Religious Education *British Values link

Christianity God

- know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
- identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)
- suggest why these prophets chose to listen to and follow God
- identify Christians who might be described as people who listened to and followed God
- describe how and why some Christians might devote their lives to serving God
- talk about what is meant by a sense of vocation*
- identify inspirational people/role models for the world today*
- describe the qualities that inspirational people might have*
- discuss who makes a good role model and why*
- raise and discuss questions about following others – including both positive and negative responses*

Hindu Dharma

- develop an understanding of the importance of duty and commitment to many religions
- know that following dharma (religious duty) is an important part of Hindu life
- suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family
- describe how and why Hindus might celebrate Raksha Bandhan
- identify aspects of the celebration which remind Hindus of their dharma
- identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)
- identify sources of authority and inspiration*
- consider what our 'duties' as human beings are*
- reflect on their own duties – to themselves, to their families, to their communities* (PSHE)
- discuss who or what they follow – and why

Year 3

Inspirational People

Engineers

(Brunel, Ruchi Sanghvi, Beatrice Shilling)

Attitudes to Learning:

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

Geography

- Use letter/ number co-ordinates to locate features on a map.
- Use a scale bar to calculate some distances.
- Use fieldwork to observe the human and physical features in the local area sketch maps and Digimaps.
- To make a map of a short route experienced with features in the correct order.
- Use four compass points to follow/ give directions.

Art & Design

- Use journals to collect and record visual information from different sources.
- **Lines and Marks-**Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- 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

Bon Anniversaire

- Recognise and ask politely for various snacks.
- Give simple opinions about foods.
- Recognise and order the months of the year.

Quelle Heure est-il?

- Begin to talk about leisure activities.
- Recognise o'clock times.
- Link activities to times to the hour.
- 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

History

- Sequence several events (including previously taught topics) on a timeline using dates, including those that are sometimes further apart.
- Using the significant people, compare how things have changed over different periods and give reasons why they have changed (e.g. the technology used in engineering)
- Explain how people and events in the past have influenced life today
- 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
- Understands the difference between primary and secondary sources of evidence.
- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
- 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.*

Design Technology (Sci)

- Develop vocabulary related to the product
- Use mechanical systems such as levers and linkages
- Use lolly sticks/card to make levers and linkages
- Use linkages to make movement larger or more varied
- Making bridges
- Link to Art – Designing bridges.
- 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
- Propose realistic suggestions as to how they can achieve their design ideas
- Select from a range of tools for cutting shaping joining and finishing
- Cut slots
- 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

PSHE & RHE
Money & Enterprise
Independence/ teamwork & Co-operation

Can Harold afford it?
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.)

Earning Money
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.)

Growing & Changing
Resilience & Perseverance

I am fantastic
Identify their achievements and areas of development;
Recognise that people may say kind things to help us feel good about ourselves;
Explain why some groups of people are not represented as much on television/in the media.

How can we solve this problem?
Rehearse and demonstrate simple strategies for resolving given conflict situations.

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
- Compose using 3 notes and beyond.
- Record compositions using symbolic notation, ICT, video and formal notation.
- 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.

Computing

Programming – NB Repetition is essential for embedding skills.
- 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.

Data Handling (Science Skills)
- Know that collecting and storing information in an organised way helps them find answers to questions
- Know that information on record cards is divided into fields and that a set of record cards is called a file
- Know that information can be held as numbers, choices (such as yes/no) or words.
- Add a record to a file in a computer database
- Answer simple questions by matching the contents of a single field
- Use a database to produce bar charts
- Use a database to sort and classify information and to present findings

Online Safety
- Consider amount of time spent on line and issues surrounding this.
- Post positive comments online and understand that blogs/forums can be seen by wider audiences.

Physical Education

Dance –Rock & Roll
- Explore the Rock & Roll dance genre taking inspiration from the 'King of Rock & Roll'
- Perform a range of Rock & Roll dance actions individually and with a partner.
- Link Rock & Roll dance movements in a simple dance phrase with a partner.
- Create, record, perform and repeat own dance phrase with a partner.

Athletics – Elevating Athletics
- Select appropriate running techniques for distance and sprinting.
- Develop jumping and throwing techniques.
- Perform in competitive athletics events.
- Evaluate their own and others performances.
- Compare with previous performances to improve personal best.

Games – Tri Golf
- Develop accuracy when putting and chipping.
- Work co-operatively as part of a team in a range of putting and chipping challenges.
- Take part in a Tri-Golf Level 1 event.

Outdoor & Adventurous – Physical Challenges (FS)
- Take part in Outdoor & Adventurous physical challenges with a partner or team.
- Develop collaboration and co-operation, working effectively as part of a team.
- Develop trust and take responsibility for self and others.
- Recognise and evaluate success.

Science

Magnetism + Forces Knowledge (DT)
- 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 (Computing)
- 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**. *(e.g. choose which magnets to compare and which method to use to test their strength).*
- Gather data in a variety of ways to help in answering questions (Computing)
- 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 **prediction**s.
- With scaffold/support, describe and compare the effect of different factors on something.
- Use equipment **accurate**ly to improve the detail of their measurements/observations
- Record and present findings using simple scientific language and vocabulary from the year 3 PoS

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,*