

Science

Unit Title— Animals including Humans

Scientist Focus—

Key Knowledge— The importance of the right type and amount of nutrition as well as the functions of skeletons and muscles.

Key Vocabulary— Plants, animals, skeletons, bones, teeth, nutrients, food groups, diet, muscles, support, protection, movement, organs

Key Skills Developed— Understand that plants and animals obtain food in different ways. Identify the right types and demonstrate they understand the right amount of nutrients for animals including humans. Name the different types of skeletons as well as identifying and categorizing animals based on the type of skeleton it has. Identify the main bones in the body and how a skeleton protects, supports and helps the body to move. Explain how pairs of muscles work together to enable movement.

History/Geography

Unit Title— The UK

Key Knowledge— know the countries that make up UK, know the flags of these countries and how they contribute to union jack flag, know how these countries are split into regions, counties, cities, towns, villages etc, know geography of UK, including physical features of mountains, seas, cities, counties, regions, know how the UK has changed over time particularly in capital cities (population growth)

Key Vocabulary— capital cities, counties, regions, countries of the UK, peak, population, atlas, map, seas, rivers, 8 compass points

Key Skills Developed— use atlas and maps to locate capital cities in UK, counties, regions, countries, seas, rivers label a map with features, find the height of mountains on a map, use 8 compass points for direction

Art/Design Technology

Unit Title— Anthony Browne (sketching)

Artist Focus— Illustrator Anthony Browne

Key Knowledge—that he began his career in 1976 his first book -"Through the magic mirror" a book which he painted/sketched the pictures for before writing it was published. His most successful book "Gorilla" 1983 is one of 50 books, translated into 26 languages. He was the first British illustrator to receive the Hans Christian Anderson award in 2000.

Key Vocabulary— drawing, variations in line, texture, tone, shape, colour, pattern, primary colours, secondary colours.

Key Skills Developed— Explore the roles and purposes of artists, adapt their work according to their own views and describe how they might develop it further, Annotate work in sketch books, planning, refining and altering their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

Outcome— An illustration of an animal using their own perspective. A drawing of Willy the Wimp. Children will also learn how to play Anthony Browne's Shape game. Investigate Anthony Browne's different styles of illustrations and interpret their own ideas into an abstract piece of art.

PE– Netball

Key Skills—passing, catching, marking, pivot footwork, dodging, shooting, zone play, attacking, defending, team play

Key Vocabulary— names of passes, pivot

Music—Charanga Unit

Three Little Birds— Bob Marley

French—Catherine Cheater

Term and Focus— Y3 Autumn 1

Key text— Anthony Browne books

Christian Value— Endurance, thankfulness (harvest)

PSCHE Focus— Mental Health & well-being

Cross-Curricular Maths

Geography— population data, height of mountains in UK

Cross-Curricular Writing

Computing— create an information leaflet about author Anthony Browne

Enhancement Ops

Harvest Festival

Member of Jewish community to talk to Y3 about Sukkot

English

Key Texts— Anthony Browne author focus (Gorilla, The Zoo)

Grammatical knowledge developed— common nouns, proper nouns, paragraph, adjectives, 1st and 3rd person narrative, sentence openers, conjunctions, verbs, synonyms for said, present perfect tense, prepositions, alliteration, simile

Spelling rules— long a spelt as: ei, ey, ai; ur spelt as ear, homophones and near homophones, suffixes ed, ing and er, ly ily

Key genres-narrative, interview, diary, balanced argument, acrostic poetry

Key vocabulary— prediction, summarise, story plan, draft, edit, question mark, infer,

Maths

Focus—Place Value

Key Knowledge— Children build on their understanding of tens and link this to hundreds. Children will identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number, recognise the place value of each digit in a three digit number (hundreds, tens and units). Compare and order numbers up to 1000, read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. Add and subtract 1 digit from a 2 digit number. Add and subtract 2 digits from a 3 digit number.

Key Vocabulary— multiples, digits, more/less than, base 10, hundreds, tens, units, even, odd, place value grid, > < =

RE

Unit Title— Unit 3.6 Harvest

Key Questions— Why and how and when do we celebrate harvest? What do we celebrate at harvest? What are we actually giving thanks for? Who celebrates the harvest? How is the harvest celebrated around the world? Why is the harvest celebrated by everyone?

