

Year 3 Unit of Learning –Autumn 1 - Whole School Text

<p style="text-align: center;">Values</p> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Living things have certain requirements in order to grow and stay healthy.</p> <p style="text-align: center;">Global Gardens</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a healthy plant? How do plants grow? How do their needs differ?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Whole School Text:</p> <p style="text-align: center;">Hansel and Gretel Window, The Hidden Forest</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">London Zoo</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Sikhism: The Gudwara</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p><i>I know about jobs carried out by people I know I can use basic techniques to resist pressure to wrong in a range of situations and know where to seek help if required. I know that people and other living things have needs and responsibilities. I can identify various responsibilities I have at school and the implications for not following them. I know that my actions affect me and others. I care about other people's feelings.</i></p>
<p style="text-align: center;">PE NC Knowledge and skills</p> <p style="text-align: center;">GYM</p> <p>Stretching, curling and arching, Unit L</p> <p style="text-align: center;">GAMES</p> <p>Cricket, Unit 4</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative(stories) with a focus on myths and legends Adventure , mystery and real life stories Playscripts Performance poetry Shape poetry Playing with words</p> <p style="text-align: center;">Non-Fiction</p> <p>Reports Instructions Information text Persuasive writing - advertising</p>	<p style="text-align: center;">Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory <i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games</i> <i>I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p>	<p style="text-align: center;">Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs; I use sound to create more abstract images; I recognise and create repeated patterns; I describe music using appropriate vocabulary; I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i> <i>I listen to several layers of sound and talk about the combined effect</i> <i>I make up singing games with words, actions and a sense of pulse, and teach them to other children</i> <i>I create simple accompaniments for my tunes, using drones or melodic ostinato based on a pentatonic scale</i></p>
<p style="text-align: center;">Science NC Skills Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests I can make systematic and careful observations I can take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p style="text-align: center;">Science NC Knowledge and skills</p> <p>Yr 3 Plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers I can 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 e.g. <i>the amount of light and fertiliser</i> I can investigate the way in which water is transported within plants e.g. <i>observing white carnations in coloured water</i> I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal e.g. <i>how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</i> <i>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</i></p>	<p style="text-align: center;">Geography NC Knowledge and skills</p> <p style="text-align: center;">Climate zones</p> <p>Human and Physical Geography</p> <p>I can describe and understand key aspects of: physical geography, including: biomes and vegetation belts Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>I can use globes, maps and plans at a range of scales and locate places using simple symbols.</i></p>	<p style="text-align: center;">DT NC Knowledge and Skills- Textiles</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p>

			<p>I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p>Refer to KS2 Progression in Design and Technology Skills</p>
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Year 3 Unit of Learning – Autumn 2

<p style="text-align: center;">Values</p> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations.</p> <p>Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Ancient civilisations help people to understand the modern world.</p> <p style="text-align: center;">Romans</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is an Empire? How do individuals shape an Empire? How have we built upon ideas from the past?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p style="text-align: center;">Whole School Film Project:</p> <p style="text-align: center;">The Maker</p> <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Greenwich Heritage Centre, Lullingstone Villa</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Judaism 1: The Shabbat Unit 1</p> <p>Key Questions</p> <p>Why is Shabbat important to Jews? Why do Jews attend the synagogue? Why a day of rest? Key Concepts Shabbat – the Sabbath Day God resting and creation; Preparing for Shabbat; Starts at sunset; Day of separation and different from other days – day of rest/day of joy and blessings; Shared meal – kosher food; Shabbat Table and customs; Charity contributions given (Tzedakah); Keeping Shabbat - instructions in Torah; Synagogue – Attend for prayer with the community on Shabbat Havdalah End of Shabbat; Spices, wine and plaited candle; Blessing of Shabbat taken into the week</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p><i>I know about jobs carried out by people I know I appreciate the range of national, religious and ethnic identities in the UK I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them. I can use basic techniques to resist pressure to wrong in a range of situations and know where to seek help if required. I know that people and other living things have needs and responsibilities. I can identify various responsibilities I have at school and the implications for not following them.</i></p>
<p style="text-align: center;">PE NC Knowledge and Skills</p> <p style="text-align: center;">GYM</p> <p style="text-align: center;">Symmetry, Unit M</p> <p style="text-align: center;">GAMES</p> <p style="text-align: center;">Team building and strategy, Unit 2</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative(stories) with a focus on myths and legends Adventure, mystery and real life stories Play scripts Performance poetry Shape poetry Playing with words Non-Fiction Reports Instructions Information text Persuasive writing – advertising</p> <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 3 Mon corps</p>	<p style="text-align: center;">Singing NC Knowledge and Skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory <i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games</i> <i>I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p>	<p style="text-align: center;">Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs; I use sound to create more abstract images;</i> <i>I recognise and create repeated patterns; I describe music using appropriate vocabulary; I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i> <i>I listen to several layers of sound and talk about the combined effect</i> <i>I make up singing games with words, actions and a sense of pulse, and teach them to other children</i> <i>I create simple accompaniments for my tunes, using drones or melodic ostinato based on a pentatonic scale</i></p>

