
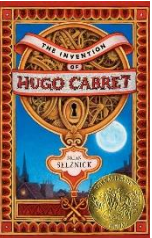
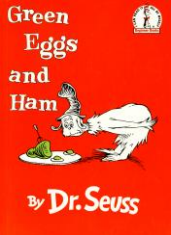



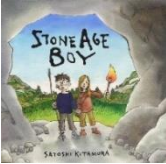
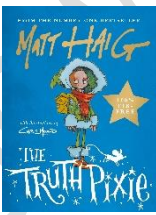
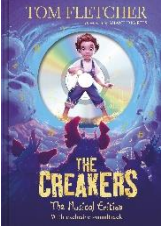
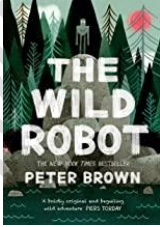



YEAR 3	Autumn	Spring	Summer
<p><b>English:</b> texts to inspire writing</p>	<p><b>The Sheep Pig</b></p>  <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Story retelling</li> <li>• Persuasive writing - adverts</li> </ul>	<p><b>Charlie and the Chocolate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

<h2>Guided Reading</h2>	<p><b>Rabbit and Bear: Rabbit's Bad Habits</b> - Julian Gough and Jim Field</p>  <p><b>Stuart Little</b> - E.B.White</p> 	<p><b>The Nothing to See Here Hotel</b> - Steven Butler</p> 	<p><b>Stone Age Boy</b> - Satoshi Kitamura</p>  <p><b>The Truth Pixie</b> - Matt Haig</p> 
<h2>Reading for pleasure</h2>	<p><b>The Creakers</b> - Tom Fletcher</p> 	<p><b>The Wild Robot</b> Peter Brown</p> 	<p><b>The Wild Way Home</b> - Sophie Kirtley</p> 
<h2>Spelling</h2>	<ul style="list-style-type: none"> <li>• Revisit Common exception words from Year 2</li> <li>• Revise prefix 'un'.</li> <li>• New prefixes: 'pre-', 'dis-', 'mis-', 're-'.</li> <li>• Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</li> <li>• The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y'</li> <li>• Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</li> <li>• Homophones</li> <li>• Revise contractions from Year 2</li> <li>• Proofreading: checking after writing the spelling of KS1 common exception or tricky words.</li> <li>• Learn words from the Years 3 and 4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</li> <li>• Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</li> <li>• The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</li> <li>• Homophones</li> <li>• Revise contractions from Year 2</li> <li>• Revise proofreading routines</li> <li>• Learn words from the Years 3 and 4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit <ul style="list-style-type: none"> <li>○ Strategies for spelling at the point of writing</li> <li>○ Vowel digraphs from Years 1 and 2</li> </ul> </li> <li>• Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</li> <li>• The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>)</li> <li>• The /u/ sound spelt 'ou' (<i>young, touch</i>)</li> <li>• Homophones</li> <li>• Revise contractions from Year 2</li> <li>• Proofread own writing for misspellings of personal spelling list words.</li> <li>• Learn words from the Years 3 and 4 word list.</li> </ul>

# 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.

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

PE	Hockey Gymnastics	TAG Rugby Dance	Rounders Athletics Swimming
	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
RE	<p><b>What do people believe about God?</b></p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God.</li> <li>• Ask questions and suggest some of their own responses to ideas about God.</li> <li>• Suggest why having a faith or belief in something can be hard.</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God.</li> <li>• Identify some similarities and differences between ideas about what God is like in different religions.</li> <li>• 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.</li> </ul>	<p><b>Why do people pray?</b></p> <ul style="list-style-type: none"> <li>• Describe the practice of prayer in the religions studied.</li> <li>• Make connections between what people believe about prayer and what they do when they pray.</li> <li>• Describe ways in which prayer can comfort and challenge believers.</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul> <p><b>Why are festivals important to religious communities?</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> </ul>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li> <li>• Describe some ways in which Christian express their faith through hymns and modern worship songs.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explain similarities and differences between at least two different ways of worshipping in two different Christian</li> </ul>

	<p><b>Why is the Bible important for Christians today?</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories in the bible and what Christians believe about creation, the Fall and salvation.</li> <li>• Give examples of how and suggest reasons why Christians use the Bible today.</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> <li>• Explain how the Bible uses different kinds of stories to tell one big story.</li> <li>• Suggest why Christians believe that God needs to rescue/ save human beings.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> <li>• Suggest how and why religious festivals are valuable to many people.</li> </ul>	<p>churches.</p>
<p><b>Computing</b></p>	<p><b>We Are Programmers</b></p> <ul style="list-style-type: none"> <li>• create an algorithm for an animated scene in the form of a storyboard</li> <li>• write a program in Scratch to create the animation</li> <li>• correct mistakes in their animation programs.</li> </ul> <p><b>We Are Bug Fixers</b></p> <ul style="list-style-type: none"> <li>• develop a number of strategies for finding errors in programs</li> <li>• build up resilience and strategies for problem solving increase their knowledge</li> </ul>	<p><b>We Are Presenters</b></p> <ul style="list-style-type: none"> <li>• gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing</li> <li>• edit video, including adding narration and editing clips by setting in/out points</li> <li>• understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</li> </ul> <p><b>We Are Communicators</b></p> <ul style="list-style-type: none"> <li>• develop a basic understanding of how</li> </ul>	<p><b>We Are Opinion Pollsters</b></p> <ul style="list-style-type: none"> <li>• understand some elements of survey design</li> <li>• understand some ethical and legal aspects of online data collection</li> <li>• use the web to facilitate data collection</li> <li>• gain skills in using charts to analyse data</li> <li>• gain skills in interpreting results.</li> </ul>

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

- 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.

### **Family and Friends**

- 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.

### **Rights Rules and Responsibilities**

- 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.

- 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.

### **Safety Contexts**

- 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.

### **Anti-Bullying**

- 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

- 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.

### **Sex and Relationships Education**

- 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.



	<ul style="list-style-type: none"> <li>• be able to explain why rules are needed and be able to identify those which are necessary and useful.</li> <li>• participate in making class ground rules and show or explain what following the rules looks like.</li> <li>• suggest different ways of making a decision and ways they can influence decision making in school.</li> <li>• be able to describe what a representative does.</li> <li>• take part in simple debating and voting.</li> </ul>	<p>identity e.g. ethnicity, religion, culture or family life.</p> <ul style="list-style-type: none"> <li>• be able to describe the feelings of those involved in bullying including those who bully others.</li> <li>• 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.</li> <li>• 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</li> </ul>	
<b>French</b>	<p><b>Numbers 1-20</b> <b>Myself</b> <b>Colours</b></p>	<p><b>Numbers 20-50</b> <b>Days of the Week</b> <b>Animals</b> <b>Dictionary Skills</b></p>	<p><b>Food/Restaurants</b> <b>Adjectives</b></p>
<b>Music</b>	<p><b>Music from Rome and The Stone Age</b></p> <ul style="list-style-type: none"> <li>• listening and singing</li> <li>• learning facts through music</li> </ul>	<p><b>Digital Music Composition</b></p> <ul style="list-style-type: none"> <li>• <i>2 Simple Music Toolkit</i></li> <li>• use computing skills to make music</li> <li>• Simple digital music – loops</li> <li>• Use graphic scores to create own compositions</li> </ul>	<p><b>Djembe Drumming WCET</b></p> <ul style="list-style-type: none"> <li>• playing instruments with increasing accuracy, fluency, control and expression</li> </ul> <p>Arts Award Project</p>