Key Knowledge— know bible stories which mention harvest, why is it mentioned in the bible that people should bring God their finest? Know how harvest has been celebrated in UK over last 100 years, Know how harvest is celebrated around the world, know content of church harvest festival services, know what harvest celebrations teaches us about Christian belief, know why it is important for Christians to celebrate harvest

Key Vocabulary— Harvest festival, thankfulness, sukkot

Key Skills Developed— finding bible stories in different parts of the bible using old and new testaments, chapters, books, verses, analyse, investigate, enquire: research celebration of harvest over last 100 years in UK and around the world (link with computing unit)

Computing

Unit Title— internet research and communication

Key Knowledge— how to search for information using key words, how to filter information and use only what is useful to you, how to save and share information safely

Key Vocabulary— internet, search engine, website, web page, bookmark, favourite, digital footprint

Key Skills Developed— use the internet safely and be responsible online, use key words to search effectively, save webpages in a browser file or folder and share with others,

Science

Unit Title— Rocks

Scientist Focus— Mary Anning

Key Knowledge— Children will discover the different types of rocks and how they are formed. They will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.

Key Vocabulary— Rocks, igneous, sedimentary, metamorphic, formation, volcano, changes, compare, natural, human-made, properties, permeable, impermeable, hard, soft, durable, buoyancy, fossil, fossilisation, soil, sub soil, organic matter, rapid, moderate, slow, transformations.

Key Skills Developed— Name the 3 different types of rocks. Handle and identify their properties. State the 4 different types of matter that soil is comprised of. Learn to make careful observations. Give examples of natural and human made rocks. Group rocks by their properties and identify similarities and differences.

History

Unit Title— Stone Age to the Iron Age

Key Knowledge- Know: where the Stone Age gets its name, which tools were crucial to the survival of early man and how tools changed during the Stone Age to make hunting more successful, how Skara Brae was discovered and some items found there, why children worked in copper mines, reasons why Iron Age people wanted to protect their homes, challenges of survival which early man faced, reasons why Stonehenge might have been built, two of the roles of Druids in Iron Age tribes, an important festival in the Druid calendar, how homes changed from the Stone Age to Iron Age, how hillforts were designed to protect Iron Age tribes.

Key Vocabulary— chronology, chronological, sources, Palaeolithic, Mesolithic and Neolithic times

Key Skills Developed- develop chronologically secure knowledge and understanding of local British history, researching information on a topic, using historical sources of information and analysing it for reliability, organising information, asking questions about change, cause, similarity and difference and significance, note connections, contrasts and trends over time, use appropriate historical terminology

Art/Design Technology

Unit Title— Stone Age (painting) and (constructing)

Artist Focus— Bronwyn Bancroft— Aboriginal artist and illustrator

Key Knowledge— Prehistoric cave art is important as it serves as some of the best means of showing the interaction between our primitive ancestors and the world as they perceived it.. Children will observe the paintings within the Lascaux Cave , France and create their own using the influence of Bronwyn Bancroft. Children will use several different medias to create different styles of these paintings. Children will produce Stonehenge art using chalk, pastels and black paper . Design/Technology— Children will be creating their own fossils using clay and paint, stone age jewellery using air dried clay and wool, and stone age tools from paper mache.

Key Vocabulary— colour, shape, pattern, texture, tone, primary colours, secondary colours, layering, overlapping

Key Skills Developed— Generate ideas for an item, considering it's purpose and user/s. Make drawings with labels when designing. Select tools and techniques for making their product. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Plan, design and make models. Make a simple paper mache object.

Outcome— A cave painting inspired by Bronwyn Bancroft . Stonehenge art using chalk, pastels and black card. Stonehenge bone necklace using air dry clay and wool. Stonehenge tools using paper mache.

PE— Gymnastics

Shape

Key Skills- show control and co-ordination making static/in air shapes, use low-level apparatus, create sequences, use rhythmic gymnastics equipment

Key Vocabulary- – static, symmetrical, apparatus, rhythmic, accuracy, consistency, flexibility, technique, control, balance

Music—Charanga Unit

Glockenspiel Stage 1

French—Catherine Cheater scheme

Term and Focus—Y3 Autumn 2

Key text—Stig of the Dump, Stone Age Boy

Christian Value— Peace (Advent)

PSCHE Focus— Friendships

Cross-Curricular Maths

Science— presentation of results

History— chronologically ordering dates

Computing— shape, direction and angles

Cross-Curricular Writing

History- 'Becoming a copper mine child'-
diary entry,

persuade an audience that the bow and arrow is a good hunting tool

Design Technology— write **instructions/ explanations** for making Stone Age tools

Enhancement Ops

Participate in KS2 Nativity

Making links with French partner school
– making and sending Christmas cards

English

Key Texts-Stone Age Boy, Stig of the Dump, non-fiction texts

Grammatical knowledge developed-adverbs, fronted adverbials, apostrophe for contraction and singular possession, paragraphs, conjunctions, clause and subordinate clause, inverted commas, first and third person, a and an

