Year 3 Autumn Term 1 – Curriculum

Week/ Subject:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Art and Design Complete all in week 1.	**To learn to create art inspired by Africa.** *-Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Understand that they should use the whole space wisely)* **To learn about cave art.** *-Identify the work of Cave artists and Paul Klee, making links to their own work* **To learn to use sketch books to plan using a range of art techniques.** *-Review and begin to use sketch books to develop and share their ideas, experiences and imagination.* *-Begin to use sketch books to review and revisit ideas.* *-Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Understand that they should use the whole space wisely)* **To learn to review ideas and create a piece of aboriginal art.** *-Begin to use sketch books to review and revisit ideas.* *-Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Understand that they should use the whole space wisely)* *-Identify the work of Cave artists and Paul Klee, making links to their own work. (Use this to review their own work)* **To learn to evaluate mine and others art work.** (P4C) *-Begin to use sketch books to review and revisit ideas.* *-Identify the work of Cave artists and Paul Klee, making links to their own work. (Use this to review their own work)*							
DT								
Computing		**To understand how to use computer hardware and software.** *-Learn how to turn on a laptop* *- Learn how to log in* *-Learn how to open and access purple mash*	**To be introduced to coding** *- Explain what coding is.* *- Know that for the computer to make something happen, it needs to follow clear instructions.* *- Create a program using event, object and action code blocks.* *- Explain what events, objects and actions do in a program*	**To understand Algorithms** *- Explain that an algorithm is a set of instructions.* *- Describe the algorithms they created.* *- Explain that for the computer to make something happen, it needs to follow clear instructions.*	**To understand collision detection.** *- Plan an algorithm that includes collision detection.* *- Create a program using collision detection.* *- Read blocks of code and predict what will happen when it is run.*	**To understand different object types and buttons.** *- Create a computer program that includes different object types.* *- Create a computer program that includes a button object.* *- Modify the properties of an object and a button to fit their program design.* *- Explain what a button does in their program.*	**To learn to use timers** *- Create a program that uses a timer-after command.* *- Create a program that uses a timer-every command.* *- Understand there can be different ways to solve a problem.*	
French	**To learn to greet someone in French. (ASSESSMENT)** *- I can use an appropriate greeting* *- I can introduce myself* *- I can find out someone else's name* *- I can use the correct pronunciation*		**To learn to use the correct French greeting for the time of day.** *- I know that different greetings are used at different times of the day* *- I can recognise greetings words written in French* *- I know when to use different greetings* *- I can reflect on the differences in French culture*		**To learn to ask and answer a question about feelings in French.** *- I can ask how someone is feeling* *- I can say how I am feeling* *- I can use my tone of voice to help make myself understood*		**To learn to perform a finger rhyme in French. (ASSESSMENT)** *- I can join in with a rhyme in French using appropriate actions* *- I can follow simple instructions in French to make a finger puppet*	

Geography		To understand that the United Kingdom is made of different counties and understand how these have changed over time. -Name and locate counties and cities of the United Kingdom, geographical regions and understand how some of these aspects have changed over time.		To know how to locate the cities of the UK and how this has changed over time. -Name and locate counties and cities of the United Kingdom, geographical regions and understand how some of these aspects have changed over time.		To understand the different geographical regions of the UK and how they have changed over time. -Name and locate counties and cities of the United Kingdom, geographical regions and understand how some of these aspects have changed over time.		
History	*To understand different times in history.* *(Timeline lesson)* *-know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world* *-Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.*		*To understand historical artefacts (P4C)* *-gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'* *-understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed* *-gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*		*To understand the relevance of Skara Brae* ✓ *Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*		*To understand the changes in Bronze Age technology.* *(P4C)* ✓ *Bronze age religion, technology and travel, for example, Stonehenge* *-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses* *-They should note connections, contrasts*	*To understand changes that made Bronze age travel possible.* ✓ *Bronze age religion, technology and travel, for example, Stonehenge* *-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses* *-They should note connections, contrasts*

