

**Year 3**

	Autumn 1 Around the world in half a term	Autumn 2 Local History – Pots & Pits	Spring 1 It's a small World...or is it?	Spring 2 Great British History	Summer 1 This is Our Earth – link to Location in Spring Term	Summer 2 People from the past
<b>Visit</b>	Liverpool city centre	Wedgewood Museum		Potteries Museum		Greek Workshop
<b>Science</b>	Rocks	Forces & Magnets	Plants	Animals Including humans - bodies	Light	Animals Including humans - diet
<b>Computing</b>	<b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	<b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<b>Branching databases</b> Building and using branching databases to group objects using yes/no questions.	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.	<b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.
<b>Geography</b>	Location – Name and locate the Counties & Cities in UK		Location - Locate countries - Europe		H&P P – Volcanoes & Earthquakes	
<b>History</b>		<b>Life in the pot banks</b> Local History (Pottery)		Stone Age to Iron Age		Ancient Greece
<b>D&amp;T</b>	<b>Mechanical Systems</b> - Levers and linkages 3c – Moving Monsters (pneumatics)		<b>Structures</b> - Shell structures (including computer-aided design) 3a – Packaging (nets)		<b>Food</b> - Healthy and varied diet (including cooking and nutrition requirements for KS2) 3b – Sandwich Snacks (making simple fillings – combining ingredients)	
<b>Art</b>	<b>Drawing</b> Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements. Developing intricate patterns/ marks with a variety of media.  <b>Ongoing:</b> Explain some of the features of art from different cultures/ historical periods.		<b>Painting</b> Use light and dark within painting and begin to explore complimentary colours. Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  <b>Ongoing:</b> Explain some of the features of art from different cultures/ historical periods.		<b>Sculpture</b> Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.  <b>Ongoing:</b> Explain some of the features of art from different cultures/ historical periods.	

PSHE	<b>How can we be a good friend?</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Friendship</li> <li>Making positive friendships managing loneliness</li> <li>Dealing with arguments</li> </ul>	<ul style="list-style-type: none"> <li><b>What makes a community?</b></li> <li><b>Living in the wider community</b></li> <li>Community</li> <li>Belonging to groups</li> <li>Similarities and differences</li> <li>Respect for others</li> </ul>	<b>What keeps us safe?</b> <ul style="list-style-type: none"> <li><b>Health and wellbeing</b></li> <li>Keeping safe at home and school</li> <li>Our bodies: Hygiene Medicines and household products</li> </ul>	<ul style="list-style-type: none"> <li><b>What are families like?</b></li> <li><b>Relationships</b></li> <li>Families</li> <li>Family life</li> <li>Caring for each other</li> </ul>	<b>Why should we eat well and look after our teeth?</b> <ul style="list-style-type: none"> <li><b>Health and wellbeing</b></li> <li>Being healthy</li> <li>Eating well</li> <li>Dental care</li> </ul>	<b>Why should we keep active and sleep well?</b> <ul style="list-style-type: none"> <li><b>Health and wellbeing</b></li> <li>Being healthy</li> <li>Keeping active</li> <li>Taking rest</li> </ul>
RE	2.6a: <b>Exploring living by rules</b> - <u>Explore</u> rules for living found in sacred writings and teachings and <u>ask questions</u> about their impact on the lives of believers	2.2a: <b>Religion in the home</b> - <u>Compare and contrast</u> the practice of religion in the home in different religious communities	2.3c: <b>Symbols of Worship</b> - <u>Compare and contrast</u> the use of symbols, actions and gestures used in worship by different communities	2.2c: <b>Sharing Food and Religious Festivals</b> - <u>Investigate</u> some features of key religious festivals and celebrations and <u>identify similarities and differences</u>	2.1d: <b>The beginning of the World</b> - Explore the meaning of a wide range of stories about the beginnings of the world and <u>reflect</u> upon their importance for believers	2.1c: <b>Religious Leaders</b> - <u>Explore</u> into the life of key religious figures and <u>make links</u> with teachings and practices of special significance to followers
PE	Gymnastics  Invasion - football	Dance  Ball games - netball	Invasion 3 x tag rugby/3 x hockey  Striking & Fielding - fundamentals	Invasion 3 x football/3 x netball  Striking & Fielding - cricket	Athletics  Net - tennis	OAA  Net - badminton
Music	<u>Entrust Music Services – RECORDERS</u> <b>Term 1 – Let’s Go</b> In this Unit children learn to play their instrument with a secure technique and will develop their singing ability to be able to use the voice with control. They will begin to perform simple rhythmic and melodic patterns in time with a secure beat and understand the difference between rhythm and pulse. They will start to use simple notation and explore some of the interrelated dimensions of music such as tempo, duration, dynamics and pitch. Aural skills will be developed through the voice and instrument. <b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs.		<u>Entrust Music Services – RECORDERS /UKULELE</u> <b>Term 2 – The Class Orchestra</b> This Unit develops the children’s ability to create, combine and perform rhythmic and melodic material as part of a class performance. The pupils will develop their composition and improvisation skills and in performance they will maintain their own parts with confidence. Notation will be used to support musical learning. Aural skills will be developed further through a range of more complex activities and games. They will be able to begin to demonstrate knowledge of the interrelated dimensions of music on their instrument and vocally.		<u>Entrust Music Services – UKULELE</u> <b>Term 3 – On With The Show!</b> This Unit develops and demonstrates the children’s ability to take part in a class performance with confidence, expression and control. The children plan, sing, compose and play instrumental pieces in order to achieve a quality class performance. They will embed a secure instrumental technique and produce a pleasing musical sound. Their knowledge of the interrelated dimensions of music will be more secure and their aural skills will continue to develop. They will show more confidence in reading notation and use this to learn pieces for their concert.	
French	Unit 1: Bonjour Saying hello and goodbye, asking and saying your name, asking and saying how you are, nouns (musical instruments) and numbers 1 - 10		Unit 2: En classe Classroom objects, colours, saying your age and classroom instructions.		Unit 3: Mon Corps Introducing parts of the body, describing eyes and hair, days of the week and character descriptions.	