Spelling rules— ly, adverbs: root words ending in y, le, al, ic, ly; adverbs: exceptions to the rules and y3/4 statutory spellings

Key genres-narrative, instructions, explanations, newspaper report, balanced arguments, report, interview, persuasive, informal letter, description, speech

Key vocabulary— thesaurus, dictionary, headline, orientation, main body, caption, quote, direct speech, synonyms, present tense, formal language, sub-headings , time connectives such as: first, then, next, later, finally; technical vocabulary, diagrams with labels, pictures with captions, conclusion, alliteration, emotional language, rhetorical questions, prediction, inference, comparison, contrast,

Maths

Focus—Number Multiplication and Division

Key Knowledge— Children recap their understanding of recognising, making and adding equal groups. Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division; including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Key Vocabulary— Multiples, digits, equal groups, grouping, pattern, doubling, numicon, bar model, lots of, division, multiplication, share, repeated addition, times tables, multiplicand, multiplier, remainder, distributive law

RE

Unit Title— unit 3.2 Christmas. God with us.

Key Questions— In what ways is God with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people's lives? In what ways are we in the presence of Jesus in the world today?

Key Knowledge-know: what it means to be present, Christmas is a celebration of the arrival of Emmanuel; who is Jesus God with us, Christians believe God is with us through his Son, Jesus and the Holy Spirit, Christians believe that the presence of God changes our lives,

Key Vocabulary-Emmanuel, Incarnation, Jesus, Son of God, Saviour of the world, King of Kings, , Prince of Peace,

Key Skills Developed-reflect, enquire, evaluate

Computing

Unit Title— Programming Turtle Logo and Scratch

Key Knowledge— use basic commands in Logo to move and draw on screen, know how to develop algorithms using repeat command, know how to create algorithms in Scratch, know how to generate spaces and angles

Key Vocabulary-pen up, pen down, move, rotate and repeat commands, block, Turtle Logo, Scratch, regular

Key Skills Developed-use correct commands to create desired outcomes, create and debug algorithms, change and alter settings within programs, calculate angles

Science

Unit Title—Light

Scientist Focus—

Key Knowledge—They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will work in a hands on way to play a range of mirror games, finding out more about reflective surfaces. Furthermore, they will learn that the sun’s light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have chance to test which objects are opaque in an exciting investigation to design the most effective curtains, and will find out how shadows change when the distance between the object and light source changes. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

Key Vocabulary—Light, observe, size, distance, energy, beam, ray, travel, straight, opaque, translucent, transparent, block, shadow, source, dark, reflect, mirror, smooth, shiny, rough, scatter, reverse, sun, beneficial, dangerous, glare, bright, damage, UV light, UV rating, spectrum, pupil, retina, protect, direct, sunglasses.

Key Skills Developed—Identify light sources. Understand that we need light to see and that dark is the absence of light. Know that light travels in a straight line and that a shadow is formed when a solid object blocks light. Know how shadows change size. Identify reflective surfaces and how they reflect light. Know that the Sun can damage their eyes and how to protect their eyes from the Sun. Set up an investigation and make predictions. Recognise that a mirror appears to reverse an image. Identify some parts of the eye and understand how the Sun can damage parts of the eye. Identify opaque, translucent and transparent objects.

History/Geography

Unit Title— Extreme Earth

Key Knowledge— name the layers that make up the Earth, name the key parts of a volcano and explain how one is formed, know where most volcanoes are found and how they affect people’s lives, explain what causes earthquakes and how to stay safe during an earthquake, know how earthquakes are measured, know what a tsunami is and the damage it can cause, know how tornadoes form, describe how scientists collect data about storms

Key Vocabulary—Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, Volcano, eruption, main vent, crater, magma chamber, active, dormant, extinct, epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli, tsunami, tornado

Key Skills Developed– use IT to research famous volcanoes, earthquakes and tsunamis, make models of volcanoes and earthquakes, make music to represent earthquakes or volcanoes, interpret technical vocabulary

Art/Design Technology

Unit Title— Extreme Earth

Artist Focus— L S Lowry and Eileen Agar

Key Knowledge—Children will learn and research the work of LS Lowry and his inspirations and techniques used to create his painting “Britain At Play”. Children will also be researching surrealism and exploring Eileen Agar’s work “Bride at Sea” imitating this artwork through collage.

Key Vocabulary— colour, shape, pattern, texture, tone, primary colours, secondary colours, layering, overlapping, Surrealism, collage.

Key Skills Developed– Children will develop their techniques, including control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Outcome—Children will use sketchbooks to record observations of LS Lowry’s paintings/ drawings and be encouraged to observe our local environment/landscape to imitate and create their own paintings; focusing on features such as chimneys, clouds, people and architecture. Children will then explore Eileen Agar’s work; focusing on the “Bride of the Sea”. They will improve their mastery of art techniques, including drawing, painting, layering and collage; creating their own sea -scapes. Children will then develop and improve their skills in design and technology planning, designing and constructing their own volcano using paper mache.

