

Year 3	Active Planet	Stone Age to Iron Age	The Egyptians
Geography	<p><i>Understand key physical geography concepts including:</i></p> <ul style="list-style-type: none"> • <i>Natural disasters</i> • Locate at least 4 countries across Europe, Africa, North and South America using simple maps. • Begin to understand key human and physical characteristics of at least 2 countries within Europe. • Know at least 4 capitals and major cities across Europe • Begin to understand key land use patterns within the UK. • Identify the equator, northern and southern hemispheres, Arctic and Antarctic circles and time zones. • Understand a wide range of geographical similarities and 	<ul style="list-style-type: none"> • Locate at least 4 countries across Europe, Africa, North and South America using simple maps. • Begin to understand key human and physical characteristics of at least 2 countries within Europe. • Know at least 4 capitals and major cities across Europe • Name and locate at least 3 counties and cities within the UK • Begin to understand key land use patterns within the UK. • Use maps at a variety of scales, atlases and globes to locate countries and describe features. • Use 4 figure grid referencing. 	<p><i>Understand key human geography concepts including:</i></p> <ul style="list-style-type: none"> • <i>Economic activity including some trade links</i> • <i>Sustaining or destroying the quality of an environment</i> • Know at least 4 capitals and major cities across Europe • Identify the equator, northern and southern hemispheres, Arctic and Antarctic circles and time zones. • Understand a wide range of geographical similarities and differences through both human and physical studies.

	<p>differences through both human and physical studies.</p> <ul style="list-style-type: none"> • Compare and contrast at a simple level, a region of the UK, a European country and a country in North or South America. • Use maps at a variety of scales, atlases and globes to locate countries and describe features. • Use the 4 (beginning to use 8) points of a compass. • Use 4 figure grid referencing. • Understand and use a range of symbols and keys on a wide range of maps. 	<ul style="list-style-type: none"> • Understand and use a range of symbols and keys on a wide range of maps. • Use guided primary and secondary fieldwork to observe, measure, record and present both human and physical features in a local area using a range of methods. 	
<p>History <u>Chronology</u></p>	<p><i>Have a secure understanding of the chronological narrative from the earliest times to the present day in relation to time periods studied.</i></p>	<p><i>Changes in Britain from the Stone Age to the Iron Age. This could include:</i></p>	<p><i>The achievements of earliest civilisations – Ancient Egyptians. Where and when the first civilisations appeared.</i></p>

<p><i>Have a secure understanding of the chronological narrative from the earliest times to the present day in relation to time periods studied.</i></p> <p><i>Establish a sound understanding of where any time period studied fits within the wider chronological picture of the history of the United Kingdom.</i></p> <p><i>Begin to note connections over time.</i></p> <p><u>Vocabulary</u></p> <p><i>Use correct terminology to describe events in the past (during, more recently, millennium, approximate, change, process).</i></p> <p><i>Develop the use of appropriate terminology e.g. empire, civilisations, construct, tribe, survive, population.</i></p> <p><i>Describe and begin to make links between events, situations and changes within and across different periods.</i></p>	<ul style="list-style-type: none"> • Understand and use at least 3 sources to find information. • Understand cause and consequence and similarity and difference. 	<ul style="list-style-type: none"> • <i>Late Neolithic hunter-gatherers and early farmers.</i> • <i>Bronze Age travel.</i> • <i>Life in the Bronze Age.</i> • <i>Iron Age hill forts: tribal kingdoms, farming.</i> • Understand and use at least 3 sources to find information. Understand the differences between local, national and international history. • Begin to construct and organise responses by selecting relevant historical data. • Begin to give reasons for historical events, changes and situations. • Begin to place events, people and places on a timeline. 	<p><i>This could include:</i></p> <ul style="list-style-type: none"> • <i>The Pharaohs (Egyptian kings)</i> • <i>Egyptian Gods</i> • <i>Tutankhamun</i> • <i>The building of the pyramids</i> • Understand and use at least 3 sources to find information. • Suggest where we might find answers to questions considering a range of sources. • Begin to understand the reliability and bias of difference sources with an understanding that different versions of the past may exist. • Understand the differences between local, national and international history. • Begin to understand similarities and differences
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			<p>between cultural, religious and social history.</p> <ul style="list-style-type: none"> • Begin to construct and organise responses by selecting relevant historical data. • Begin to give reasons for historical events, changes and situations. • Begin to place events, people and places on a timeline.
<p>Art</p>	<p><u>Collage</u> – Final outcome - <u>Natural Disaster Science (Life Drawing - developing skill)</u></p> <ul style="list-style-type: none"> • The child can cut and stick with accuracy to make representations of their own ideas. They may place objects in different positions before a final outcome is reached. • The child can competently use a pair of scissors and knows whether to use left-handed or right-handed tools. 	<p><u>Sculpture</u> – Final outcome - <u>Clay Carvings (Portraits - developing skill)</u></p> <ul style="list-style-type: none"> • The child can use a range of materials and found objects to create their own 3D representations in the style of a well-known artist. • The child can talk about the different shapes, lines, patterns, colours and textures within their sculpture work. 	<p><u>Print making</u> – Final outcome - <u>Egyptian Gods (Imagination - developing skill)</u></p> <ul style="list-style-type: none"> • The child can explain why printing plays an important role in all our lives. They recognise that the reason for making a print block is to reproduce the same image/ text many times over. • The child is aware of the negative effect that printing has through printing with found objects, foam letters etc,