							and trends over time and develop the appropriate use of historical terms. *-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.* *-They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.* *-They should understand how our knowledge of the past is constructed from a range of sources.*	*and trends over time and develop the appropriate use of historical terms.* *-They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.* *-They should understand how our knowledge of the past is constructed from a range of sources.*
Music		**To know musical theory.** **(Lesson 1)** *- Show understanding of musical theory including notation.*	**To learn to understand music.** **(Lesson 2)**	**To learn to improvise together.** **(Lesson 3)**	**To learn to understand music.** **(Lesson 4)**	**To learn to compose to a given song.** **(Lesson 5)**	**To learn to improvise to a song.** **(Lesson 6)**	**To learn to perform a song.**
PSHE	**To learn to create a class charter.** *-I understand why rules are needed* *-I know how to make others feel valued*	**To understand my own and others worth.** (P4C) *-I recognise my worth and can identify positive things about myself and my achievements.* *-I can set personal goals* *-I value myself and know how to make someone else feel welcome and valued.*	**To understand my own and others feelings.** *-I can face new challenges positively, make responsible choices and ask for help when I need it.* *-I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.* *-I know how to make others feel valued*		**To understand that my actions can have both rewards and consequences.** *-I understand that my actions affect myself and others and I care about other people's feelings.* *-I understand that my behaviour brings rewards/consequences.*	**To understand that I am responsible for my own choices.** *-I can make responsible choices and take action.* *-I can work cooperatively in a group.*	**To learn that my actions can affect others.** (P4C) *-I understand my actions affect others and try to see things from their points of view.*	

			RE (col1)	(col2)	(col3)	(col4)	(col5)	(col6)	(col7)

RE			**To know the basic beliefs of the Muslim and Christian faith.** *-understand the core beliefs of the Islamic faith* *-understand the core beliefs of the Christian faith* *-begin to identify similarities and differences within/between the two faiths and communities*	**To learn the core beliefs of Islam using the Five Pillars.** *-understand the core beliefs of the Islamic faith* *-be able to describe the 5 pillars of Islam* *-begin to identify similarities and differences within/between the two faiths and communities* *-explain how beliefs, symbolic expression and action can communicate meaning to individual followers*	**To understand and compare the Five Pillars to our own beliefs** (P4C) *-understand the core beliefs of the Islamic faith* *-be able to describe the 5 pillars of Islam* *-begin to identify similarities and differences within/between the two faiths and communities* *-explain how beliefs, symbolic expression and action can communicate meaning to individual followers*	**To understand the meaning from a religious story – Muhammad** *-understand the core beliefs of the Islamic faith* *-be able to describe the 5 pillars of Islam* *-explain how beliefs, symbolic expression and action can communicate meaning to individual followers*	**To learn how peoples actions can affect others.** (P4C) *-to identify similarities and differences within/between the two faiths and communities*	**To understand more about Muslims relationship with Allah.** *-understand the core beliefs of the Islamic faith* *-explain how beliefs, symbolic expression and action can communicate meaning to individual followers*	**To know what Muslims believe and why.** (P4C) *-understand the core beliefs of the Islamic faith* *-be able to describe the 5 pillars of Islam* *-understand the core beliefs of the Christian faith* *-begin to identify similarities and differences within/between the two faiths and communities* *-explain how beliefs, symbolic expression and action can communicate meaning to individual followers*
Science			**To know the functions of different parts of plants** *-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers* *-asking relevant questions and using different types of scientific enquiries to answer them*	**To know what plants need for life and growth.** (P4C) *-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* *-setting up simple practical enquiries, comparative and fair tests* *-identifying differences, similarities or changes related to simple scientific ideas and processes* *-using straightforward scientific evidence to answer questions or to support their findings.*		**To learn about the part that flowers play in the life cycle of flowering plants.** *-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers* *-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal* *-asking relevant questions and using different types of scientific enquiries to answer them* *-using straightforward scientific evidence to answer questions or to support their findings.*	**To learn the life cycle of a plant** *-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers* *-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal* *-asking relevant questions and using different types of scientific enquiries to answer them* *-using straightforward scientific evidence to answer questions or to support their findings.*	**To learn to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.** *-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* *-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* *-gathering, recording, classifying and presenting data in a*	**To learn to investigate the way in which water is transported within plants.** *-investigate the way in which water is transported within plants* *-asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests* *-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*

| | | | | | | | variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | |
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Year 3 Autumn Term 2– Curriculum

Week/Subject:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Art and Design							
DT							
Computing	**To learn to use repeat** *- Understand how the turtle object moves.* *- Use the repeat command with an object* *- Create a computer program that includes use of the repeat command.*	**To learn to design and make an interactive scene** *- Use the properties table to set the properties of objects.* *- plan their scene and code before they create their program.* *- confidently make several different things happen in a program.*	**To learn to design and make an interactive scene** *- Use the properties table to set the properties of objects.* *- plan their scene and code before they create their program.* *- confidently make several different things happen in a program.*	**To know how to stay safe online** *- Understand what makes a good password for use on the Internet.* *- Begin to realise the outcomes of not keeping passwords safe.* *- Contribute to a concept map of all the different ways they know that the Internet can help us to communicate.* *- Contribute to a class blog with clear and appropriate messages*	**To understand if information online is true or not.** *- Understand that some information held on websites may not be accurate or true.* *- Begin to understand how to search the Internet and how to think critically about the results that are returned.* *- Accessed and assessed a 'spoof' website.* *- Create their own 'spoof' webpage mock-up.* *- Share their 'spoof' web page on a class display board.*	**To learn about appropriate content and ratings.** *- Identify some physical and emotional effects of playing/watching inappropriate content/games.* *- Relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.*	
French		**To recognise and name colour words.**	**To describe shapes by their size and colour.**	**To give and receive instructions that include shape, size and colour vocabulary.**	**To create an original piece of artwork in the style of Matisse, following instructions in French.**	**To create and describe a festive picture.**	
Geography							
History		***To learn about Stonehenge and its purpose.*** ✓ *Bronze age religion, technology and travel, for example, Stonehenge* *-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,*	**To understand the development of prehistoric beliefs.** *-know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*	**To understand the impact of Iron Age Farming.** *-understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses* *-gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;*	**To understand the achievements of prehistoric people.** (P4C – diamond nine) *-gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*		

		analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses *-They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.* *-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.* *-They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.* *-They should understand how our knowledge of the past is constructed from a range of sources.*		*between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*			
Music	**To learn lyrics to songs.** *-Listen and appraise a range of Christmas themed songs.* *-Know you must warm up your voice* *-Know how to sing or rap the words clearly and with confidence.*	**To learn lyrics to songs.** *-Listen and appraise a range of Christmas themed songs.* *-Know you must warm up your voice.* *-Know how to sing or rap the words clearly and with confidence.*	**To learn to create a musical performance.** *-Listen and appraise a range of Christmas themed songs.* *-Know you must warm up your voice.* *-Know how to sing or rap the words clearly and with confidence.* *-Know that performance involves communicating feelings, thoughts and ideas about song/music.* *-Know that you need to know and have planned everything that will be performed.* *-To talk about the best place to be when performing and how to stand or sit.*	**To learn to create a musical performance.** *-Listen and appraise a range of Christmas themed songs.* *-Know you must warm up your voice.* *-Know how to sing or rap the words clearly and with confidence.* *-Know that performance involves communicating feelings, thoughts and ideas about song/music.* *-Know that you need to know and have planned everything that will be performed.* *-To talk about the best place to be when performing and how to stand or sit.*	**To learn to create a musical performance.** *-Listen and appraise a range of Christmas themed songs.* *-Know you must warm up your voice.* *-Know how to sing or rap the words clearly and with confidence.* *-Know that performance involves communicating feelings, thoughts and ideas about song/music.* *-Know that you need to know and have planned everything that will be performed.* *-To talk about the best place to be when performing and how to stand or sit.*	**To learn to create a musical performance.** *-Listen and appraise a range of Christmas themed songs.* *-Know you must warm up your voice.* *-Know how to sing or rap the words clearly and with confidence.* *-Know that performance involves communicating feelings, thoughts and ideas about song/music.* *-Know that you need to know and have planned everything that will be performed.* *-To talk about the best place to be when performing and how to stand or sit.*	**To learn to perform to an audience.** *-Know you must warm up your voice.* *-Know how to sing or rap the words clearly and with confidence.* *-Know that performance involves communicating feelings, thoughts and ideas about song/music.* *-Know that you need to know and have planned everything that will be performed.* *-To talk about the best place to be when performing and how to stand or sit.*
PSHE	**To understand that everybody's family is different and important to**	**To know what it means to be a witness to bullying and that they can make**	**To know that some words are used in hurtful ways.**				**To understand that my words can have consequences.**