PE-Dance: Extreme Earth

Key Skills—improvisation, link movement phrases and patterns, work co-operatively with others, use fluency, precision and control, evaluate and improve own work

Key Vocabulary—improvisation, phrases, patterns, fluency, precision, control, evaluate, adapt, improve, levels, travel, speed, dynamics

Music—Charanga Unit-Three Little Birds

French—Catherine Cheater Term 2

Term and Focus—Y3 Spring 1 Extreme Earth

Key texts—Under The Volcano, Fragile Earth, Not For Me please, I choose to act green, Be The Change-Poems to help you save the world.

Christian Value—Trust

PSCHE Focus—Families/ People who care

Cross-Curricular Maths

Measurement in Science and Geography, natural disaster statistics

Cross-Curricular Writing

Geography—create a news bulletin or eye witness account of natural disasters, tornado shape poetry

Enhancement Ops

R.E— member of clergy to visit Y3. Pupils to ask them about their calling and how it changed and affects their life.

Chinese New Year

Christingle service

Diversity week

Internet safety Day

English

Key Texts—Under The Volcano, Fragile Earth, Not For Me please, I choose to act green, Be The Change-Poems to help you save the world.

Grammatical knowledge developed—word families, headings, sub-headings, paragraphs, present tense, past tense, third person (impersonal), chronological order, time, cause and effect conjunctions, passive voice, adverbs— then, next, soon, therefore

Spelling rules—short i spelt using y, adding suffixes rules: er, ed, ing, en; prefixes mis and dis, k sound spelt with ch, homophones

Key genres—non-fiction: explanations, non-chronological reports; eye-witness account, rhyming and non-rhyming poetry, persuasion, newspaper report, biography,

Key vocabulary—bullet points, fact boxes, factual language, technical language, formal tone, diagrams/illustrations with labels, orientation, main body, quotes, concluding paragraph, end rhyme

Maths

Focus— Multiplication and Division, Measurement, Statistics

Key Knowledge— Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement: Money

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics:

Interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions

Key Vocabulary— Multiples, division, array, greater/less than, partitioning, exchange, pounds, pence, change, add, subtract, coin, note, bar model, interpret and present data, bar chart, pictograms, tables.

RE

Unit Title— 3.1 Called by God

Key Questions— What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sorts of tasks does God call people to do? Who has been/or could be called by God?

Key Knowledge— the Old Testament prophets were called by God to give his message to the people, the prophets were telling the people to turn back to God and mend their relationship with him, the message of the prophets is part of God’s big salvation plan, people’s lives are changed as they are called by God today and they respond in a variety of ways e.g. ordination, ministry in the local church and ministry work abroad

Key Vocabulary —prophet, God, Old Testament and the names of the prophets, ministry and ordination

Computing

Unit Title—Using and applying skills

Key Knowledge—Children will log data and organise information using graphs (temperatures, rainfall data etc:).

Children will choose from a variety of software to design and create an electronic information presentation, including word processing, drawing and desktop publishing before presenting their work to the class.

Key Vocabulary— research, plan, design, layout, evaluate, images, import, copy, paste and present.

Key Skills Developed— collecting, analysing, evaluating and presenting data and information, drawing or designing images and importing them into other software, researching and using appropriate information and images from the Internet and using effective design and layout in a presentation.

Science

Unit Title—Plants

Key Knowledge—Children will learn the names of different parts of plants, and the jobs they do. They will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to their classmates. Furthermore, they will have chance to predict what will happen in an exciting investigation into the transportation of water within plants. They will work in a hands-on way to identify the parts of a flower, and will explore the different stages of the life cycle of a flowering plant.

Key Vocabulary—Roots, stem, trunk, leaves, flowers, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, air, light, water, nutrients, soil, investigate, explore, predict, observe, conclusion, evaporate, compare, temperature, petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollination, fertilisation, dispersal, germination, life cycle, stages.

Key Skills Developed—To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant; To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well; To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth; To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class; To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem; To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilization; To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.

History

Unit Title— Vikings and Anglo-Saxons

Key Knowledge—know when and where the Vikings came from and why they raided Britain, compare significance of Anglo-Saxon kings during the Viking period, know who King Ethelred II was and say when and why Danegeld was introduced, know some aspects of Viking life: clothes and jewellery; religion and gods; houses and food; rhyme and writing; art and craft, know how the legal system worked in Anglo-Saxon and Viking Britain; including crime and punishment, know how the last Anglo-Saxon kings shaped Britain.

