

Religious Education *British Values link

Christianity Jesus

- understand why Christmas is such an important celebration for Christians.
- understand the significance of the gifts the wise men brought to baby Jesus.
- describe the main events of the Nativity story.
- Know why people in the past brought greenery into their homes during the winter.
- explain how the Christmas tree was made popular in Britain.
- explain why people give and receive presents at Christmas.
- know when the 12 days of Christmas are.
- describe some of the traditions associated with the 12 days of Christmas.
- reflect on what Christmas means to them individually as well as other people around the world.

Islam (PSHE)

- develop and understanding of the importance of founders and leaders for religious communities
- identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)
- describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)
- describe and give reasons for the Islamic practice of Zakah
- suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable
- identify characteristics of a good role model
- discuss how good role models can have a positive impact on individuals, communities and societies*
- reflect on their own aspirations for themselves and others*
- ask questions and suggest answers about how they can try to make the world a better place*



Year 3 Festivals of Colour

Attitudes to Learning:

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

Art & Design

- Create printing blocks using a relief or impressed method. (FS)
- Create repeating patterns.
- Print with two colour overlays.
- 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.

Geography

- Name and locate countries of Asia focusing on the location of Saudi Arabia and its cities.
- Name and locate the geographical region of Mecca in Saudi Arabia.
- Understand geographical similarities and differences when studying the human and physical geography of Saudi Arabia.
- Describe and understand a geographical region of the Saudi Arabia and its identifying Human and Physical characteristics key topographical features (inc hills, mountains, coasts, rivers)
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (weather, flooding, roads and food.) (PSHE & RE) **Sustainability** - Due to rising temperatures globally, what impacts are being seen in the country of Saudi Arabia? (specifically, droughts)

Modern Languages

Bonjour

- Understand, read and write simple greetings phrases.
- Ask and say how they are feeling.
- Link words to create simple sentences.
- Take part in a simple French conversation with a partner.

En Classe

- Identify and name classroom objects.
- Begin to describe classroom objects using colour adjectives.
- Understand a range of verb phrases linked to classroom instructions.
- Say how old they are and ask others.
- 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.

Design and Technology

- Develop sensory vocabulary/ knowledge using smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury)
- Follow instructions/recipes
- Make healthy eating choices – use the Eatwell plate
- Join and combine a range of ingredients
- Explore seasonality of vegetables and fruit
- Find out which fruit and vegetables are grown in countries/ continents
- Develop understanding of how meat/fish are reared/caught
- Links with Eid – making vegetable or healthy samosas.
- Create a design that meets a range of requirements
- Plan a sequence of actions to make a product
- Think ahead about the order of their work and decide upon tools and materials
- Investigate similar products to the one to be made to give starting points for a design
- Decide which design idea to develop
- Consider and explain how the finished product could be improved

<p><u>PSHE-& RHE</u> <u>Diversity – What makes us different?</u> <u>Self-Confidence, Esteem & Curiosity</u></p> <p><u>Family and friends</u> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p><u>Respect and challenge</u> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.</p> <p><u>Me and My Relationships & Valuing Differences</u> <u>Respect & Communication</u></p> <p><u>Looking after our special people</u> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.</p> <p><u>Friends are special</u> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p> <p><u>Anti-Bullying</u> <u>Zeb</u> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p>	<p>Physical Education</p> <p>Games</p> <ul style="list-style-type: none">• Pass a ball using a chest pass.• Receive a ball from a chest pass and keep control.• Dribble a ball with control and consistency.• Keep possession of the ball in simple competitive games.• Throw underarm with accuracy.• Catch a ball in a striking and fielding game.• Bowl underarm.• Strike a bowl from a tee, drop feed or bowler.• Use simple tactics in a modified competitive game. <p>Dance – Laugh a Minute</p> <ul style="list-style-type: none">• Investigate and explore a range of cartoons, characters, actions and settings.• Respond to visual images of cartoon characters.• Create and extend a dance phrase to tell a story and convey humour. <p>Gymnastics</p> <ul style="list-style-type: none">• Travel with control on 4 body points.• Balance with stillness on 2 and 3 body points.• Link actions smoothly.• Create and perform a floor sequence of 6 actions including travel, balance, rolling, jumping and balance on small body parts.• Recognise and evaluate success.
<p>Science</p> <p><u>Light Knowledge</u></p> <ul style="list-style-type: none">• 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 (maths link) <p><u>Skills</u></p> <ul style="list-style-type: none">• 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 PoS• Observe and record changes /stages over time• Begin to understand that some questions can be tested in the classroom and some cannot.• Make simple accurate measurements using whole number standard units, using a range of equipment• With scaffold / support record, and present data in a variety of ways to help in answering questions.• With help, look for changes and simple patterns in their observations, data, chart or graph. <p><u>Plants, Animals, including humans Knowledge (seasons week)</u></p> <ul style="list-style-type: none">• 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. <i>structures of plants, functions of plant parts, changes over time</i>)	<p>Computing</p> <p>Programming</p> <ul style="list-style-type: none">• Control a device or program through a series of commands (algorithms).• Keep testing my program and can recognise when I need to debug it.• Use repetition in programs to write code using the least number of lines and improve efficiency. <p>Digital Literacy</p> <ul style="list-style-type: none">• Understand that a keyboard is an input device.• Understand that the movement of a character on screen is the output.• Use school email system to communicate with others online. <p>Online Safety</p> <ul style="list-style-type: none">• Understand that emails/messages have to be sent to a specific address and emails from unknown sources should not be opened. <p>Music</p> <ul style="list-style-type: none">• Sing in 2 parts understanding how to work together in a group using good diction.• Consider that words mean something and project the meaning of the song.• Learn to play a new instrument, treat it with respect and care and play it correctly.• Respond to musical cues of the conductor.• Sing, Play and Copy back – clapping progressing to using instruments.• Find the pulse, the steady beat to the music they are listening to and understand what that means.• 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.• 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.