Science NC Skills Working Scientifically

I can ask relevant questions and use different types of scientific enquiries to answer them

I can set up simple practical enquiries, comparative and fair tests

I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment.

I can gather, record, classify and present data in a variety of ways to help in answering questions

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

I can identify differences, similarities or changes related to simple scientific ideas and processes

I can use straightforward scientific evidence to answer questions or to support my findings.

Teachers to plan science investigations linked to the Roman civilisation

History NC Knowledge and Skills

Roman Empire and its impact on Britain

- *Julius Caesar's attempted invasion in 55-54 BC*
- *The Roman Empire by AD 42 and the power of its army*
- *Successful invasion by Claudius and conquest, including Hadrian's Wall*
- *British resistance, for example, Boudica*

I use a timeline to place events I have found out

I understand that a timeline can be placed into BC and AD (BCE and CE)

I can name the date of significant events that I have studied and place them on a timeline

I use words and phrases such as: century, decade, before Christ, before, after, during

I use evidence to describe: houses, settlements, culture and leisure activities, clothing, ways of life and beliefs of people in the past.

I use evidence to explain why changes may have occurred.

I can describe similarities and differences between some people events and objects.

I use a range of sources to collect information about the past.

I can compare different versions of the same event and explain why differences may occur

DT NC Knowledge and Skills - Structures

Design

I can design purposeful, functional, appealing products for myself and other users based on design criteria

I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing

I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

I can explore and evaluate a range of existing products

I can evaluate their ideas and products against design criteria

Technical knowledge

I can build structures, exploring how they can be made stronger, stiffer and more stable

I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Refer to KS1 Progression in Design and Technology Skills

Year 3 Unit of Learning – Spring 1 – Whole School Film: The Mermaid

<p>Values</p> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p>Central Idea</p> <p>Ancient civilisations help people to understand the modern world.</p> <p>The Flintstones!</p>	<p>Guiding Questions</p> <p>What was a good life for Stone Age Man? What is a good natural resource? How have we built upon ideas from the past?</p>	
<p>Computing NC Knowledge and skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p>Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p>Core Texts/ Visits</p> <p>Stone Age Boy, The Ice Palace</p> <p>Suggested visit:</p> <p>The Natural History Museum/British Museum</p>	<p>Religious Education</p> <p>Greenwich Windows on Faith</p> <p>Christianity: The Bible Unit 5</p> <p>Key Questions</p> <p>How do Christians use the Bible? What is the relationship between the life of Jesus and the Old and New Testaments? What does the Bible contain? How does using the Bible help Christians to grow in their faith?</p> <p>Key Concepts</p> <p>A source of Christian belief and teaching – some Christians read the Bible every day and find it helpful for their everyday lives; The Old and New Testaments include many books with different genres; these include history, law, songs; Gospels and letters; The Gospel stories tell about events in Jesus' life; Jesus' teaching about the Kingdom of God in parables; The Lost Sheep; Ten Commandments with particular focus on the two greatest commandments</p>	<p>PHSE</p> <p>Link to Values</p> <p><i>I know that people and other living things have needs and responsibilities. I can identify various responsibilities that I have at school and the implications for not following them. I know what I believe is fair and unfair and can express my views and opinions. I know that my actions affect me and others. I care about people's feelings.</i></p> <p><i>Safety: Cycling/Public Transport</i></p>
<p>PE NC Knowledge and skills</p> <p>DANCE</p> <p>Human/ Mechanics, Unit 4</p> <p>Games</p> <p>Football, Unit 1</p>	<p>Writing Genres</p> <p>Coverage across the year:</p> <p>Fiction</p> <p>Narrative(stories) with a focus on myths and legends Adventure , mystery and real life stories Playscripts Performance poetry Shape poetry Playing with words</p> <p>Non-Fiction</p> <p>Reports Instructions Information text Persuasive writing - advertising</p>	<p>Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory <i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games</i> <i>I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p>	<p>Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs; I use sound to create more abstract images; I recognise and create repeated patterns; I describe music using appropriate vocabulary; I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i> <i>I listen to several layers of sound and talk about the combined effect</i> <i>I make up singing games with words, actions and a sense of pulse, and teach them to other children</i> <i>I create simple accompaniments for my tunes, using drones or melodic ostinato based on a pentatonic scale</i></p>
	<p>French</p> <p>Rigolo Unit 2 En classe</p>		