Key Vocabulary— Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, King Athelstan, chronology, change, cause, similarity, difference, significance, influential, King Ethelred II The Unready, Danegeld, Saga, runes, Odin, Frigg, longhouse, longboat, Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings

Key Skills Developed—order dates chronologically, compare significance/impact of historical figures, select and organise relevant historical information, compare legal systems in historical periods, distinguish between historically accurate and inaccurate events.

Art/Design Technology

Unit Title—Vikings— Design and Technology

Artist Focus—Anthony Gormley

Key Knowledge— Children will learn that Viking art focused on jewellery and weapons, while later craftsmen were known for their silver work and runestones. Viking art tends to be more symbolic and functional rather than contemplative or expressive; there was hardly a material to hand which Viking craftsmen had not stopped to beautify or enhance. Children will explore examples of Norse art using ICT and compare and contrast these ideas with the works of Anthony Gormley and his famous sculptures.

Key Vocabulary—construct, assemble, overlapping, stitching, weaving, mould, print, embossed patterns, layering, colour, shape, texture.

Key Skills Developed— Explore the roles and purposes of artists, craftspeople and designers working in different times/cultures. Compare ideas, methods and approaches in their own and other's work and say what they think and feel about them. Construct a simple clay base for extending and modelling other shapes. Use ICT to investigate art, craft and design in a variety of styles, genres and traditions. Print using a variety of materials, objects and techniques.

Outcome—Jewellery (brooch, arm ring) out of clay. Viking coins made from embossed foil patterns and cardboard. Viking bag/pouch for coins from felt, twine and stitching. Viking longboat through collage and overlapping. Fabric mother's day cards.

PE-Gymnastics: Movement

Key Skills—perform a range of jumps accurately, perform forward and backward rolls, perform a squat on a vault, perform a lunge into handstand and cartwheel, perform a chassis step, straight jump half-turn & cat leap, create gymnastics sequence with a partner

Key Vocabulary—squat, lunge, chassis step, cat leap

Music—Charanga Unit— The Dragon Song (Pop)

French—Catherine Cheater

Term and Focus—Y3 Spring 2

Key text—How to Train Your Dragon

Christian Value—Forgiveness

Class Worship— Thinking of Lent

PSCHE Focus—Respectful relationships

Cross-Curricular Maths

History— reading 3 and 4 digit numbers/dates

Cross-Curricular Writing

World Book Day writing opportunities

R.E— poetry, diary, interview, newspaper headline/report, write prayers

History— poetry, descriptive writing

Enhancement Ops

World Book Day

Y3 open afternoon-History/Art/Craft

Diversity week

#LiveLent service

Viking Trip

English

Key Texts-Viking Invasion, I was there; How to Train Your Dragon

Grammatical knowledge developed— possessive apostrophe with regular and irregular plurals, paragraphs, pronouns, clauses, adverbials and fronted adverbials, inverted commas/punctuating direct speech, time conjunctions

Spelling rules—homophones and near homophones, prefixes bi and re, gue and que words, sh sound spelt with ch, y3/4 statutory spellings, suffixes and applying spelling changes previously taught

Key genres— narrative; settings, character and plot, recount: letter writing, description,

Key vocabulary—narrative, possessive apostrophe with regular and irregular plurals, paragraphs, pronouns, clauses, adverbials and fronted adverbials, inverted commas/punctuating direct speech, suffix, simile, prediction, inference (from details stated and implied), summarise

Maths

Focus—Measurement-Length & Perimeter; Number: Fractions

Key Knowledge— Children will measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.

Children will count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and use fractions as numbers; unit fractions and non unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators. Solve problems that involve all of the above.

Key Vocabulary—Measure, length, centimetres, millimetres, metres, rulers, tape measures, metre sticks, trundle wheels, equivalent, descending, ascending, converting, tallest, shortest, perimeter, height, 2D, shape, rectangle, square, hexagon, triangle, pentagon, tenths, divide, equal, unit fractions, non-unit fractions, denominator, decimals, whole, numerator.

RE

Unit Title— 3.4 Exploring the sadness and joy of Easter

Key Questions—Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?

Key Knowledge— know that the events of Holy week reveal what Jesus came to earth to do—God's salvation plan, the church remembers and marks the events of Holy Week in a variety of ways, the events of Palm Sunday, Holy Week and Easter are a combined mixture of emotions of joy and sadness.

Key Vocabulary— Palm Sunday, temple, last supper, Gethsemane, Good Friday, crucified, Easter Sunday and resurrection

Key Skills Developed— Investigate, empathise, interpret, reflect

Computing

Unit Title— Word Processing Skills—link to Vikings

Key Knowledge— Children will learn about basic word processing skills. They will learn to use various features for formatting text.

