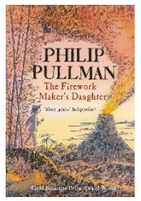
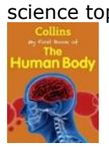
<table>
<tr><td>YEAR 3</td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>Topic Title</td><td colspan="2">STONE AGE OR IRON AGE?</td><td colspan="2">OUR COLOURFUL COUNTRYSIDE</td><td colspan="2">THE ROMANS</td></tr>
<tr><td>Enquiry Driver</td><td colspan="2">Would you rather live in the Stone Age or the Iron Age?</td><td colspan="2">Why do places change? Or What if we got rid of all the physical features and just had human features?</td><td colspan="2">What did the Romans do for us?</td></tr>
<tr><td>Spirituality Driver (What If)</td><td colspan="2">What if you had to survive in the wilderness?</td><td colspan="2">What if Noah hadn’t listened to God?</td><td colspan="2">What if the Romans hadn’t killed Jesus?</td></tr>
<tr><td>The Arts Driver</td><td colspan="2">Cave paintings/ Pottery</td><td colspan="2">Sketching/ map making</td><td colspan="2">Roman Mosaics/ Roman sandals/ Poetry</td></tr>
<tr><td>Launch</td><td colspan="2">Archeology activity/ Visit from Portals of the Past</td><td colspan="2">Orienteering exercise in the playground</td><td colspan="2">Romans day</td></tr>
<tr><td>Finale</td><td colspan="2">Pottery</td><td colspan="2">Create ordnance survey maps incorporating all skills learnt</td><td colspan="2">Roman banquet/ Roman sandals</td></tr>
<tr><td>Visits/ Experiences</td><td colspan="2">Visit from Portals of the Past – Stone Age to Iron Age</td><td colspan="2">Visit to Flatford Mill</td><td colspan="2">Colchester Castle – Roman Tour</td></tr>
<tr><td>English</td><td colspan="6">Over the course of the Yr 3 the children will focus on the following skills through the genres set out below:

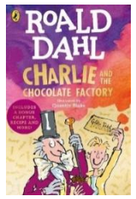
• develop positive attitudes to reading, listening to and discussing a wide range of texts including, fiction, non-fiction and classical and contemporary poetry
• understand what they read by, asking questions, drawing inferences and predicting what might happen
• retrieve and record information from non-Fiction texts
• Plan their writing, evaluate, proof read to check for grammatical and spelling errors and edit
• increase the legibility, consistency and quality of their handwriting
• Read aloud to peers their writing to improve intonation, tone and volume
• Correctly punctuation sentences, including use of inverted comas, commas after fronted adverbials and possessive apostrophe
• Use prefixes and suffixes, use a dictionary to check spellings and spell words that are often misspelt
• Increase the legibility, consistency and quality of their handwriting</td></tr>
<tr><td></td><td>Reading Text:

Writing Genre: Adventure Narrative stories
 
</td><td>Reading Text:

Non-fiction texts based on their science topic.
 

Writing Genre: Non-chronological reports on the Stone Age

and Free Verse: Magic box Kit Wright</td><td>Reading Text:
 

Writing Genre: Narrative – imaginary lands</td><td>Reading Text:
 

Writing Genre: Playscripts – Three Billy Goats Gruff</td><td>Reading Text:

Roman myths and legends from various sources

Writing Genre: Myths – Romulus and Remus</td><td>Reading Text:
 

Writing Genre: News reports

and Imagery/ Narrative Poetry: The Tale of Custard the dragon</td></tr>
<tr><td>Maths</td><td colspan="6">See the table at the bottom of this document based on the White Rose Scheme of work and National Curriculum statements</td></tr>
<tr><td>RE</td><td>Understanding Christianity: Creation & Fall (Core)

Key Question: what if Christians didn’t look after God’s Creation?
What does God think of the world now?</td><td>Understanding Christianity: Incarnation (Core)
Key Question: If you were at the baptism of Jesus, what would you be feeling and thinking?

If you were going to say something encouraging to your classmates at the end of the day,</td><td>Essex Agreed Syllabus Explore: Hinduism – Brahman/gods/worship

Key Question: How do Hindu beliefs about karma and reincarnation help them to lead a good life?</td><td>Understanding Christianity: Salvation (Core)

Key Question: Why is Easter so important to Christians?</td><td>Understanding Christianity: Kingdom of God (Core)

Key Question: Do you think God is pleased with how Christians celebrate Pentecost?</td><td>Essex Agreed Syllabus Explore: Islam – Muhammad and the Qur’an

