

Year 3- Tiger Class

Where children flourish

Value of the term 25-26	<i>Trust</i>					
24-25	<i>Respect</i>	<i>Patience</i>	<i>Honesty</i>	<i>Hope</i>	<i>Wisdom</i>	<i>Trust</i>
<u>TERM</u>	<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 secret of Black Rock Retelling a Narrative Cloud Tea Monkeys	The Search for the Giant Artic Jellyfish Formal Report	Wilderness Narrative	Our Tower Diary Entry	The Last Garden Letter	The Thames and Tide Club Fantast Narrative
Science	Animal including humans -nutrition for animals and humans 1 -Skeletons and muscles	Light -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	Rocks -compare properties of rocks -how fossils are formed -that soils are made from rocks	Forces and magnets -how things move on different surfaces -magnetic forces act at a distance -magnets: attracting, repelling, the poles and which objects are magnetic	Plants -functions of: roots, flower, leaves, stem Plants -requirements of different plants -how water is transported through plants - pollination and seeds	
Working Scientifically	-Ask relevant questions and use different types of scientific equipment to answer them. -Set up simple practical enquiries, comparative and fair tests.					

	<p>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>-Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>-Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>-Use straightforward scientific evidence to answer questions or to support their findings.</p>					
PE	Football	Netball	Dodgeball Swimming	Hockey Swimming	Athletics	Rounders
RE	<p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning? Religion: Christianity</p>	<p>Theme: Jesus' Miracles Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is good' about Good Friday? Religion: Christianity</p>	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p>	<p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non Hindu? Religion: Hinduism</p>
IT	<p>Connecting Computers</p> <p>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 		<p>Sequencing Sound</p> <p>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, 		<p>Events and Actions</p> <p>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 	

	<p>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> <p>E-safety</p>	<p>including collecting, analysing, evaluating, and presenting data and information</p> <p>E-safety</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>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 Britain 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>Iron Age Britain</p> <ol style="list-style-type: none"> 1. Identify key features of Bronze and Iron Age settlements 2. Compare roles and occupations in Bronze and Iron Age settlements 3. Describe how advancement of bronze and iron metalworking changed tools, weapons, and daily life 4. Define what was traded during the Bronze and Iron Age settlements and how this impacted on community development 	<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>5. Explain how agricultural practices changed during the Bronze and Iron Age and what the impact of this was</p> <p>6. Evaluate the biggest changes in Britain during the Bronze and Iron Age</p>	
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>Settlements/ Our Local Area</p> <p><i>How are settlements established and how do they grow?</i></p>	<p>Mountains and Volcanoes</p> <p><i>Why do people choose to live near volcanoes?</i></p>	<p>Life in a European Country</p> <p><i>How is life different in Northern Italy?</i></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>Masks - drawing, 3D sculpture and painting</p> <p>Kimi Cantrell Egyptian Masks</p>	<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>

	to create sketch books to record their observations <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		<ul style="list-style-type: none">• to create sketch books to record their observations<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 material		<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		<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)	

		LO: I can explore experimental music by composing rhythms.				
	T1- Harvest performance T2- Christmas Performance	Easter Service	Raise the Roof singing performance- TBC			
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

<i>Trips and Events</i>	<i>Harvest Performance</i>	<i>-Christmas performance</i> <i>Whole school pantomime visit</i> <i>Invasion Sports Festival</i>	<i>World Book Day</i> <i>Netball Festival</i>	<i>Explorer Dome and Science Week</i> <i>Easter performances</i>	<i>Athletics Festival</i>	<i>Raise the Roof singing performance</i> <i>Rounders Tournament</i> <i>Sports Day</i>
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