<p>Science NC Skills Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them</p> <p>I can set up simple practical enquiries, comparative and fair tests</p> <p>I can make systematic and careful observations</p> <p>I can take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>I can gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p>Science NC Knowledge and skills Yr 3 Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter.</p> <p><i>Children might: observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time; use a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. They can raise and answer questions about the way soils are formed.</i></p>	<p>History NC Knowledge and skills Early Britons and settlers, including: the Stone, Bronze and Iron Ages</p> <p>I know about changes in Britain from the Stone Age to the Iron Age</p> <p><i>I can use evidence to explain the houses and settlements of the past</i></p> <p><i>I can pick out things that are the same or different between different periods of time and know some dates and historical events</i></p> <p><i>I can use different sources to collect evidence about the past</i></p> <p><i>I use evidence to say why changes have occurred</i></p>	<p>Art NC Knowledge and skills: Printing</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p> <p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p style="text-align: center;"><i>Refer to Lower KS2 Progression in Art and Design Skills Lancs</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p><i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage</p> <p><i>Digital media, Painting, Printing, Textiles, 3D, Collage</i></p>
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Year 3 Unit of Learning – Spring 2

<p style="text-align: center;">Values</p> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations.</p> <p>Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Individuals and groups bring different perspectives to the culture of a community.</p> <p style="text-align: center;">Mexico</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a good community? How are communities enriched? How do perspectives affect communities?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p style="text-align: center;">Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">The Tear Thief, Rain Player</p> <p style="text-align: center;">Suggested visit:</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Christianity 2: Local Christian places of worship Unit 6</p> <p>Key Questions</p> <p>Why are there different places of worship for Christians? What similarities are there in what Christians believe? How does coming together help Christians to grow in their faith?</p> <p>Key Concepts</p> <p>Special places for Christians; There are many different types of Christian places of worship; Belonging to a group and sharing activities with others is important and meaningful; Worship includes the use of stillness and silence for reflection; Reasons why people pray; The Lord's Prayer; The Bible (a source of Christian belief and teaching) used in services</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p><i>I know about jobs carried out by people I know</i> <i>I appreciate the range of national, religious and ethnic identities in the UK</i> <i>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</i> <i>I can use basic techniques to resist pressure to wrong in a range of situations and know where to seek help if required.</i></p>
<p style="text-align: center;">PE NC Knowledge and Skills</p> <p>DANCE</p> <p>Ritual dances, Unit 1</p> <p>GAMES</p> <p>Basketball, Unit 3</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative(stories) with a focus on myths and legends Adventure, mystery and real life stories Play scripts Performance poetry Shape poetry Playing with words</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Reports Instructions Information text Persuasive writing - advertising</p>	<p style="text-align: center;">Singing NC</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory <i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games</i> <i>I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p>	<p style="text-align: center;">Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs; I use sound to create more abstract images;</i> <i>I recognise and create repeated patterns; I describe music using appropriate vocabulary; I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i> <i>I listen to several layers of sound and talk about the combined effect</i> <i>I make up singing games with words, actions and a sense of pulse, and teach them to other children</i> <i>I create simple accompaniments for my tunes, using drones or melodic ostinato based on a pentatonic scale</i></p>
<p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 4 Les animaux</p>			