	them and that differences and conflicts sometimes happen. -*I understand that everybody's family is different and important to them.* -*I appreciate my family/the people who care for me.*	**the situation better or worse by what they do.** -*I know what it means to be a witness to bullying.* -*I know some ways of helping to make someone who is bullied feel better.* -*I know that witnesses can make the situation better or worse by what they do.*	-*I recognise that some words are used in hurtful ways.* -*I try hard not to use hurtful words (e.g. gay, fat)*				(P4C) -*I can tell you about a time when my words affected someone's feelings and what the consequences were.* -*I can give and receive compliments and know how this feels.*
RE	**To know what Muslims believe and why.** -*understand the core beliefs of the Islamic faith* -*be able to describe the 5 pillars of Islam* -*understand the core beliefs of the Christian faith* -*begin to identify similarities and differences within/between the two faiths and communities* -*explain how beliefs, symbolic expression and action can communicate meaning to individual followers*	**To understand that there are puzzling aspects of life.** (P4C) -*explain why everyone has different ideas about God*		**To understand the purpose of Angels in religious stories.** -*understand the purpose of Angels in religious stories*	**To know the Nativity story.** -*know the events of the nativity*	**To learn about the traditions of Christmas** -*consider different secular and Christian Christmas traditions and their significance for Christians*	**To understand, make connections and reflect on religious beliefs and practices.** (P4C) -*describe, make connections and reflect on religious beliefs and practices, including how celebrations are marked*
Science	**To learn how important light is to plants (Phototropism)** -*explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)*	**To understand plants.** Explorify: Spectacular spheres and Timewarp plants -*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal* -*asking relevant questions and using different types of scientific enquiries to answer them*	**To learn to answer a Big Question** (P4C) Explorify: Do plants grow differently in lower gravity? -*explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* -*investigate the way in which water is transported within plants*	**To learn to explore scientific language through discussion.** (P4C) Explorify website activities Odd One Out (Friends of flowers) and Open ended question (What if Plants could talk?) -*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers*	**To learn to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.** -*explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* -*making systematic and careful observations and, where appropriate, taking accurate measurements*		

	and how they vary from plant to plant *-asking relevant questions and using different types of scientific enquiries to answer them* *-setting up simple practical enquiries, comparative and fair tests* *-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*	*-identifying differences, similarities or changes related to simple*	*-asking relevant questions and using different types of scientific enquiries to answer them* *-identifying differences, similarities or changes related to simple*	*-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal* *-asking relevant questions and using different types of scientific enquiries to answer them*	*using standard units, using a range of equipment, including thermometers and data loggers* *-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions* *-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*	