

Year 3	Autumn		Spring		Summer	
	Thought for the week Champion Learning Achievement assemblies					
	European Day of Languages Big Start – Big Brain Black history month Gender equality International Day of the Girl Diwali	Guy Fawkes Anti-Bullying Week Remembrance Day Christmas concerts Life caravan visit	Gender equality Martin Luther King Jr Day Chinese New Year Holocaust Memorial Day	World Book Day International Women’s Day Passover	UNICEF Day for Change	Eid-Al-Fitr Nelson Mandela Day Transitions Women in Engineering Year 6 leavers concert
Parental engagement	<u>Assembly?</u>	<u>Christmas Production</u>	<u>Chinese New Year Party</u>	<u>Buckden</u>	<u>Bake sale</u>	<u>Sports Day</u>
Theme	<u>Pirates</u>	<u>Robots</u>	<u>China</u>	<u>Stonehenge</u>	<u>Volcanoes</u>	<u>Vikings</u>
Visits and Visitors	<u>Pirate Visitor week 2</u> <u>Outdoor learning: Desert island</u>	<u>Christmas production</u>	<u>Chinese new Year party</u> <u>Buddha Land</u>	<u>Stone Age residential to Buckden</u> <u>St Peters Easter Visit</u> <u>WHD: Stonehenge/SB</u>	<u>Volcano relief day</u>	<u>Viking visitor</u> <u>Science trip to Hirst Woods</u>
Texts used	<u>The great piratical Rambustification</u> <u>How to be a pirate</u>	<u>Iron Man</u>	<u>Non Fiction</u> <u>The Magic Paintbrush</u>	<u>Ug</u> <u>Stone Age Boy</u>	<u>Pompeii Erupts e-book</u>	<u>How to Train Your Dragon</u>
English	<u>Write with purpose</u> <u>Imaginative description</u> <u>Organise writing appropriately</u> Character descriptions Instructions- How to be a dastardly pirate- adjectives and expanded noun phrases.	<u>Write with purpose</u> <u>Imaginative description</u> <u>Organise writing appropriately</u> Alternative ending for Iron Man- character, plot and settings- direct speech	<u>Write with purpose</u> <u>Imaginative description</u> <u>Organise writing appropriately</u> Poetry- simile and metaphor, alliteration Fact book- visiting China - a, an, subordinate clauses and conjunctions	<u>Write with purpose</u> <u>Imaginative description</u> <u>Organise writing appropriately</u> Ug Adventure story Letter to Ug plot, setting, description, fronted adverbials and direct speech.	<u>Write with purpose</u> <u>Imaginative description</u> <u>Organise writing appropriately</u> Report writing- to present their report to the class collaboratively. Persuasive writing	<u>Write with purpose</u> <u>Imaginative description</u> <u>Organise writing appropriately</u> Design own Dragon- descriptive focus- adjectives, conjunctions and make a mini book
Maths	<u>Number and Place Value</u> <u>Addition and Subtraction</u> recognise place value up to 1000 Read, write, compare and order numbers to 1000 Add and subtract mentally up to and including 3 digit Solve problems	<u>Addition and Subtraction</u> <u>Multiplication and Division</u> Recall and use multiplication and division facts for 3,4 and 8 Write and calculate mathematical statements 2 x 1 digit	<u>Multiplication and Division</u> <u>Money</u> <u>Statistics</u> Write and calculate mathematical statements 2 x 1 digit Add and subtract amounts, giving change using pounds and pence	<u>Length and perimeter</u> <u>Fractions</u> Measure, compare, add and subtract lengths Measure the perimeter of simple 2d shapes Recognise, write and find fractions with small denominators. Add and subtract fractions	<u>Fractions</u> <u>Time</u> Recognise, write and find fractions with small denominators. Add and subtract fractions with the same denominator Compare and order unit fractions/ same	<u>Shape and angles</u> <u>Mass and Capacity</u> Draw 2d and make 3 shapes recognise angles as properties of shapes or descriptions of a turn identify acute, obtuse and right angles. Identify horizontal,