	<ul style="list-style-type: none"> • The child can talk about the different shapes, patterns, colours and textures within their work. • The child can make an appropriate choice of materials for a given task. • The child can choose collage materials within a given pallet of colours. • The child can talk about their own collage work and compare it to one by a famous artist or designer. (Talks about similarities and differences, likes and dislikes). 	<ul style="list-style-type: none"> • The child is beginning to understand how scale can affect the feeling of a piece of sculpture work. • The child can select an appropriate material for a given task, explaining their reasons behind the choices. • The child can create a sculpture which is free standing.(Not flat!) • The child can talk about their own sculpture work and compare it to one by a famous artist. (Talks about similarities and differences, likes and dislikes). 	<ul style="list-style-type: none"> • The child uses a digital camera or ipad to create prints of their own photographs. Programmes such as Picassa can be used to affect change to the image. These can be reproduced in different colourways. • The child confidently explores the different effects that can be created by printing with two colours. (Rolling colours together, and overlaying one colour onto another. • The child can talk about their own print work and compare it to one by a famous artist. (Talks about similarities and differences, likes and dislikes).
DT	<p><u>Electrical Mechanism</u> <u>Final outcome: light up disaster</u></p> <p><u>A Designing</u></p> <ul style="list-style-type: none"> • PDA 9 - develop their own design criteria and use these to inform their ideas. 	<p><u>Mechanical Systems</u> <u>Final outcome: pully system, opening to a cave</u></p> <p><u>PDA Designing</u></p> <ul style="list-style-type: none"> • PDA 9 - develop their own design criteria and use these to inform their ideas. 	<p><u>Food</u> <u>Final outcome: edible sculpture</u></p> <p><u>PDA Designing</u></p> <ul style="list-style-type: none"> • PDA 8 – gather information about the needs and wants of a particular group.

