

## 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

### PSHE-& RHE

#### Keeping Myself Safe

#### Self-Confidence & Esteem

#### Secret or surprise?

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.

#### Dan's dare

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.

#### Safe or unsafe?

Identify situations which are safe or unsafe;

Identify people who can help if a situation is unsafe;

Suggest strategies for keeping safe.

#### The risk robot

Identify risk factors in given situations;

Suggest ways of reducing or managing those risks.



## Year 3 Ancient Worlds Romans

### Attitudes to Learning:

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

## History

### Romans

- Sequence several events (including previously taught topics) on a timeline using dates, including those that are sometimes further apart.
- Understands timeline can be divided into BC and AD.
- Describe some of the characteristics, features and achievements of the Roman Empire.
- Demonstrate a more in depth knowledge of what life was like for Romans living in Britain e.g. houses, towns, the building of roads, the army etc.
- Compare and contrast the lives of people in different sections of the Roman society.
- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different e.g. the Roman invasion of Britain
- Begin to understand some of the ways in which historians and others investigate the past.
- Regularly address and sometimes devise own questions to find answers about the past e.g. How were the Romans able to control such a vast Empire?
- Understands the difference between primary and secondary sources of evidence.
- Understand that historical events have consequences that sometimes last long after the event is over e.g. the Roman legacy seen in Britain today
- Use a variety of historical terms and concepts similarities, differences, timeline, historical event, modern, artefact, historian, significant, BC/AD, decade, century, ancient, research, evidence, invaders/invasion, archaeologist.
- Presents and summarises findings about the past through simple written narratives, dairies, speeches or letters.

## Computing

### Online Safety

- 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 animation is created from a series of still images.
- 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.

## Art & Design

- Plan, design and make models from observation or imagination. (History)
- 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
- 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

## 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.

## 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.
- Compare with previous 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.
- Begin to intercept 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.

## Science

### Rocks Knowledge

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Maths link)
- 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.

### Skills

- Explore / observe things in the local environment / real contexts and record observations
- Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects
- Within a group suggest relevant questions about what they observe and about the world around them.
- Within a group suggest questions that can be explored, observed,
- As a group, begin to make some decisions about the best way of answering their question.
- Find/suggest a practical way to compare things *e.g. rocks*,
- Collect data from their own observations and measurements using notes/ simple tables/standard units
- Use equipment **accurately** to improve the detail of their measurements/observations
- (*microscopes, measuring syringes, measuring cylinders, hand lenses*)
- Record and present findings using simple scientific language and vocabulary from the year 3 PoS

### Animals including humans Knowledge

- 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 (PSHE)
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

### Skills

- Decide ways and give reasons for sorting, grouping, classifying, identifying living things, processes
- Compare and contrast and begin to consider the relationships between different things (*e.g. diets, skeletons of humans and other animals.*)
- Record similarities as well as differences (*e.g. what do all skeletons have? as well as the differences between skeletons*
- Explore their own ideas about 'what if....?' scenarios e.g. humans did not have skeletons.

### 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 (*e.g. structures of plants, functions of plant parts, changes over time,*