Year 3	P.E	History	Geography	Art	DT	MFL	R.E	PSHE/British values	ICT	Science
Autumn 1	Football Handball Athletics- running drills	**Richard the III** A local history study: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		**Growing Artists** Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark		**Spanish – Phonetics lesson 1 & I'm learning** Find Spain on the map, learn common phrases for conversation, say the numbers 1-10 and can spell some. Can name the ten key colours and spell some.	**Unit 1: What do Christians learn from the Creation story? (Creation)**	**Family and relationship** Know ways to solve disputes and conflict between themselves and their peers	**Online Safety** Understand that files of different types can be attached to emails Understand that files of different types can be attached to emails Begin to be able to perform effective web searches. **Computing systems and networks – Connecting computers** To develop an understanding of digital devices, with an initial focus on inputs, processes, and outputs. Comparing digital and non-digital devices, before introducing to computer	**Rocks and Soil** **L**earn where rocks come from, then consider differences between naturally occurring rocks and man-made objects which are similar to rocks. Consider ways in which rocks can be sorted according to different criteria. Then either sort given rock samples, or study and sort pictures of rocks according to various criteria Consider how different rocks may be tested to determine how quickly they erode and whether

									networks that include network infrastructure devices like routers and switches.	they are permeable. Carry out research to help describe the characteristics of rocks and their uses. learn about soil: how it is formed and its uses
Autumn 2	Netball Basketball Running		**Our World- Here and Far** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts Use maps, atlases, globes and		**Eating Seasonally** Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.	**Spanish- Seasons** Learn the names of the 4 seasons and learn to say and write some short phrases to describe the season. Introduced to the conjunction 'and'.	**Unit 2: What do Hindus believe god is like?**	**Health and Well-being** Understand about mental health and the challenges related. Learn about strategies that can help.	**Creating media – Stop-frame animation** Use a range of techniques to create a stop-frame animation using tablets. Apply those skills to create a story-based animation. Then adding other types of media to their animation, such as music and text.	**Magnets and Forces** Know that forces need contact between 2 objects Know that magnets attract or repel each other Know that magnets attract some materials but not others Know that magnets have 2 poles

			digital/comput er mapping to locate countries and describe features studied.							Know how to make predictions
Spring 1	Gymnastics Cricket	**Ancient Egypt** The achievemen ts of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.		**Painting and Mixed Media - Prehistoric art** Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past.		**Spanish- Musical instruments** Recognise, recall and spell up to ten instruments in Spanish. Understand articles/determine rs. Learn to say and write simple sentences in the 1st person.	**Unit 3: What does it mean to be Hindu in Britain today?**	**Citizenship** Explain that children have rights and how these benefit them. Explain the responsibilitie s adults have for supporting children's rights. Discuss the benefits of recycling. Recognise some of the different groups within the local community and how they use local buildings.	**Programming A- sequencing sounds** Explore the concept of sequencing in programmin g through Scratch. Introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representatio n of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner.	**Light** Know that they need light in order to see things and that dark is the absence of light Know that light is reflected from surfaces Know that light from the sun can be dangerous Know that shadows are formed when the light from a light source is blocked by an opaque object

Spring 2	Gymnastics Cricket		**United Kingdom** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key aspects of: Human geography, including: types of settlement and land use Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		**Cushions** Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion.	**Spanish- Fruits** Name and recognise up to 10 fruits in Spanish. Attempt ot spell some of them. Ask somebody if they like the fruit and what fruit they like an dislike.	**Unit 4: Why do Christians call the day Jesus died 'Good Friday'? (Salvation)**	**Economic Wellbeing** Recognise some different ways to pay for items. Explain that money is needed when paying for items using a cheque, bank transfer or card. Create a simple budget. Explain how situations involving money can affect our feelings.	**Data and information – Branching databases** Develop their understanding of what a branching database is and how to create one. Use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Will create physical and on-screen branching databases and create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.	**Plants** Explain the functions of the different parts of plants. Set up an investigation and make predictions. Make observations and conclusions. Know how to record findings using simple scientific language and tables Identify different parts of a flower. Identify and describe the stages of the life cycle of flowering plants. Be able to answer questions based on their learning.

| Summer 1 | Rounder Running/Athletics OAA | **Stone Age** To understand ow did society change from the stone age through to the iron age. To investigate how did the different prehistoric times compare and some significant landmarks. | | **Sculpture and 3D: Abstract shape and space** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro. | | **Spanish – Ice-cream** Name and recognise up to 10 different flavours for ice-creams. To be able to ask for an ice-cream using 'quisiera'. Say what flavour they like and whether it is in a cone or not. | **Unit 5: What is it like for someone to follow God? (People of God)** . | **Safety and body changing** Show an understanding that they must consider their own safety before helping others in an emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying | **Creating media – Desktop publishing** Will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. | **Our changing world** Observing plants in the local area at different times of the year. Observe that seeds, berries and flowers are visible on different plans. Observe flying insects that visit these plants. |

Summe r 2	Rounder Running/Athleti cs Dance					**Pneumatic toys** Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams. To understand how to create designs for an intended audience by modelling and communicatin g ideas. To understand which tools and materials to select to create their product. To compare their product with others and make suggestions on how to make improvements.	**Spanish- Little Red Riding Hood.** Sit and listen attentively to a familiar fairy tale in Spanish. Use pictures and word cards to recognise and retain key vocabulary. Name and spell at least three parts of the body.	**Unit 6: How and why do people try to make the world a better place?**	**RSE**	**Programming B – events and actions in programs** Explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriatel y sized sprite. Will be designing and coding their own maze tracing program.	**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 animals have skeletons and muscles for support, protection and movement. Identify the different types of skeletons that animals have. Learn about the different diets for different animals and its importance.

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