<p>Science NC Skills Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p>Science NC Knowledge and skills Yr 4 Sound</p> <p>I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases. <i>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</i></p>	<p>History NC Knowledge and Skills</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p><i>I use a timeline to place events I have found out I understand that a timeline can be placed into BC and AD (BCE and CE) I use evidence to describe: houses, settlements, culture and leisure activities, clothing; ways of life and beliefs of people in the past. I use evidence to explain why changes may have occurred. I can describe similarities and differences between some people events and objects. I use a range of sources to collect information about the past.</i></p>	<p>Geography NC Knowledge and Skills</p> <p>Locational Knowledge I can locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p>Human and Physical Geography I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I ask questions and express my views about places and environments. I know about different places and environments in different parts of the world and am aware that places have different and similar characteristics I can gather information using given sources</p>	<p>Art NC Knowledge and Skills – Drawing</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p>Key Skills</p> <p><i>Refer to Lower KS2 Progression in Art and Design Skills</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work</p> <p>Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p>
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Year 3 Unit of Learning – Summer 1

<p>Values</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p>	<p>Central Idea</p> <p>Mountains shape the culture and lifestyle of people in the surrounding area.</p> <p>Mighty Mountains</p>	<p>Guiding Questions</p> <p>What is a good terrain? What is life like living near a mountain? How do mountains shape culture?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p style="text-align: center;">Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p>Core Texts/ Visits</p> <p>Whole School Visit</p> <p>Tate Modern</p> <p>Suggested visit:</p> <p>Box Hill</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Hinduism: Hindu Life Unit 3</p> <p>Key Questions</p> <p>Why is the natural world important to a Hindu? How does belief about creation lead to vegetarianism and ahimsa? Key Concepts</p> <p>The Environment</p> <p>beliefs about creation</p> <p>Aum/Om symbol</p> <p>attitudes towards animals, especially cows / bulls Ahimsa– the importance and reasons for non-violence and its implications e.g. vegetarianism, not hurting living things created by God</p> <p>The World</p> <p>originally an Indian religion Hindus live in Great Britain and across the world and often keep links to India</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p><i>I recognise my worth as an individual by identifying positive things about myself and my achievements. I know that people and other living things have needs and responsibilities. I can identify various responsibilities that I have at school. I know what I believe is fair and unfair and can express my views and opinions.</i></p>
	<p style="text-align: center;">Writing Genres</p> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative(stories) with a focus on myths and legends Adventure , mystery and real life stories Playscripts Performance poetry Shape poetry Playing with words</p> <p style="text-align: center;">Non-Fiction</p> <p>Reports Instructions Information text Persuasive writing - advertising</p>	<p style="text-align: center;">Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games</i> <i>I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice</i></p>	<p style="text-align: center;">Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs independently</i> <i>I use sound to create more abstract images</i> <i>I recognise and create repeated patterns</i> <i>I describe music using appropriate vocabulary</i> <i>I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i></p>
<p style="text-align: center;">PE NC Knowledge and skills</p> <p style="text-align: center;">GYM</p> <p>Pathways, Unit N</p> <p style="text-align: center;">GAMES</p> <p>Tennis, Unit 3</p>	<p style="text-align: center;">French</p> <p>Rigolo Unit 6 Bon anniversaire!</p>		

Science NC Skills

Working Scientifically

I can ask relevant questions and use different types of scientific enquiries to answer them
I can set up simple practical enquiries, comparative and fair tests
I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment,
I can gather, record, classify and present data in a variety of ways to help in answering questions
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
I can identify differences, similarities or changes related to simple scientific ideas and processes
I can use straightforward scientific evidence to answer questions or to support my findings.

Science NC Knowledge and skills

Yr 3 Light

I can recognise that I need light in order to see things and that dark is the absence of light
I can notice that light is reflected from surfaces
I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes
I can recognise that shadows are formed when the light from a light source is blocked by a solid object
I can find patterns in the way that the sizes of shadows change.
I might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Geography NC Knowledge and skills

Locational Knowledge: I can name and locate countries, counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (including mountains)

Place Knowledge: I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Snowdonia?) and a region in a European country (Mount Etna, Sicily?)