			Interpret and present data using bar charts, pictograms and tables.	with the same denominator Compare and order unit fractions/ same denominator.	denominator. Tell and write the time using the analogue and digital clock Estimate and read time to minutes. Compare events and times.	perpendicular and parallel lines. measure, compare, add and subtract mass and capacity.
Science	<p><u>Animals including humans</u> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Magnets</u> 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Light and forces</u> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 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.</p> <p>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.</p>	<p><u>Rocks</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter.</p>	<p><u>Plants</u> Outdoor learning visit to the nature reserve. Recognise that living things can be grouped in a variety of ways.</p>	
Computing plus e-safety throughout	<p><u>Internet safety</u></p> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying. • To identify personal information. 	<p><u>Programming</u></p> <ul style="list-style-type: none"> • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects • Plan, input and execute a series of commands using age appropriate programs and apps. • Review and improve their algorithms. Share their algorithms with others and discuss which algorithms are the most efficient/effective and 	<p><u>Communicating</u></p> <ul style="list-style-type: none"> • Understand how online services work. • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally • Understand that sharing personal information with people they do not know or trust (through games and other online activity) could lead to strangers trying to meet up with 	<p><u>Making Films</u></p> <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally • Explore further the effect of different music and sounds on a piece of work such as a multimedia presentation, a short film or a game. • Create a short animated sequence to communicate a specific idea making use 	<p><u>Digital literacy & Surveys</u></p> <ul style="list-style-type: none"> • Understand what a hyperlink is and what they look like. • Understand that technology enables access to a wide range of information and converting questions into keywords helps to search for specific information using search engines / technologies. • Find information on a given topic and understand that information may be linked by different media e.g. graphics, links and text. • Continue to develop keyboard skills to add and edit text with speed and accuracy. • Combine text, audio and graphics from the school network, Internet or other sources purposefully. • Locate and use copyright free sound files from the 	

		<p>why?</p> <ul style="list-style-type: none"> •Discuss the concepts of inputs and outputs in the real world such as remote controls, traffic lights, barcode readers, mice, keyboards, touchscreens, etc. 	<p>them or communication they find upsetting or confusing.</p> <ul style="list-style-type: none"> •Apply word processing skills to write emails. 	<p>of a simple storyboard.</p> <ul style="list-style-type: none"> •Begin to take pictures thinking about the content being captured such as portrait or landscape, long shot or close up. 	<p>school network and/or internet sources.</p> <ul style="list-style-type: none"> •Compare interpreting data using analogue and digital methods. •Examine and interpret existing graphs related to different curricular subjects and create their own. •Be able to answer questions from their graphs and begin to check data for accuracy.
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History	<p><u>Life as a pirate</u></p> <ul style="list-style-type: none"> •Compare some of the times studied with those of other areas of interest around the world. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •Use dates and terms to describe events. 	<p><u>The first robots</u></p> <ul style="list-style-type: none"> •A study into a significant turning point in British history (the first robots) and the impact this had upon society. 	<p><u>Ancient civilisation</u> <u>The Shang dynasty and its contributions to modern society</u></p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p><u>Stone Age Britain study</u> <u>Time line of events and reasons for change</u></p> <ul style="list-style-type: none"> •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •Use dates and terms to describe events. Compare some of the times studied with those of other areas of interest around the world. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p><u>Pompeii and other famous natural disasters</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<p><u>Time line of Vikings and Life as a Viking</u></p> <ul style="list-style-type: none"> •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •Use dates and terms to describe events. •Compare some of the times studied with those of other areas of interest around the world. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children..
	Geography	<p><u>Where do pirates come from and where are they going?</u></p> <ul style="list-style-type: none"> •Compass Points, Map work- World maps <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>OUTDOOR LEARNING</p>	<p><u>Using robots to map</u></p> <ul style="list-style-type: none"> •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Landmarks of China, Comparing China and England (physical geography)</u></p> <ul style="list-style-type: none"> •Describe some of the characteristics of these geographical areas. •Describe geographical similarities and differences between countries. •Use maps, atlases, globes and digital/computer mapping to locate 		<p><u>Natural Geography- Earth and its plates- how physical geography affects the Earth</u></p> <ul style="list-style-type: none"> •Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. •Human geography, including: settlements and land use.

