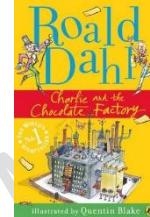
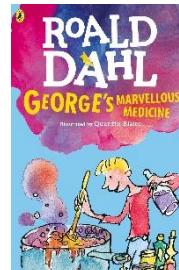
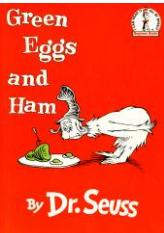
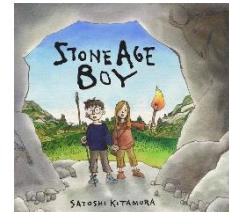
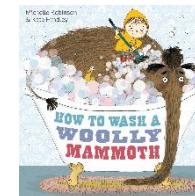
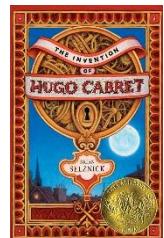
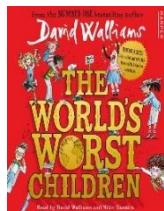
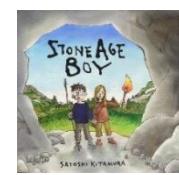
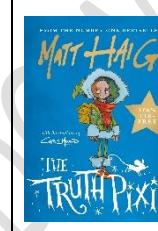


YEAR 3	Autumn	Spring	Summer
English: texts to inspire writing	<p>The Sheep Pig</p> <ul style="list-style-type: none"> Setting description Character description Story retelling Persuasive writing - adverts  <p>The Day the Crayons Quit</p> <ul style="list-style-type: none"> Letter Writing Balanced argument  <p>Stuart Little</p> <ul style="list-style-type: none"> Character descriptions Story retelling Diary writing  <p>Recounts</p> <p>Shape Poetry</p>	<p>Charlie and the Chocolate Factory</p> <ul style="list-style-type: none"> Narrative voice Character description Newspaper report Explanation text  <p>George's Marvellous Medicine</p> <ul style="list-style-type: none"> Character description Instructions Witness statements  <p>Discussion Text</p> <p>Poetry – Dr Seuss</p> 	<p>Stone Age Boy</p> <ul style="list-style-type: none"> Diary entry Setting description Story retelling Non-chronological reports  <p>How to Wash a Woolly Mammoth</p> <ul style="list-style-type: none"> Instructions  <p>Hugo Cabret</p> <ul style="list-style-type: none"> Story retelling Character description Setting description Film comparison Diary writing Formal debate  <p>The World's Worst Children</p> <ul style="list-style-type: none"> Short stories Setting description 

Guided Reading	Rabbit and Bear: Rabbit's Bad Habits - Julian Gough and Jim Field Stuart Little - E.B.White  	The Nothing to See Here Hotel - Steven Butler 	Stone Age Boy - Satoshi Kitamura The Truth Pixie - Matt Haig  
Reading for pleasure	The Creakers - Tom Fletcher 	The Wild Robot Peter Brown 	The Wild Way Home - Sophie Kirtley 
Spelling	<ul style="list-style-type: none"> Revisit Common exception words from Year 2 Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones Revise contractions from Year 2 Proofreading: checking after writing the spelling of KS1 common exception or tricky words. Learn words from the Years 3 and 4 word list. 	<ul style="list-style-type: none"> Revisit Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones Revise contractions from Year 2 Revise proofreading routines Learn words from the Years 3 and 4 word list. 	<ul style="list-style-type: none"> Revisit <ul style="list-style-type: none"> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch) Homophones Revise contractions from Year 2 Proofread own writing for misspellings of personal spelling list words. Learn words from the Years 3 and 4 word list.

Science

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 that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

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.

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 other animals have skeletons and muscles for support, protection and movement.

Rocks

- 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.

Plants

- 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.

Geography	<p>Villages, Towns and Cities</p> <ul style="list-style-type: none"> • Where is Blaby and Countesthorpe? • Where is Leicestershire? • What is the difference between a city and a county? • What is the make-up of England? • How is the weather different around the UK? • What are the physical and manmade features of Leicestershire? • How has the population changed in Leicester? • Why do people live in a city? • Why is Leicester a good place to live? 	Local Fieldwork	
History	<p>Romans</p> <ul style="list-style-type: none"> • How do we know about the Romans? • What were roman beliefs and values? • What impact did Caesar have on Rome? • What was life like as a Roman soldier? • Why did the Romans want to build an empire? • How did the Romans change Britain? 		<p>The Stone Age and Early Britain</p> <ul style="list-style-type: none"> • To understand how archaeologists use artefacts to find clues about Prehistoric Britain. • To find out about prehistoric diets and how they changed. • To understand prehistoric worship and celebrations. • To write a persuasive text about a prehistoric home. • To design and compare clothing from prehistoric Britain. • To understand how and what people built in prehistoric Britain.

PE	Hockey Gymnastics	TAG Rugby Dance	Rounders Athletics Swimming
	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
RE	<p>What do people believe about God?</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God. • Ask questions and suggest some of their own responses to ideas about God. • Suggest why having a faith or belief in something can be hard. • Identify how and say why it makes a difference in people's lives to believe in God. • Identify some similarities and differences between ideas about what God is like in different religions. • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and art. 	<p>Why do people pray?</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. <p>Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals. • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). 	<p>What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christians express their faith through hymns and modern worship songs. • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • Explain similarities and differences between at least two different ways of worshipping in two different Christian traditions.