	<ul style="list-style-type: none"> • PDA 16- explain how particular parts of their products work. <p><u>B Designing</u></p> <ul style="list-style-type: none"> • PD6 – generate realistic ideas, focusing on the needs of the user. • PDB 7 – make design decisions that take account of the availability of resources. • PDB10 – share and clarify ideas through discussion. • PDB 11 – model their ideas using prototypes and pattern pieces. <p><u>PMA Making</u></p> <ul style="list-style-type: none"> • PMA 4 – order the main stages of making. • PMA 7 – select tools and equipment suitable for the task. • PMA 8 – select materials and components suitable for the task. <p><u>PMB Making</u></p> <ul style="list-style-type: none"> • PMB 6 – assemble, join and combine materials and components with some accuracy. 	<ul style="list-style-type: none"> • PDA 14 – describe the purpose of their products. • PDA 15 – indicate the design features of their products that will appeal to intended users. • PDA 16- explain how particular parts of their products work. <p><u>B Designing</u></p> <ul style="list-style-type: none"> • PD6 – generate realistic ideas, focusing on the needs of the user. • PDB 7 – make design decisions that take account of the availability of resources. • PDB10 – share and clarify ideas through discussion. • PDB 11 – model their ideas using prototypes and pattern pieces. <p><u>PMA Making</u></p> <ul style="list-style-type: none"> • PMA 4 – order the main stages of making. • PMA 7 – select tools and equipment suitable for the task. • PMA 8 – select materials and components suitable for the task. • <u>PMB Making</u> 	<ul style="list-style-type: none"> • PDA 15 – indicate the design features of their products that will appeal to intended users. <p><u>B Designing</u></p> <ul style="list-style-type: none"> • PD6 – generate realistic ideas, focusing on the needs of the user. • PDB10 – share and clarify ideas through discussion. <p><u>PMA Making</u></p> <ul style="list-style-type: none"> • PMA 4 – order the main stages of making. • PMA 8 – select materials and components suitable for the task. • PMA 10 – explain their choices of materials and components according to functional properties and aesthetic qualities. <p><u>PMB Making</u></p> <ul style="list-style-type: none"> • PMB 14 – follow procedures for safety and hygiene. • PMB 15 – use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical
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	<ul style="list-style-type: none"> • PMB 8 – apply a range of finishing techniques, including those from art and design, with some accuracy. • PMB 15 – use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. <p><u>PEA – Evaluating</u></p> <ul style="list-style-type: none"> • PEA 5 – use their design criteria to evaluate their completed products. • PEA 8 – identify their strengths and areas for development in their ideas and products. <p><u>PEB – Evaluating</u></p> <ul style="list-style-type: none"> • PEB 9 – who designed and made the products. • PEB 12 – whether products can be recycled or reused. • PEB 20 – what methods of construction have been used. • PEB 21 – how well products work. <p><u>PEC – Evaluating</u></p>	<ul style="list-style-type: none"> • PMB 6 – assemble, join and combine materials and components with some accuracy. • PMB 8 – apply a range of finishing techniques, including those from art and design, with some accuracy. • PMB 15 – use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. <p><u>PEA – Evaluating</u></p> <ul style="list-style-type: none"> • PEA 5 – use their design criteria to evaluate their completed products. • PEA 8 – identify their strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. <p><u>PEB – Evaluating</u></p> <ul style="list-style-type: none"> • PEB 9 – who designed and made the products. • PEB 22 – how well products achieve their purposes. • PEB 23- how well products meet user needs and wants. <p><u>PEC – Evaluating</u></p> <ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 22 – that materials can be combined to create more useful characteristics 	<p>components and electrical components.</p> <p><u>PEA – Evaluating</u></p> <ul style="list-style-type: none"> • PEA 5 – use their design criteria to evaluate their completed products. • PEA 8 – identify their strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. <p><u>PEB – Evaluating</u></p> <ul style="list-style-type: none"> • PEB 9 – who designed and made the products. • PEB 22 – how well products achieve their purposes. • PEB 23- how well products meet user needs and wants. <p><u>PEC – Evaluating</u></p> <ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 22 – that materials can be combined to create more useful characteristics
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	<ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 8 – how simple electrical circuits and components can be used to create functional products. • PTK 21 – that materials have both functional properties and aesthetic qualities. • PTK 23 – that mechanical and electrical systems have an input, process and output 	<ul style="list-style-type: none"> • PEB 12 – whether products can be recycled or reused. • PEB 20 – what methods of construction have been used. • PEB 21 – how well products work. <p><u>PEC – Evaluating</u></p> <ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 7 – how mechanical systems such as levers and linkages or pneumatic systems create functional products. • PTK 21 – that materials have both functional properties and aesthetic qualities. • PTK 23 – that mechanical and electrical systems have an input, process and output 	<ul style="list-style-type: none"> • PTK 12 – that food ingredients can be fresh, pre-cooked and processed. <p><u>PCNA – cooking and nutrition</u></p> <ul style="list-style-type: none"> • PCNA 5 – that food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK Europe and the wider world. <p><u>PCNB – cooking and nutrition</u></p> <ul style="list-style-type: none"> • PCNB 5 – that a healthy diet is made up from a variety and balanced of different food and drinks, as depicted in the Eatwell plates. • PCNB 6 – that to be active and healthy, food and drink are needed to provide energy for the body. • PCNB 9 – how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including where appropriate, the use of heat source.
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Science	<p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • 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>Forces and Magnets</p> <ol style="list-style-type: none"> 1. Compare how things move on different surfaces 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance 3. Observe how magnets attract or repel each other and attract some materials and not others 	<p>Light</p> <p>Recognise that we need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect our eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals including Humans</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of