Key Question: Why is Muhammad important to Muslims?</td></tr>
</table>

		like Christians say the grace, what would you say?				
Science	**Working Scientifically:** During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content: • 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 • 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 • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.					
	Aut 1: Rocks and Soils: • 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. *Quigly – Relate simple, physical properties of some rocks to their formation (igneous or sedimentary)* **Knowledge Give me 5:** The three main types of rocks are igneous, sedimentary, and metamorphic. Rocks are formed when magma cools, when sediments are pressed together, or when other rocks are changed by heat or pressure. Rocks can be identified by their appearance and physical properties, such as hardness and permeability. Fossils are made when a living thing is replaced by rock. Soil is made of water, air, organic matter, and pieces of rock. **Spirituality=growth of the soul opportunities:** What does the phrase 'mother earth' mean? What do the 4 types of soil in the Bible story of the parable of the sower represent?	**Aut 2: Animals, including humans:** • 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 animals have skeletons and muscles for support, protection and movement. **Knowledge Give me 5:** Skeletons are for support, protection and movement. Nutrients are found in foods and are used by the body to function properly and maintain health. What is a healthy diet? An exoskeleton is on the outside of the body. Muscles help animals move. **Spirituality=growth of the soul opportunities:** If your spirit was represented as an animal, what are you and why? Which animals are associated with wisdom and why, do you agree?	**Forces and Magnets:** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. **Knowledge Give me 5:** A force is a push or a pull Only certain metals are magnetic Magnets have 2 poles Magnets generate a non-contact force Magnets can attract or repel each other **Spirituality:** Magnets and People: How do magnets stick together or push away from each other? Can you think of ways that people are like magnets, sometimes getting along and sometimes not? Magnet Healing: Have you ever heard of people using magnets to feel better? What other ways do you know that people try to feel better when they're sick or sad?		**Summer1: Plants**: • identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Knowledge:** Plants: Germination is when seeds start to grow. Flowers make seeds. Leaves use sunlight, water and air to make food. Plants take in carbon dioxide and give out oxygen. Trees are the biggest plants. **Spirituality**: Plant Care: Taking care of plants can be very calming and make people feel happy. Do you have any plants at home that you help take care of? How do you take care of them? Nature Walks: When you go on a walk in nature, how does it make you feel? What are some interesting plants you've seen? Do you think spending time around plants and trees can make people feel better?	**Summer 2: Light**: • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise shadows are formed when light from a light source is blocked by a solid object find patterns in the way the size of shadows change. **Knowledge 5 facts**: Light: Light comes from a source. Light travels in straight lines. When something blocks light it makes a shadow. Some materials let light through. We should never look straight at the sun **Spirituality**: Special Lights: Have you ever seen special lights like rainbows, fireflies, or candles? How do they make you feel? What do you think is special about them? Creating Light: Imagine you could create your own special light that could do anything you wanted. What would your light do? How would it help you or others?
Computing	**TO CODE:** **Coding (PM unit 3.1, 6 lessons)**		**Online Safety (PM unit 2.1, 3 lessons)** (Safety in numbers, Fact or Fiction? Appropriate content)		**Technology in the World:** **Websites**	

	- Design, write and debug programs that accomplish specific goals - solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition using timers - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **To Communicate:** **Combining text & graphics – Word** • Use a range of fonts • Highlight text to change font, size, colour • Use **Bold,** *Italic,* Underline buttons • Align to left, right & centre • Find & save images from the internet • Insert images into programs	• understand the importance of a secure password • understand negative implications failure to keep passwords safe • Appraise the accuracy of information • recognise age ratings and understand how this protects them • understand what to do if something they see upsets them **Email (PM unit 3.5, 6 lessons)** • Open and respond to an email • Create and send an email • Add attachments • Use CC • Understand how to use email safely. **Presenting**	**E safety** **Touch Typing (PM unit 3.4, 4 lessons)** • Develop use of 2 hand typing **Branching Databases (PM unit 3.6, 4 lessons)** • sort objects using just YES/NO questions • Sort and organise information to use **Graphing (PM unit 3.8, 3 lessons)** • Choose information to put into a data table • To enter data into a graph and answer questions • Present data in graphic forms.
History	**Stone Age to Iron Age?** **Key knowledge Give me 5:** **1) Stone age was over 2 million years ago** **2) Skara Brae was established in Orkney, Scotland & Stonehenge was built in Salisbury, UK.** **3) There are 3 periods of the Stone age: Paleolithic, Mesolithic & Neolithic.** **4) People hunted and gathered their own food** **5) People made their own tools.** **Key vocabulary: extinct, mammoth, spear, weapons, forage (Tier 2 vocabulary) explore, wander, journey** To investigate and interpret the past: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. To build an overview of world history: • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. To understand chronology: • Understand the concept of change over time, representing this, along with evidence, on a time line. To communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • Chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	**A local history study:** Great Horkesley To build an overview of world history: • Describe changes that have happened in the locality of the school throughout history.	**Rotten Romans: The Roman Empire and its impact on Britain & A local history study (focus Camulodunum)** **Key knowledge Give me 5:** **1) Boudicca was Queen of the Celts.** **2) The Celts lived in England and were invaded by the Romans.** **3) The Romans came from Italy** **4) The Roman Empire covered 3 continents in 117AD.** **5) The Romans were led by Claudius.** **Key vocabulary: soldier, invasion, emperor, shield, gladiator, chariot** **(Tier 2 vocabulary) continent, ancient, fierce, globe** To investigate and interpret the past: • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. (Roman Invasion) • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. To build an overview of world history: • Describe changes that have happened in the locality of the school throughout history. • Describe the social, ethnic, cultural or religious diversity of past society. To understand chronology: • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. To communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