	<p>Why is the Bible important for Christians today?</p> <ul style="list-style-type: none"> • Make connections between stories in the bible and what Christians believe about creation, the Fall and salvation. • Give examples of how and suggest reasons why Christians use the Bible today. • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. • Discuss their own and others' ideas about why humans do bad things and how people try to put things right. • Explain how the Bible uses different kinds of stories to tell one big story. • Suggest why Christians believe that God needs to rescue/ save human beings. 	<ul style="list-style-type: none"> • Identify similarities and differences in the way festivals are celebrated within and between religions. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. • Suggest how and why religious festivals are valuable to many people. 	churches.
Computing	<p>We Are Programmers</p> <ul style="list-style-type: none"> • create an algorithm for an animated scene in the form of a storyboard • write a program in Scratch to create the animation • correct mistakes in their animation programs. <p>We Are Bug Fixers</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 	<p>We Are Presenters</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>We Are Communicators</p> <ul style="list-style-type: none"> • develop a basic understanding of how 	<p>We Are Opinion Pollsters</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.

	<ul style="list-style-type: none"> and understanding of Scratch recognise a number of common types of bug in software 	<ul style="list-style-type: none"> email works gain skills in using email be aware of broader issues surrounding email, including 'netiquette' and e-safety work collaboratively with a remote partner experience video conferencing. • 	
ART	<p>Romans</p> <ul style="list-style-type: none"> Making Mosaics <p>Villages and Towns</p> <ul style="list-style-type: none"> map making aerial view 	<p>Warhol</p> <ul style="list-style-type: none"> Observational drawing 3D images Photography Photo editing Carefully selecting colours to create contrast 	<p>Stone Age</p> <ul style="list-style-type: none"> Cave Paintings - Batik <p>Cartoons/Illustrations</p> <ul style="list-style-type: none"> Quentin Blake/ Nick Sharrat/ comics Exaggerating features caricatures
DT	<p>Wooden Photo Frames</p> <ul style="list-style-type: none"> Use template, measure, use saw safely, glue gun under supervision, decorate. 	<p>Clay Coil Plant Pots</p> <ul style="list-style-type: none"> Roll clay to a specific thickness. Make and decorate coil pots. 	<p>Cooking - Soup (Link to Stone Age)</p> <ul style="list-style-type: none"> Where Food Comes From Claw hold, safe chopping techniques carbon footprint
PSHE	<p>Beginning and Belonging</p> <ul style="list-style-type: none"> be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school. 	<p>Diversity and Communities</p> <ul style="list-style-type: none"> be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. recognise difference and respect diversity, including the importance of recognising and challenging stereotypes. know about groups and communities that exist locally, and the roles some people play in the community. 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. understand some of the reasons people sometimes make unhealthy choices. be able to talk about some of the physical and mental benefits of exercise.

	<ul style="list-style-type: none"> be able to identify people at home, at school and in other contexts of their lives to include in their support networks. know how they can access support and some ways they can help other people. <p>Family and Friends</p> <ul style="list-style-type: none"> be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation. be able to identify special people in their support networks, and know from whom and how to access support. be able to recognise that people live in different family patterns. <p>Rights Rules and Responsibilities</p> <ul style="list-style-type: none"> be able to explain the difference between wants and needs. be able to explain why rights are important. be able to explain that rights come with responsibilities and explain how these responsibilities affect their actions. 	<ul style="list-style-type: none"> understand some different forms the media can take and some of what it does. understand some of the needs of and how to care for the local environment. know about the needs of animals, including pets, and the responsibilities of humans towards them. <p>Safety Contexts</p> <ul style="list-style-type: none"> know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic. understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take. know some safety rules for beaches and inland waterways. be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip. be able to describe preventable and unintentional accidents. <p>Anti-Bullying</p> <ul style="list-style-type: none"> understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. understand that sometimes people are bullied because of issues relating to their 	<ul style="list-style-type: none"> know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. be able to state some of the influences on food choices and some of the persuasive methods used in advertising. understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. know why dental hygiene is important and how they can look after their teeth. <p>Sex and Relationships Education</p> <ul style="list-style-type: none"> be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. be able to identify an area for which they can take more responsibility. be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.
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	<ul style="list-style-type: none"> be able to explain why rules are needed and be able to identify those which are necessary and useful. participate in making class ground rules and show or explain what following the rules looks like. suggest different ways of making a decision and ways they can influence decision making in school. be able to describe what a representative does. take part in simple debating and voting. 	<ul style="list-style-type: none"> identity e.g. ethnicity, religion, culture or family life. be able to describe the feelings of those involved in bullying including those who bully others. be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation. be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place 	
French	Numbers 1-20 Myself Colours	Numbers 20-50 Days of the Week Animals Dictionary Skills	Food/Restaurants Adjectives
Music	Music from Rome and The Stone Age <ul style="list-style-type: none"> listening and singing learning facts through music 	Digital Music Composition <ul style="list-style-type: none"> 2 Simple Music Toolkit use computing skills to make music Simple digital music – loops Use graphic scores to create own compositions 	Djembe Drumming WCET <ul style="list-style-type: none"> playing instruments with increasing accuracy, fluency, control and expression <p>Arts Award Project</p>