



<b>Year 3</b> <b>CULTURAL DIVERSITY</b>	<b>RE/SMSC</b> <b>Diaries of reflection</b>	<b>English</b>	<b>Computing</b>	<b>Science and Technology</b>	<b>Humanities</b> <b>History, Geography and French</b>	<b>The Arts</b> <b>Music Art D&amp;T</b>	<b>Physical Education, PSHE</b>
<b>Autumn Term 1</b>	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"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><u>Celts/Pre-History: Houses, food, battles, chronological awareness.</u></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: creating soundscapes with instruments</u></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>
<b>Autumn Term 2</b>	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 British Isles (Countries, Counties, Cities, Mountains, Coasts and Rivers, Equator, Urban vs Rural)</u></p> <p><u>All About Me:</u> Classroom instructions, heads, shoulders, knees and toes, colours, clothes.</p>	<p><u>Music: creating soundscapes with instruments (rivers/the salmon run)</u></p> <p><u>D&amp;T: Christmas Hats (Design, Make and Evaluate)</u></p> <p><u>Celtic crosses Christmas Cards (Drawing, lines, grades of pencils, shading)</u></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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<b>Spring Term 1</b>	UC People of God What is it like to follow God?	<p><u>Fiction:</u> Setting descriptions-Jungle Book</p> <p><u>Non-Fiction:</u> Instructions-How to make a Roman Gladius.</p>	<p><u>Bringing Images to Life:</u></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><u>Light:</u></p> <ul style="list-style-type: none"> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p><u>Romans: Roman Empire and the Impact on Britain-Celts vs Romans Comparison, Rise of the Roman Empire, Food, Boudicca, Roads, Baths.</u></p> <p><u>Family and Friends: Family members, Pets, Alphabet.</u></p>	<p>Music:'The Stomp Project' ostinato and syncopated rhythm</p> <p>Art: The Savannah Unit 4 (<b>Sculpture and Painting</b>, clay, colour, tone and size)</p> <p>Mothers' Day cards (watercolour)</p>	<p>Spring 1: Dance Swimming</p> <p>Spring 2: Tag Rugby Swimming</p> <p><u>Spring 1: Dreams and Goals</u></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>
<b>Spring Term 2</b>	UC Salvation Why do Christians call the day Jesus died Good Friday? B L2.5	<p><u>Non-Fiction:</u> Newspaper Report-Mystery</p>	<p>how well each communicates the central idea/message.</p>	<p><u>Forces and Magnets:</u></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>observe how magnets attract or repel each other</li> <li>compare and group together a variety of materials on the basis of whether they are attracted to a magnet</li> <li>describe and investigate magnetic poles</li> </ul>	<p><u>Romans: Roman Empire and the Impact on Britain</u></p> <p><u>Family and Friends: Family members, Pets, Alphabet (recap), How do you spell? My home?</u></p>	<p>Music:'The Stomp Project' ostinato and syncopated rhythm (includes use of ICT)</p> <p>D&amp;T: Bread (Design, Make and Evaluate-Food Unit).</p>	<p><u>Spring 2: Healthy Me</u></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><b>Summer Term 1</b></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><b>Non-Fiction:</b> Persuasive Writing- Grandad's Island (PSHE link).</p> <p><b>Fiction:</b> 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"> <li>compare and group together different kinds of rocks</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>UK Geography:</b> <i>Comparing Broxbourne to a Northern Industrial City, Different cultures.</i></p> <p><b>Earthquakes</b></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><b>Music:</b> learning the instruments of the orchestra</p> <p><b>Art:</b> (Collage and Textiles, 3D structures, stitching, cutting, joining)</p>	<p>Summer 1: Cricket Athletics Summer 2: 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><b>Summer Term 2</b></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><b>Fiction:</b> 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"> <li>identify and describe the functions of different parts of flowering plants</li> <li>explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>investigate how water is transported within plants</li> <li>explore the life cycle of flowering plants</li> </ul>		<p><b>Music:</b> classical music appreciation</p> <p><b>D&amp;T:</b> Kites (Design, Make and Evaluate)</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>