



Year 3 CULTURAL DIVERSITY	RE/SMSC Diaries of reflection	English	Computing	Science and Technology	Humanities History, Geography and French	The Arts Music Art D&T	Physical Education, PSHE
Autumn Term 1	UC Gospel What kind of world did Jesus want? B 2.4	<p><u>Class Text:</u> The Nothing to See Here Hotel.</p> <p><u>Fiction:</u> Character description-BFG</p> <p><u>Non-Fiction:</u> Non-Chronological report-BFG</p>	<p><u>Programming and games:</u></p> <p>Design an algorithm which includes repeat functions. Test, debug and refine their program considering how to improve its efficiency. Predict the outcome of algorithm.</p>	<p><u>Animals- nutrition (including skeletons, muscles and movement):</u></p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p><u>Celts/Pre-History:</u> Houses, food, battles, chronological awareness.</p> <p><u>Getting to Know you:</u> Hello, goodbye, introduce yourself, how are you feeling? Count to 10, how old are you?</p>	<p><u>Music:</u> creating soundscapes with instruments</p> <p><u>Art- Celtic crafts unit 5 (Drawing, lines, grades of pencils, shading)</u></p>	<p><u>Autumn 1:</u> Yoga Football <u>Autumn 2:</u> Football Gymnastics</p> <p><u>Autumn 1:</u> Being me in my world</p> <p>I can work well with others and help make the school community a better place.</p>
Autumn Term 2	UC Incarnation/God What is the Trinity and why is it important for Christians? B L2.3	<p><u>Fiction</u> Literacy shed resources</p> <p>Narrative- Adventure Stories- Temple Run</p>			<p><u>UK Geography</u> British Isles (Countries, Counties, Cities, Mountains, Coasts and Rivers, Equator, <i>Urban vs Rural</i>)</p> <p><u>All About Me:</u> Classroom instructions, heads, shoulders, knees and toes, colours, clothes.</p>	<p><u>Music:</u> creating soundscapes with instruments (rivers/the salmon run)</p> <p><u>D&T:</u> Christmas Hats (Design, Make and Evaluate)</p> <p><u>Celtic crosses</u> Christmas Cards (Drawing, lines, grades of pencils, shading)</p>	<p><u>Autumn 2:</u> Celebrating Difference</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>



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Spring Term 1	UC People of God What is it like to follow God?	<p>Fiction: Setting descriptions-Jungle Book</p> <p>Non-Fiction: Instructions-How to make a Roman Gladius.</p>	<p>Bringing Images to Life:</p> <p>Plan and create an animation to convey an idea/message. Create and edit digital image/s to convey the same idea/message. Compare images vs animation considering</p>	<p>Light:</p> <ul style="list-style-type: none"> notice that light is reflected from surfaces recognise that light from the sun can be dangerous 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>Romans: Roman Empire and the Impact on Britain-Celts vs Romans Comparison, Rise of the Roman Empire, Food, Boudicca, Roads, Baths.</p> <p>Family and Friends: Family members, Pets, Alphabet.</p>	<p>Music:'The Stomp Project' ostinato and syncopated rhythm Art: The Savannah Unit 4 (Sculpture and Painting, clay, colour, tone and size)</p> <p>Mothers' Day cards (watercolour)</p>	<p>Spring 1: Dance Swimming Spring 2: Tag Rugby Swimming</p> <p>Spring 1: Dreams and Goals</p> <p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others</p>
Spring Term 2	UC Salvation Why do Christians call the day Jesus died Good Friday? B L2.5	<p>Non-Fiction: Newspaper Report-Mystery</p>	<p>how well each communicates the central idea/message.</p>	<p>Forces and Magnets:</p> <ul style="list-style-type: none"> compare how things move on different surfaces observe how magnets attract or repel each other compare and group together a variety of materials on the basis of whether they are attracted to a magnet describe and investigate magnetic poles 	<p>Romans: Roman Empire and the Impact on Britain</p> <p>Family and Friends: Family members, Pets, Alphabet (recap), How do you spell? My home?</p>	<p>Music:'The Stomp Project' ostinato and syncopated rhythm (includes use of ICT)</p> <p>D&T: Bread (Design, Make and Evaluate-Food Unit).</p>	<p>Spring 2: Healthy Me</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels.</p>



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<p>Summer Term 1</p>	<p>Sikhism How is faith expressed in Sikh communities and traditions</p> <p><i>(Origins, key beliefs, symbols, places, key events, festivals, beliefs, Where in the world? Comparison with different cultures and beliefs)</i></p>	<p>Non-Fiction: Persuasive Writing- Grandad's Island (PSHE link).</p> <p>Fiction: Diary Entry- <i>Malala's Magic Pencil (equality/persecution/gender expectations/treatment of Muslims/importance of Education)</i></p>	<p><u>Keeping Informed:</u></p> <p>Research and enter data into a class database around a new theme/topic. Use a database to answer questions, presenting at least one of their answers as a graph.</p>	<p><u>Rocks:</u></p> <ul style="list-style-type: none"> compare and group together different kinds of rocks describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<p>UK Geography: <i>Comparing Broxbourne to a Northern Industrial City, Different cultures.</i></p> <p>Earthquakes</p> <p><u>Time:</u> Counting 11-31, days of the week, months of the year, Mon Anniversaire, What is the date today? Yesterday, Today, Tomorrow.</p>	<p>Music: learning the instruments of the orchestra</p> <p>D&T: Kites (Design, Make and Evaluate)</p>	<p><u>Summer 1:</u> Cricket Athletics <u>Summer 2:</u> OAA Tennis</p> <p><u>Summer 1:</u> Relationships</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p>
<p>Summer Term 2</p>	<p>World Beliefs Why do some people think that life is like a journey? How and why do some people mark the significant events of life? B L2.2 Faith tour trip</p>	<p>Fiction: Narratives/ Descriptions: Alternative version of a story- David Attenborough Documentary (Mr P)</p>	<p>Comment on the structure of the database and how it helped them to find answers to questions. <i>Consistently use technology safely and responsibly; encourage safe use by others</i></p>	<p><u>Plants:</u></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants explore the requirements of plants for life and growth and how they vary from plant to plant investigate how water is transported within plants explore the life cycle of flowering plants 		<p>Music: classical music appreciation</p> <p>Art: Around the World (Collage and Textiles, 3D structures, stitching, cutting, joining)</p>	<p><u>Summer 2:</u> Changing Me</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>