Key Vocabulary— screenshot, password, case, text, align, bold, italic, underline, cut, copy, paste, snipping, bullets, numbering, select, keyboard, shortcuts, control, key, text box, text wrap, insert and format.

Key Skills Developed— how to create screenshots and passwords, how to change the case of a text, how to align text, how to use bullets and numbering, how to use the <ctrl> key and how to insert and format text boxes.

Science

Unit Title-Scientists and Inventors

Scientist Focus-Marie Curie, George Washington Carver, William Smith, Inge Lehmann.

Key Knowledge-Ch will learn about the men and women who risked their lives to find new plants, and will design their own new plant, thinking about its requirements for life. The children will learn about Marie Curie and her work on radiation. They will find out how she developed the medical use of x-rays and create their own x-ray model. Children will consider what plants need to grow well through exploring the life and discoveries of George Washington Carver. They will find out about William Smith and how he learnt that the fossils found inside rocks can be used to tell the age of the rocks as well as the modern-day applications of this. They will use his ideas to design their own island. Furthermore, they will learn about Inge Lehmann, the woman who discovered that the Earth's core is solid. The children will have chance to investigate how images change in convex and concave mirrors and will hear about the inventions and devices that use convex and concave mirrors. Children will complete a timeline of the first electromagnets, create their own electromagnet and test its strength. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

Key Vocabulary- Plant, grow, water, light, air, heat, requirements, explore, expedition, botanist, radiation, element, chemistry, physics, x-ray, bones, support, protection, movement, agriculture, crops, nutrients, soil, crop rotation, sedimentary, fossil, strata, geology, core, seismology, earthquake, magma, molten, liquid, solid, concave, convex, reflect, image, light, rays.

Key Skills Developed- Find out about the way new plants arrived in our country. Explain how Marie Curie's work on x-rays helps us identify bones. Explain how George Washington Carver helped farmers to grow crops. Explain how fossils can be used to find the age of rocks. Describe what Inge Lehmann discovered about the Earth's core. Investigate how images change in concave and convex mirrors. Explore how electromagnets attract some materials. Identify inventions and discoveries from all over the world linked to scientific ideas.

Geography

Unit Title– Somewhere to Settle

Key Knowledge– know what a settlement is, know important features of a settlement site, know things settlers needed from a settlement site and why they develop in certain locations, know settlements have been built at different times in history, know different types of land use,

Key Vocabulary– village, town, city, countries, settlement, site, location, invaders, map, atlas, globe, land use, transport and trade links, key, symbols, route, eight compass points, 4 and 6 figure grid references, Ordnance Survey maps, natural resources (energy, food, minerals and water),

Key Skills Developed- know how to identify features/land use on a digital map, use a key and symbols to identify transport links on maps, use an atlas to find a route between two places, draw a map of a settlement, create a key for a map, use 8 compass points and 4 and 6 figure grid references

Art/Design Technology

Unit Title-Under The Sea.

Artist Focus– David Hockney, Katsushika Hokusai and Julie Shackson.

Key Knowledge-Children will learn, research and compare the works of these three influential artists and use them as a basis when creating their own pieces of art. They will explore Hokusai's wood block print "The Great Wave" which led to the master artist shaping the course of the Impressionist Movement in Europe. Children will then look at Hockney's pieces depicting water and the reflections which are created. They will learn how he was an important contributor to the Pop Art Movement of the 1960's and is considered to be one of the most influential British artist's of the 20th Century. Children will then finally move on to explore the work created by Julie Shackson who is a modern day artist that creates textiles inspired by water.

Key Vocabulary– colour, shape, pattern, texture, tone, blocking, thickened, primary colours, secondary colours, impressions, reflections.

Key Skills Developed-Children will select and record from first hand observation and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Experiment with different effects and textures, including, blocking in colour, washes and thickened paint. Talk about processes used to produce a simple print. Explore pattern and shape creating designs for printing.

Outcome– Children will use their sketchbooks to record observations of water and reflections made by light. Children will explore the works of Hockney focusing on "Seascape 1989" and "Water rings" and improve their mastery of art techniques, including drawing, painting and layering using thickened paint to recreate these pieces. Ch will explore "The Wave, A Lithograph 1990" and the use of comb printing. Ch will then produce their own imitations using different tools and techniques. Hokusai's Great Wave will then be explored and children will imitate this piece using printing techniques. Julie Shackson's works will then be explored and recreated using layering and collage materials.