	<ol style="list-style-type: none"> 4. Identify some magnetic materials e.g. iron, nickel and cobalt 5. Describe magnets as having two poles 6. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
RE	<p><u>Hinduism - Deities and Key Figures</u></p> <ol style="list-style-type: none"> 7. To understand what Hinduism is. 8. To develop an understanding of key scriptures in Hinduism. 9. Recall the Hindu creation story. 10. An understanding Hindus have one God that is seen in different forms. 11. An understanding of how the deities and key figures are 	<p><u>Hinduism - Worship</u></p> <ul style="list-style-type: none"> • An understanding of how Hindus worship personally. • An understanding of how Hindus use artefacts and symbols when worshipping. • Develop an understanding of the Hindu celebrations. • Develop an understanding of Hindu sacred places. • An understanding of what Hindus mean by the term 'the divine'. 	<p><u>Hinduism – Faith</u></p> <ul style="list-style-type: none"> • Develop an understanding of how Hindu's reflect their faith in the way they live. • An understanding the Hindu moral values. • An understanding of what karma is. • An understanding of what Samarsa is. • An understanding of what Moksha is.

	<p>described in Hindu Sacred texts and stories.</p> <p><u>Christianity: The True Meaning of Christmas</u></p> <ul style="list-style-type: none"> • Recall the Christian Nativity story. • Discuss how Christmas is celebrated. • What Christmas means different things to different people. • The true meaning of Christmas. • The meaning of Christmas gifts to Christians. 	<ul style="list-style-type: none"> • Know the Hindu creation stories. • An understanding of how Hindus belong. <p><u>Christianity: Bible Teachings</u></p> <ul style="list-style-type: none"> • What is the Bible? • How does the Bible teach Christians to treat others? • Understanding of the Ten Commandments. • The ten commandments and how Christians relate them to your life. • How are Christian teachings are expressed in practice? 	<ul style="list-style-type: none"> • Develop an understanding of how Hindus may seek to achieve Moksha. <p><u>Christianity: Christian Beliefs</u></p> <ul style="list-style-type: none"> • Understanding different roles in the community. • Understand how Christians worship. • Christian belonging how Christians belong. • What does term personal devotion mean? • How to show kindness. • Understand how Christians express their beliefs to God.
<p>Computing</p>	<p><u>We are vloggers - Making and sharing a short screencast presentation</u></p> <ul style="list-style-type: none"> • Understand how to retrieve information from reliable online sources. • Understand computer networks including how they can provide multiple services. 	<p><u>We are programmers – Programming and animation</u></p> <ul style="list-style-type: none"> • Create an algorithm for an animated scene in the form of a story board. • Write a program in scratch to create an animation. • Correct mistakes in their animation programs. 	<p><u>We are communicators – Communicating safely on the internet.</u></p> <ul style="list-style-type: none"> • Develop a basic understanding of how emails work. • Gain skills in using emails. • Be aware of broader issues surrounding emails, including “netiquette” and e-safety.

	<ul style="list-style-type: none"> • Select and use appropriate software to produce a presentation. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information. <p><u>We are presenters – Videoing performance.</u></p> <ul style="list-style-type: none"> • Gain skills in shooting live video, such as framing shots, holding the camera steady and reviewing. • Edit video, including adding narration and editing clips by setting in/ out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. 	<p><u>We are bug fixers – Finding and correcting bugs in programs.</u></p> <ul style="list-style-type: none"> • Develop a number of strategies for finding errors in programs. • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of scratch. • Recognise a number of common types of bug in a software. 	<ul style="list-style-type: none"> • Work collaboratively with a remote partner. • Experience video conferencing. <p><u>We are opinion pollsters – Collecting and analysing data.</u></p> <ul style="list-style-type: none"> • Understand some elements of survey design. • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain skills in using charts to analyse data. • Gain skills in interpreting results.
Physical Education	<u>Football</u> <u>Dance</u>	<u>Hockey</u> <u>Basketball</u>	<u>Badminton</u> <u>Athletics</u>