<table>
<tr>
<td>Geography</td>
<td></td>
<td>OUR COLOURFUL COUNTRYSIDE

Key knowledge Give me 5:

1) Flatford is in a county called Suffolk, Great Horkesley is in a county called Essex.

2) United Kingdom is made up of England, Wales, Ireland, Scotland

3) The British Isles, United Kingdom and Great Britain are all different.

4) The capital city of Scotland is Edinburgh, capital of Wales is Cardiff, capital of Ireland is Dublin.

5) Counties by the sea will have a different landscape and features to counties that are inland. Different animals too.

(Tier 2 vocabulary) passage, resident, responsible

• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
• Use the eight points of a compass, four-figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.
• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

<u>To investigate places:</u>

• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

<u>To investigate patterns:</u>
• Describe how the locality of the school has changed over time.

<u>To communicate geographically:</u>
• Use the eight points of a compass, four-figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.</td>
<td>Describe and understand key aspects of physical geography, including: volcanoes (link to Pompeii – Book in school called ‘Escape Pompeii’</td>
</tr>
<tr>
<td>Art</td>
<td colspan="3">To develop ideas
• Develop ideas from starting points throughout the curriculum.
• Collect information, sketches and resources.
• Adapt and refine ideas as they progress.
• Explore ideas in a variety of ways.
• Comment on artworks using visual language.</td>
</tr>
<tr>
<td></td>
<td>Painting- Cave drawings
• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
• Mix colours effectively</td>
<td>Painting- Constable
• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
• Mix colours effectively
• Use watercolour paint to produce washes for backgrounds then add detail.
• Experiment with creating mood with colour.
• Replicate patterns observed in natural or built environments.</td>
<td>Collage –Roman Mosaic
• Select and arrange materials for a striking effect.
• Ensure work is precise.
• Use coiling, overlapping, tessellation, mosaic and montage.
• Mix textures (rough and smooth, plain and patterned).
• Combine visual and tactile qualities.
• Use ceramic mosaic materials and techniques.</td>
</tr>
</table>

D&T	**To design, make, evaluate and improve:** • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.					
	Food-pizza - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).		**Mechanics- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - Mechanisms (Pneumatic Toys)** •Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. •Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).		**Textiles - Make a Roman Sandal** • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.	
Music	**Unit 1: Writing music down** How Does Music Bring Us Closer Together?	**Unit 2: Playing in a band** What Stories Does Music Tell Us About the Past?	**Unit 3: Compose using your imagination** How Does Music Make the World a Better Place?		**Unit 5: Enjoying improvisation** How Does Music Teach Us About Our Community?	**Unit 6: Opening night** How Does Music Connect Us with Our Planet?
	Main objectives over the year: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music.					
	Singing: Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies.	**Listening:** Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	**Improvise:** Pupils should be taught to: • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.	**Compose:** Pupils should be taught to: • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.	**Instrumental performance:** Pupils should be taught to: • Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	**Performing- reading notation:** Pupils should be taught to: • Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.
PE: Get Set	Tag rugby To develop throwing, catching and running with the ball. To develop an understanding of tagging rules.	Basketball To begin to use simple tactics. To learn the rules of the game and begin to use them honestly. To dribble, pass, receive and shoot the ball with some control. To find space away from others and near to my goal. To provide feedback using key words.	Gymnastics To adapt sequences to suit different types of apparatus. To choose actions that flow well into one another. To choose and plan sequences of contrasting actions. To complete actions with increasing balance and control.	Dodgeball To learn the rules of the game and begin to use them to play fairly. To provide feedback using key words. To throw with some accuracy and begin to catch with some consistency. To understand the aim of the game. To work co-operatively with a group to self-manage games	Athletics To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions.	Rounders To strike a bowled ball in an intended direction; To stop a ball using a range of techniques;