PE– Invasion games (Hockey)

Key Skills– correctly holding stick, passing, receiving, travelling, attacking, defending, intercepting, tackling, dribbling, shooting, goal keeping

Key Vocabulary– attacking, defending, tackling, dribbling, push pass

Music—Charanga Unit-Bringing Us

Together

French—Catherine Cheater

Y3 Summer 1 – Under the Sea

Key text– Dolphin Boy, The Pearl Diver

Christian Value– Compassion

PSCHE Focus– Living in the wider world

Worship– Caring For The World

Cross-Curricular Maths

Digital mapping

Using 8 compass points and 4 and 6 figure grid referencing.

Cross-Curricular Writing

Computing– make a powerpoint presentation about a sea creature, produce a non-chronological report using word processing skills previously taught

Enhancement Ops

Visit local area to explore how land is used.

English

Key Texts-The Pearl Diver, Dolphin Boy

Grammatical knowledge developed- verbs, adverbs, adjectives, similes, metaphors, direct and reported speech, past and present perfect tenses, apostrophes for contraction and possession, pronouns, first and third person narratives, paragraph, prepositions, clause, subordinate clause, conjunctions

Spelling rules-ary, short u sound spelt with o, ou that sounds like u, struct, uni, scop, spect, press and vent word families

Key genres– narrative, non-fiction: information text, explanation, non-chronological report, Kenning poetry

Key vocabulary– summarise, predict, improvise, empathise, setting, character, Kenning, glossary,

Maths

Focus– Number: Fractions and Measurement: Time.

Key Knowledge-Recognise and show using diagrams, equivalent fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole ($5/7+1/7=6/7$). Solve problems that involve all of the above.

Time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12 hour and 24 hour clock. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as O'Clock, a.m/p.m, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example, to calculate the time taken by particular events or tasks).

Key Vocabulary- , Divide, equal, unit fractions, non-unit fractions, denominator, decimals, whole, numerator, equivalent, add, subtract, time, analogue, roman numerals, seconds, minutes, hours, days, weeks, months, year, leap year.

RE

Unit Title– 3.3 Jesus the man who changed lives

Key Questions– What does change mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person's life?

Key Knowledge– know that Christians believe Jesus has/had the power to change people's lives, choosing to follow Jesus is not necessarily an easy way of life, people's lives today can be transformed by becoming a Christian and choosing a different way of life.

Key Vocabulary-Jesus, Mother Theresa, Levi, Zacchaeus, saint, disciples, Christian Aid, Cafod, forgiveness, humility, service

Key Skills Developed– analyse, investigate, empathise

Computing

Unit Title– **Presentation Skills** – link to a sea creature

Key Knowledge- Children will develop their use of presentation software (Microsoft Powerpoint). They will create their own power point presentation about a sea creature, which will include a theme, slide transitions, animated objects, hyperlinks and audio and video.

Key Vocabulary– branching, slides, template, hyperlinks, embed, theme, transitions, animation, presentation, audio, video, layout, file format, action settings, text box and image.

Key Skills Developed– Children will learn how to plan a branching story, how to create slide templates and organise slides with hyperlinks, how to add theme, transitions and animation to a presentation, how to use action settings, how to insert audio and video and how to evaluate slide layouts and make improvements.

Science

Unit Title-Magnets and Forces

Scientist Focus-

Key Knowledge-They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

Key Vocabulary- force, push, pull, friction, surface, magnet, magnetic, attract, magnetic field, pole, north, south, repel, compass, direction.

Key Skills Developed- Identify the forces acting on objects. Investigate how a toy car moves over different surfaces. Sort magnetic and non-magnetic materials. Investigate the strength of magnets. Explore magnetic poles. Observe how magnets attract some materials.

History

Unit Title- Ancient Egypt

Key Knowledge- know where Egypt is on a map, know when the Egyptians lived, understand what was important to people during ancient Egyptian times, know about ancient Egyptian life, know about the ancient Egyptian ritual of mummification, understand that different evidence from the past can give us different answers about it, know about the tomb of Tutankhamun, know about the use of hieroglyphs as a form of communication and recording, know about the powers of different Egyptian gods

Key Vocabulary- BC, AD, Ancient, Egypt, Egyptian, artefacts, kingdoms, wealth, exhibit, cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead, pharaoh, tomb, treasures, crown and sceptre, archaeologist, hieroglyphs, hieroglyphics, decode, translate civilisation, culture, embalming, shroud, mummification, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet, sources of evidence

Key Skills Developed-use maps to locate Egypt, find out about ancient Egyptian life by looking at artefacts, compare and contrast the powers of different Egyptian gods, select and organise relevant historical information

Art/Design Technology

Unit Title- Ancient Egypt/ Moving Monsters

Key Knowledge-Children will investigate and research Egyptian art and techniques used throughout the different periods- Old Kingdom, Middle Kingdom and New Kingdom art. They will compare and contrast the similarities/differences between Egyptian art and Stone Age Art learned previously. Children will then work as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system.