Human and Physical Geography: I can describe and understand key aspects of: physical geography, including: mountains

I can describe and understand key aspects of: human geography, including: types of settlement and land use,, economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water

Geographical skills and field work: I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world

I know about different places and environments in different parts of the world.

I am aware that places have different and similar characteristics and can be linked to each other.

I can use globes, maps and plans at a range of scales and locate places using simple symbols.

Art NC NC Knowledge and skills

– Textiles, Digital Media

I can create sketch books to record my observations and use them to review and revisit ideas
I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
I know about great artists, architects and designers in history.

Key Skills

Refer to Lower KS2 Progression in Art and Design Skills

Drawing: Lines and Marks, Shape, Tone, Texture

I can use my sketch book as a starting point for my art work

Specific Media Focus Key Stage Coverage

Digital media, Painting, Printing, Textiles, 3D, Collage

Year 3 Unit of Learning – Summer 2 – Whole School Visit: Science Museum

<p style="text-align: center;">Values</p> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Transportation systems are directly related to the needs of a community.</p> <p style="text-align: center;">On the Move</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">How do people move from one place to another? How did particular forms of transport develop? How do transport systems reflect the community they serve?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p style="text-align: center;">Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Whole School Visit:</p> <p style="text-align: center;">Non Fiction</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Transport Museum</p> <p style="text-align: center;">Range of London Transport</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Buddhism 1 Unit 1 The Buddha</p> <p>Key Questions</p> <p>What is a Buddha? How did the Buddha teach that people should live?</p> <p>Key concepts</p> <p>Beliefs, teachings and sources Practices and ways of life Meaning, purpose and truth Values and commitments</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p><i>I know about jobs carried out by people</i> <i>I know</i> <i>I appreciate the range of national, religious and ethnic identities in the UK</i> <i>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</i></p>
<p style="text-align: center;">PE NC Knowledge and skills</p> <p style="text-align: center;">DANCE</p> <p>Egyptian inspiration, Unit 3</p> <p style="text-align: center;">ATHLETICS</p> <p>Skills and technique, Unit 1</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative(stories) with a focus on myths and legends Adventure, mystery and real life stories Play scripts Performance poetry Shape poetry Playing with words</p> <p style="text-align: center;">Non-Fiction</p> <p>Reports Instructions Information text Persuasive writing - advertising</p>	<p style="text-align: center;">Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory <i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games</i> <i>I can maintain a simple part within an ensemble;</i> <i>I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p>	<p style="text-align: center;">Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs; I use sound to create more abstract images; I recognise and create repeated patterns; I describe music using appropriate vocabulary; I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i> <i>I listen to several layers of sound and talk about the combined effect</i> <i>I make up singing games with words, actions and a sense of pulse, and teach them to other children</i> <i>I create simple accompaniments for my tunes, using drones or melodic ostinati based on a pentatonic scale</i></p>
<p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 5 La famille</p>			

<p>Science NC Skills Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment. I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p>Science NC Knowledge and skills</p> <p>Year 3 Forces and Magnets I can compare how things move on different surfaces I can notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others I can 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 I can describe magnets as having two poles I can predict whether two magnets will attract or repel each other, depending on which poles are facing. <i>Children should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</i></p>	<p>Geography NC Knowledge and Skills</p> <p>Place knowledge I understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom - London</p> <p>Human and physical geography I can describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links,</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; <i>I can gather information using given resources. I recognise changes in physical and human features. I recognise how people can improve an environment I am beginning to use technical vocabulary when sharing findings I can use globes, maps and plans at a range of scales and locate places using simple symbols.</i></p>	<p>History NC Knowledge and Skills</p> <p>I can study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Transport <i>I use evidence to explain why changes may have occurred. I can describe similarities and differences between some people events and objects. I use a range of sources to collect information about the past.</i></p>	<p>DT NC Knowledge and Skills- Mechanisms</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Refer to KS1 Progression in Design and Technology Skills</p>
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