	To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament.	To track an opponent to slow them down. To understand my role as an attacker and as a defender. To work co-operatively with my group to self-manage games.	To move in unison with a partner. To provide feedback using key words. To use a greater number of my own ideas for movements in response to a task. To recognise how performances could be improved.		To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.	To play cooperatively with teammates, making decisions about when to run for points and when to not; To choose and use a range of simple tactics and strategies when striking and fielding; To invent rules for striking and fielding games.
	Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations To swim competently, confidently and proficiently over a distance of at least 25 metres		Gymnastics To adapt sequences to suit different types of apparatus. To choose actions that flow well into one another. To choose and plan sequences of contrasting actions. To complete actions with increasing balance and control. To move in unison with a partner. To provide feedback using key words. To use a greater number of my own ideas for movements in response to a task. To recognise how performances could be improved.	Dance To be respectful of others when watching them perform. To provide feedback using key words. To repeat, remember and perform a dance phrase. To use counts to keep in time with a partner and group. To use dynamic and and expressive qualities in relation to an idea. To work with a partner and in a small group, sharing ideas. To create short dance phrases that communicate the idea.	Badminton To demonstrate some effective footwork during footwork drills, such as moving in different directions and changing direction; To understand the importance of good footwork, movement and positioning in net and wall games, including the ready position; To control the ball using basic racket skills; To know how to hit a shuttlecock using elements of a forehand technique and sometimes demonstrate this in a game, including using the correct grip; To sometimes hit a shuttlecock to land close to or in a target area; To know how to hit a shuttlecock using elements of a backhand technique and sometimes demonstrate this in a game, including using the correct grip; To sometimes work as a team to keep a rally going; To understand the importance of positioning to be able to return the ball and sometimes apply this in a game; To use some net and wall fundamentals to play a competitive net and wall-based game.	Hockey To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament.
PSHE These learning outcomes are from the CORAM LIFE SCARF RESOURCES ALONGSIDE THESE LESSO	**Me and My Relationships** • Explain why we have rules; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal	**Valuing Differences** • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community.	**Keeping Myself Safe** • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify some key risks from and effects of cigarettes and alcohol;	**Rights and Responsibilities** • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer. • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints;	**Being My Best** • Explain how each of the food groups on the **Eatwell Guide**(formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal • Explain how some infectious illnesses	**Growing and Changing** • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space;

NS ZONES OF REGULATION LESSONS WEAVE THROUGHOUT	and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.	• Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.	• Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	• Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.	• Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
French	**I am learning** • Find France on a map and be able to recall at least 1 Francophone country. • use key greetings. • ask and answer the question 'How are you?' in French.	**Animals** • Name and recognise up to 10 animals in French. • Attempt to spell some of these nouns with their correct indefinite article. • Pretend that we are a particular animal using the 1st person	**I am able to…** • Recognise, remember and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).		Shapes, Vege or fruit	

	• ask and answer the question 'What is your name?' in French. • count to 10 in French. • read, write, say and recognise 10 colours in French.	singular of the verb être (je suis = I am).		

Maths Year Three

WHITEROSE UNIT OVERVIEW:

AUTUMN			
Autumn FL	PLACE VALUE	ADDITION & SUBTRACTION	ASSESSMENTS
Autumn AR	MULTIPLICATION & DIVISION A	MULTIPLICATION & DIVISION B	
SPRING			
Spring FL	FRACTIONS A / MASS & CAPACITY	FRACTIONS B	ASSESSMENTS
Spring AR	LENGTH & PERIMETER	MONEY	
SUMMER			
Summer FL	SHAPE	STATISTICS	ASSESSMENTS
Summer AR	TIME	CONSOLIDATION & REVISION	

Cross curricular application 1:1 **Fruit crumble-Weight kg and g reading scales**  	**Cross curricular application 1:2** **Measurements – making permanent shelter** **Costing materials**	**Cross curricular application 2:1**	**Cross curricular application 2:2** Map work-Direction and co-ordinates 	**Cross curricular application 3:1**	**Cross curricular application 3:2** Roman Sandal-measuring and money Roman Numerals Fractions – Roman mosaics 

NATIONAL CURRICULUM OBJECTIVES FOR YEAR THREE MATHEMATICS:

Number, Place Value and Rounding:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

- compare and order numbers up to 1000

identify, represent and estimate numbers using different representations

- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Addition & Subtraction:

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers

solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication & Division:

- add and subtract numbers mentally, including:
- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answer
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Fractions:

count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

recognise and show, using diagrams, equivalent fractions with small denominators

- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators

solve problems that involve all of the above.

Properties of Shape:

draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

recognise angles as a property of shape or a description of a turn

identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Position Direction & Movement:

N/A

Measures: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ▪ measure the perimeter of simple 2-D shapes ▪ add and subtract amounts of money to give change, using both £ and p in practical contexts ▪ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].	**Statistics:** interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
Algebra: N/A	