



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>Respect</i>	<i>Determination</i>	<i>Curiosity</i>
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	Measurement Number – fractions Length and Perimeter	Number – fractions Measurement Mass and Capacity Money	Properties of shapes Time Statistics
English	The Journey 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 Last Garden M: Write own narrative I: Setting descriptions Dialogue Social media updates	How to Live Forever M: Instructions I: Persuasive letter The Tin Forest M: Persuasive information text I: Persuasive poster Information leaflet The Pied Piper of Hamlin M: Own myth/ legend I: Writing in role Character and setting description	Cautionary Tale of Jim M: Performance poetry I: Alternative endings
Science	Animal including humans	Light	Rocks	Forces and magnets	Plants	

	-nutrition for animals and humans 2 -Skeletons and muscles	-why we need light -that the darkness is the absence of light -that the sun can be dangerous -how shadows are formed and how they change	-compare properties of rocks -how fossils are formed -that soils are made from rocks	-how things move on different surfaces -magnetic forces act at a distance -magnets: attracting, repelling, the poles and which objects are magnetic	-functions of: roots, flower, leaves, stem Plants -requirements of different plants -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 Football	Swimming Netball	Dodgeball	Hockey	Athletics	Rounders
RE	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non Hindu? Religion:Hinduism

			Religion: Christianity			
IT	<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>E-safety</p>	<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>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>Branching Databases 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> <ul style="list-style-type: none"> • Use technology safely, respectfully, and responsibly <p>E-safety</p>			

History	<p>Stone Age to Iron Age</p> <p>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</p> <p>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</p> <p>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). • Describe and understand key aspects of human geography including types of settlement and land use. 	<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. • 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 • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history 	<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 • 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 	<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 • 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 LO: I can explore experimental music by composing rhythms.		<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)	
	T1- Harvest performance T2- Christmas Performance		Easter Service		Raise the Roof singing performance- TBC	

Spanish						
Spanish	Core Vocabulary	I'm learning Spanish	Animals		Musical instruments	I can
PHSE	Being Me in My World To recognise their worth and identify positive achievements. To understand why rules are needed and how they relate to rights and responsibilities. To understand how actions can affect others and learn to see from others points of view.	Celebrating Difference To understand that everybody's family is different and important to them To understand that differences and conflicts sometimes happen among family members To recognise that some words are used in hurtful ways and how to problem solve a situation	Dreams and Goals To understand that people can face different challenges in their lives. To identify a dream/ambition To learn how to evaluate learning processes and how to improve	Healthy Me To understand how exercise affects the body To identify things, people and places that children need to keep safe To understand how complex my body is and how important it is to take care of it	Relationships To identify the roles and responsibilities of each member of a family. To identify and put into practice some of the skills of friendship To understand and learn strategies for keeping safe To understand how needs and rights are shared by children around the world and can identify how our lives are different.	Changing Me To understand that in animals and humans lots of changes happen between conception and growing up To understand how babies grow and develop and understand what a baby needs to live and grow To identify how boys' and girls' bodies change on the inside during the growing up process
Trips and Events	Harvest Performance STEM engineering workshop- Bristol Airport Accountancy workshop	Christmas performance TTRS- Rock Star Day Valley Arts Drama Workshop	Storyteller/author visit- Michael Loader World Book Day RNLI assembly	Explorer Dome and Science Week Easter performances	African music workshop- Alex Gichohi Sports Day Athletics Festival	Raise the Roof singing performance Rounders Tournament

	Football Tournament	Whole school pantomime visit Invasion Sports Festival	Netball Festival			
--	---------------------	--	------------------	--	--	--