> <p>To understand and learn strategies for keeping safe</p> <p>To understand how needs and rights are shared by children around the world and can identify how our lives are different.</p> | <p>Changing Me</p> <p>To understand that in animals and humans lots of changes happen between conception and growing up</p> <p>To understand how babies grow and develop and understand what a baby needs to live and grow</p> <p>To identify how boys' and girls' bodies change on the inside during the growing up process</p> |