	COMPASS POINTS		countries and describe features.			between countries Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
RE Kirklees Agreed Syllabus	<p><u>How are beliefs are expressed through art?</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	<p><u>Why is Christmas important for Christians?</u></p> <ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<p><u>What do creation stories tell us about our world?</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. Discuss and give opinions on stories involving moral dilemmas Give some reasons why religious figures may have acted as they did. 	<p><u>Why is Easter important for Christians?</u></p> <ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<p><u>What does it mean to be a Jew?</u></p> <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	<p><u>What do Christians believe about a good life?</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Give some reasons why religious figures may have acted as they did. Discuss and give opinions on stories involving moral dilemmas.
British Values & SMSC	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Cultural: The opportunity to explore and appreciate cultural influences</p> <p>Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>*Develop empathy Understand problems some children face in day to day lives</p> <p>Cultural: The opportunity to explore and appreciate cultural influences</p> <p>Moral: The opportunity to learn what is right and wrong and respect</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Cultural: The opportunity to explore and appreciate cultural influences</p> <p>Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Cultural: The opportunity to explore and appreciate cultural influences</p> <p>Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Cultural: The opportunity to explore and appreciate cultural influences</p> <p>Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Cultural: The opportunity to explore and appreciate cultural influences</p> <p>Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer</p>

	reasoned views.	the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	reasoned views.	reasoned views.	reasoned views.	reasoned views.
PSHCE & Scarf resources	<u>My Special Pet</u> <u>Looking after our special people</u> <u>Friends are special</u>	<u>None of your business</u> <u>Raisin Challenge</u>	<u>Let's celebrate differences</u> <u>Relationship Tree</u>	<u>Looking after our special people</u> <u>Friends and Family</u>	<u>Zeb</u> <u>Body Space</u>	<u>Secret or Surprise</u>
Indoor PE	<u>Gymnastics Pirate floor routines (benches, frames)</u> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. <ul style="list-style-type: none"> Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts <ul style="list-style-type: none"> Swing and hang from equipment safely (using hands). 	<u>Robotic Dance</u> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. <ul style="list-style-type: none"> Create dances and movements that convey a definite idea. Change speed and levels within a performance. <ul style="list-style-type: none"> Develop physical strength and suppleness by practising moves and stretching. 	<u>Yoga</u> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. <ul style="list-style-type: none"> Show changes of direction, speed and level during a performance. Show a kinesthetic sense in order to improve the placement and alignment of body parts 	<u>Gymnastics (wall bars)</u> <u>Outdoor and Adventure: Buckden</u> <ul style="list-style-type: none"> Plan, perform and repeat sequences. <ul style="list-style-type: none"> Move in a clear, fluent and expressive manner. Refine movements into sequences. <ul style="list-style-type: none"> Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts <ul style="list-style-type: none"> Swing and hang from equipment safely 	<u>Athletics/Sports Day</u> <ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. <ul style="list-style-type: none"> Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. <ul style="list-style-type: none"> Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. 	<u>Circuit training</u> <ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. <ul style="list-style-type: none"> Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. <ul style="list-style-type: none"> Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.
Outdoor PE	<u>Hockey</u> <ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<u>Football</u> <ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<u>Netball</u> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. <ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. 	<u>Tennis</u> <ul style="list-style-type: none"> Throw and catch with control and accuracy. <ul style="list-style-type: none"> Strike a ball Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a 	<u>Athletics</u> <ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. <ul style="list-style-type: none"> Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. <ul style="list-style-type: none"> Jump in a number of ways, using a run 	<u>Rounders</u> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. <ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times.

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Art & DT	<p><u>Pirate cereal bars</u></p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. <ul style="list-style-type: none"> • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<p><u>Robot calendars: Eric Joyner inspired</u></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p><u>Chinese lantern art</u></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. <ul style="list-style-type: none"> • Experiment with creating mood with colour. 	<p><u>Cave paintings</u></p> <p><u>Stone Age bread making</u></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p><u>Plasticine models of the Earth and Fossils/ Tsunami art with Sharon</u></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p><u>Viking long-ships</u></p> <p><u>Viking mast sewing</u></p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. <ul style="list-style-type: none"> • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
Music	<p><u>Rhythm and Pulse scheme of work and Ukelele</u></p> <ul style="list-style-type: none"> * Play notes on an instrument with care so that they are clear. * Devise non-standard symbols to indicate when to play and rest. <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 					
French	<p><u>French</u></p> <p><u>Numbers, colours, heathy eating and food, and introductions</u></p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. <ul style="list-style-type: none"> • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 					