Key Vocabulary- variations, texture, printing, applique, overlapping, layering, extending, modelling, design, brainstorm, evaluate, ideas, constraints, possible, impossible, probable, planning, components, fixing, tubing, syringe, attaching, finishing, control, pneumatic system, pressure, inflate, deflate, input, output, pump, hinge, fastest, slowest.

Key Skills Developed-Plan, design and make models. Make a simple paper mache model. Construct a simple clay base for extending and modelling shapes. Join clay adequately and work reasonably independently. Investigate art, craft and design in a variety of styles and traditions. Develop an understanding of simple pneumatic systems.

Outcome- Research Egyptian Art and techniques. Make an Egyptian scroll using hieroglyphics to write a secret message. Plan, design and build an Egyptian Pharaoh mask using Modroc, card and a variety of paints. Design and produce an Egyptian armband using cardboard tubes and different materials- joining them and completing the design. Design and make a clay cartouche engraving their name in hieroglyphics onto an oval shaped piece of clay. Plan and design a moving model as part of a group- with at least one moving part.

PE- Striking and fielding (rounders & cricket)

Key Skills- throwing (inc bowling) and catching accurately, striking, fielding effectively, team work

Key Vocabulary- bowling, bowler, no ball-high, low, wide; 1st, 2nd, 3rd, 4th base, backstop, fielding

Music-Charanga Unit-

Reflect, Rewind and Replay

French-Catherine Cheater

Y3 Summer 2 Focus- Egypt

Key text- The Time Travelling Cat

Christian Value-Hope

PSCHE Focus- Being Safe

Worship- You are God's treasure

Cross-Curricular Maths

Cross-Curricular Writing

Computing- research and take notes on an ancient Egyptian artefact and produce a museum exhibit card for it.

Enhancement Ops

Visit the place of worship/speak to a person of another faith-discover the rules of their faith in greater depth.

Visit The Egyptology Collection at Manchester Museum.

English

Key Texts- The Time Travelling Cat, various non-fiction texts about Egypt

Grammatical knowledge developed- headings, subheadings, direct speech/inverted commas, vowel and consonant letters, a or an, prepositions, word families, main clause, paragraphs, time conjunctions, present tense, past tense, present perfect tense, adjectives, verbs

Spelling rules- al suffix, sure, ture, silent letters

Key genres- narrative, diary entry, non-chronological reports, explanation and instruction texts, playscript, formal letter writing

Key vocabulary-facts and opinions, simile, index, contents, glossary

Maths

Focus-Geometry: Properties of Shape Measurement: Mass and Capacity.

Key Knowledge-Recognise angles as a property of a shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.

Measurement: Mass and Capacity

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Key Vocabulary-angles, measure, turn, clockwise, anti-clockwise, straight, parallel, 2-D, 3-D, quarter, minute, north, south, east, west, spinner, complete turn, orientations, horizontal, vertical, acute, obtuse, greater than, less than, centimetre, millimetre, symmetry, perpendicular, circular, curved, faces, edges, vertices, mass, scales, kilograms, grams, intervals, weigh, heavier, lighter, litres, millilitres, capacity, volume, increments, estimate.

RE

Unit Title- 3.5 Which rules should we follow? (Christianity, Judaism, Islam, Sikhism and Buddhism)

Key Questions- What are rules? Why do we have rules? Who makes the rules? Who keeps the rules? Is there a difference between rules and laws? Who makes the law? What would happen if there were no rules/laws? Are the 10 commandments still as relevant today? Why did Jesus bring a new commandment? Why do religions have rules?

Key Knowledge- know that: the Old Testament contains the stories of the people of God, Moses rescued the people of God from Egypt and brought the Ten Commandments down from Mount Sinai, Christians try to live out the commandments given by God and Jesus, the commandments are the foundation of Christian and Jewish societies, other faiths have rules to follow that have been given to them a long time ago.

Key Vocabulary- rules, laws, Moses, commandment, Mount Sinai, Covenant, Old and New Testament

Key Skills Developed- reflect, apply, enquire, analyse

Computing

Unit Title- **Drawing and Desktop Publishing** - link to Egypt

Key Knowledge- Children will develop their graphic and presentation skills. They will learn to draw, order, group and manipulate objects to make a picture.

Key Vocabulary- drawing, shapes, lines, order, group, manipulate, layout, text, images, resize, arrange, insert and publish.

Key Skills Developed- Children will learn how to draw with different shapes and lines, how to order and group objects, how to manipulate shapes and lines, how to recognise effective layout, how to combine texts and images and how to lay out objects effectively.