<p>Food Education</p>	<p><u>Sense – See – Shades of Purple</u></p> <p>The focus of this lesson is to use the sense of sight to compare the colours and shapes of different tomatoes. Children learn about some of the ways in which our eyes can be fooled when it comes to food. They learn the importance of eating a variety of fruits and vegetables. Children use speech and written language to describe the look of different tomatoes. They learn some new techniques for trying unfamiliar fruits and vegetables.</p> <p><u>Sense – Hear – Crunch and Soft</u></p> <p>The focus of this lesson is to use our sense of hearing to explore the connection between the texture of fruits (crunchy or soft) and the sounds they make. Children use speech and writing to describe what they are experiencing.</p>	<p><u>Sense – Touch – Textures of Corn</u></p> <p>The focus of this lesson is to use our sense of touch to explore sweetcorn in different forms: raw Children get the chance to try the different types of corn. Children use speech and writing to describe what they are experiencing.</p>	<p><u>Sense – Smell – Herb Salad</u></p> <p>The focus of this lesson is to use our sense of smell to make the connection between flavour and smell. Children construct a herb salad using different herbs. Children use speech and writing to describe what they are experiencing.</p> <p><u>Sense – Taste – Beetroot and Hummus</u></p> <p>The focus of this lesson is to use our sense of taste to construct a balanced beetroot hummus containing all five basic tastes (sweet, sour, salty, bitter and umami). Children use speech and writing to describe what they are experiencing.</p>
<p>Music</p>	<p><u>Aspects of performance, composition and appraisal covered through specialist teaching during planning, preparation and assessment time.</u></p>		

<p>MFL</p>	<p><u>I Am Learning French</u></p> <ul style="list-style-type: none"> • Pinpoint France on a map of the world. Highlight other famous French cities. Talk about other countries where French is spoken. • Say their name and how they are feeling in French. • Count to ten in French. <p><u>Weather</u></p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • Begin to build sentences verbally. • Verbally name animals. • Join in with actions, songs and rhymes. 	<p><u>Fruit</u></p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. <p><u>Link School Project</u></p> <ul style="list-style-type: none"> • Summary of French learning throughout the year. • Recognise and repeat French learning from memory verbally. • Documented through communicating with French link school.
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<p>Character Education</p>	<p><u>Mental Health and Wellbeing</u></p> <p>British Value: Democracy</p> <ul style="list-style-type: none"> • To understand the importance of taking care of mental health. • To know about a range of strategies and behaviours that support mental health. • To understand the importance of expressing feelings. • To develop the skill of using a range of vocabulary when talking about feelings. <p><u>Friendships and Respecting Self and Others</u></p> <p>British Value: Overview of Values</p> <ul style="list-style-type: none"> • To understand the importance of friendships. • To know what constitutes a positive healthy friendship. • To understand the importance of seeking support. • To develop the skill of respecting the differences and similarities between people. 	<p><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <p>British Value: Individual Liberty</p> <ul style="list-style-type: none"> • To know about the choices that support a healthy lifestyle. • To understand how regular exercise benefits mental and physical health. • To know that bacteria and viruses can affect health. <p>To understand that medicines contribute to health.</p> <p><u>Families and Close Positive Relationships</u></p> <p>British Value: Tolerance of Others</p> <ul style="list-style-type: none"> • To understand that there are different types of relationships. • To develop the skill of identifying characteristics of healthy family life. • To know that there are different types of family structures. 	<p><u>Safe Relationships and Managing Hurtful Behaviour</u></p> <p>British Value: Mutual Respect</p> <ul style="list-style-type: none"> • To understand about privacy and personal boundaries. • To know how to respond safely and appropriately to adults. • To develop the skill of recognising different types of physical contact. • To understand the impact of bullying. <p><u>Keeping Safe</u></p> <p>British Value: Rule of Law</p> <ul style="list-style-type: none"> • To understand the reason for following and complying with restrictions. • To know about hazards that may cause harm. • To develop the skill of using strategies to keep safe. • To know what is meant by first aid. • To know how to respond in an emergency situation.
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