

Physical Education

Dance – Body Talk (link with Mon Corps)

- Link hand and feet actions
- Link actions with sounds
- Create sounds using body parts
- Create and perform a group dance to link actions with 2 body part sounds and 2 percussion sounds

Athletics

- Run at different paces
- Perform a sling throw and a pull throw
- Pass a quoit or baton successfully
- Perform 5 different jumps
- Evaluate their own and others performances to improve personal best

Games

- Pass a rugby ball using a swing pass
- Catch a rugby ball from a swing pass Use space effectively in a game
- Use a range of passes in a game

Gymnastics

- Perform gymnastic actions using the apparatus
- Explore different ways to move onto and off the apparatus
- Use the apparatus to adapt a sequence of 6 actions including travel, balance, rolling, jumping and balance on small body parts
- Recognise and evaluate success



Year 3 Wonderful World

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
 - Independence

Art & Design

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material.
- Use papier mache to create a simple 3D object.
- Explore the work of Anthony Gormley.
- Select from first hand observation, experience and explore ideas for different purposes.
- Make thoughtful observations about starting points and select ideas to use in their work.
- Compare ideas in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work by describing how they might develop it further.

Forest Schools

Survival Skills

- To communicate a message when in danger
- To understand and use knots effectively for joining materials

Computing

Online Safety (PSHE)

- Use age appropriate search engines/trusted websites.
- Protect personal information when doing different things online.
- Use the safety features of websites as well as reporting concerns to an adult.(PSHE)
- Post positive comments online and understand that blogs/forums can be seen by wider audiences.
- Talk about what makes a secure password and why they are important.

Multi-Media

- Understand that I can use ICT to compose music or record sounds.
- Understand that ICT allows easy creation, manipulation and change.
- Select appropriate sounds and images, and embed them into a page to support an idea or concept.
- Aware of copyright issues when using third party images/sound/music files.
- Combine a mixture of text, graphics and sound to share my ideas and learning.

PSHE & SRE

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.

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;

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.

Business and Enterprise

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.)

Mathematics Y3 Measurement Add and subtract amounts of money to give change.

Using £ and p in practical contexts.

To develop an initial understanding of the concept of 'tax' (e.g. their contribution to society through the payment of VAT)

Religious Education

*British Values link

Christianity – Church

- know what Christians mean by the Holy Spirit
- suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities
- identify Christian values exemplified in the gifts of the Spirit
- identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
- describe how and why Pentecost is celebrated
- describe why some Christians might take part in a procession of witness
- describe aspects of being human that we should be proud of*
- discuss what it means to be a successful human – and the different measures of success that might be applied*
- discuss their own sense of value and what is good/unique about being them
- reflect on the people that they value in their lives – and how they show their appreciation

Sikhism

- Develop an understanding of the importance of founders and leaders for religious communities
- *Identify Sikh beliefs and values contained within the stories of the lives of the Gurus
- Describe how and why the Guru Granth Sahib is treated with great respect
- *Suggest how and why Sikhs might show commitment to their faith
- Identify people and ideas that inspire commitment
- Discuss the different ways that people might show that they are committed
- Reflect on their own commitments and the impact that these have on their lives
- Ask questions about the value of having commitments

Modern Languages

Ma Famille

- Recognise and say family member names.
- Introduce family members.
- Give basic information about family members.
- Name household items and match pictures with nouns.

Mon Corps

- Identify and say body part names.
- Understand and follow simple instructional language linked to parts of the body.
- Describe eye and hair colour using colour adjectives.

Intercultural Understanding

- Identify some social conventions at home eg meal times and compare with French culture.
- Answer simple questions.
- Begin to understand masculine and feminine nouns.
- Recognise sounds within words.
- Use accurate pronunciation.
- Begin to understand and follow simple classroom instructions.

Music

- Play more confidently as part of a group by ear and with basic notation
- Perform what they have learnt to other people.
- Practise, rehearse and present performances with awareness of the audience.
- Record performances and learn from watching it back.
- Play and improvise using instruments.
- Invent a musical answer using 2 notes.
- Listen to each other's musical ideas.
- Identify basic musical styles from different times and traditions and the instruments played (e.g. RnB, Rock, Pop, Reggae, Film, Musicals, Disco, Funk etc.)
- Use accurate musical language to describe and talk about music from different contexts within history.
- Continue to deepen their understanding of dimensions of music and how they fit into music
- Pulse – a steady beat, rhythm, pitch, texture, tempo, dynamics, structure

Science

Magnetism + Forces Knowledge

- 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 (Maths link)
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

Skills

- Decide ways and give reasons for sorting, grouping, classifying, identifying events based on specific characteristics
- Compare and contrast and begin to consider the relationships between different things
- Within a group suggest questions that can be tested or investigated further
- Help to decide about how to set up a simple **fair test** and begin to recognise when a test is not **fair**.
- Make a **prediction** based on everyday experience
- With support/as a group, set up simple practical enquiries incl. comparative and **fair tests** e.g. make a choice from a list of a things (variables) to change when conducting a **fair test**..
- Gather data in a variety of ways to help in answering questions
- Write a simple explanation of why things happened (using the word 'because')
- Say whether what happened was what they expected and notice any results that seem odd.
- Begin to recognise when a test is not **fair** and suggest improvements.
- Use their results to consider whether they met their **predictions**.
- With scaffold/support, describe and compare the effect of different factors on something.
- Use equipment **accurately** to improve the detail of their measurements/observations Record and present findings using simple scientific language and vocabulary from the year 3

Plants, Animals, including humans Knowledge (seasons week)

- 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.
- **Skills**
- Observe and record relationships between structure and function.
- Ask questions such as 'What if we tried...?' Or 'What if we changed...?'
- Help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely.
- Use their experience and some **evidence** or results to draw a simple **conclusion** to answer their original question.
- Compare and contrast and begin to consider the relationships between different things

Geography

The Lake District

- Name and locate counties and cities of the UK
- Name and locate the geographical region of the Lake District.
- Understand geographical similarities and differences when studying the human and physical geography of the Lake District.
- To investigate rivers and how they erode, transport and deposit materials.
- To find out about the causes of river/ lake pollution and the effect on the environment.
- Describe and understand the geographical region of the Lake District and its identifying Human and Physical characteristics key topographical features (inc hills, mountains, coasts, rivers)
- Use non-fiction books, pictures and photos and Digi maps to locate the Lake District and its features.
- Recognise that contours show height and purpose.
- Link features on maps to photos and aerial views.
- To make a map of a route experienced with features in the correct e.g. playground, gym, Year 1 classroom etc. (FS)
- Use four compass points to follow/ give directions. (FS)
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (Speeding on the lake and tourism)
- (PSHE)
- To compare and explain the different views from people living/ working in the Lake District against the views of the tourists.