

Year 3 Unit of Learning – Autumn 1 – Whole School project - BANKSY

<p align="center">Values</p> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others. Respect: due regard for the feelings, wishes, or rights of others</p>	<p align="center">Central Idea</p> <p>Transportation systems are directly related to the needs of a community.</p> <p align="center">On the Move</p>	<p align="center">Guiding Questions</p> <p>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 align="center">Computing</p> <p><u>Digital Learning and Online Safety</u> 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 align="center">Core Texts/ Visits Banksy</p> <p align="center">Into the Forest Kensuke's Kingdom No1 Car Spotter</p> <p align="center">Suggested visit: London Transport Museum</p>	<p align="center">Religious Education Greenwich Windows on Faith</p> <p>Sikhism: The Gurdwara Key Questions: how is the Gurdwara a centre for worship and a place that demonstrates Sikh values? why is the Guru Granth Sahib 'The Everlasting Guru'?</p> <p>The Gurdwara centre for the community and place of prayer and worship Nishan Sahib and Khanda symbol shoes removed, hair covered role of Granthi use of music Karah Prasad the Langar kitchen- free food for all</p> <p>The Golden Temple- a special place for Sikhs around the world</p>	<p align="center">RHE Link to values</p> <p>Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>Key Question: How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to build good friendships, including identifying qualities that contribute to positive friendships <ul style="list-style-type: none"> - that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences - how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support • how to recognise if others
<p align="center">Writing Genres Coverage across the year:</p> <p align="center">Fiction Narrative(stories) Diary entry Play scripts Performance poetry</p> <p align="center">Non-Fiction Instructions Persuasive writing – advertising Information texts</p>			

			<p>are feeling lonely and excluded and strategies to include them</p> <ul style="list-style-type: none"> • To feel confident to raise their own concerns. • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. <ul style="list-style-type: none"> - To recognise bullying and abuse in different forms. - To consider the role and responsibility of people who witness bullying behaviour. <p>No Outsiders 3.1 Key learning – To understand discrimination Suggested Text: This Is Our House by Michael Rosen</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Games – invasion</p> <p>Movement/Agility: Children move confidently in different direction and speeds. Can use techniques to dodge and avoid opposition. Identify movement and game specific skills in mini-game scenarios (3v1, 4v1) and apply agility and spacial awareness in order to find space. Can move into space and signal or communicate for the ball to retain possession during small side games</p> <p>Ball Skills: Develop game specific skills- passing, control, dribbling, shooting, tackling etc. Demonstrate control when dribbling, passing and receiving.</p>	<p style="text-align: center;">French</p> <p style="text-align: center;">Animals, colours and numbers</p> <p>To say the colours and the names of different animals with confidence</p> <p><i>To explore the patterns and sounds of the language through songs and rhymes</i></p>		<p style="text-align: center;">Music</p> <p style="text-align: center;">Elements</p> <ul style="list-style-type: none"> • To start to recognise symbols as instructions for musical performance. • To start to develop an awareness of musical symbols • To understand each musical symbol has its own specific meaning (crotchet, quaver, minim) • To recognise that musical symbols can be combined in infinite ways to create different musical ideas. Link to composer and 1 line stave <ul style="list-style-type: none"> • To have an increasing knowledge of the tone of different instruments

Apply techniques of sending objects with accuracy through throwing, rolling and striking and explore applying these in games based activities.
Show coordination when controlling, throwing and catching in contrasting scenarios.

OOA/ teambuilding

Cognitive

Demonstrate basic game specific rules and follow these whilst playing.
Identify game area and know the markings on the pitch/court.
Identify the principles of attack and defence and explore this in basic games.
Children are able to give feedback to peers commenting on the performance.

Social

Children share and work well as part of a group.
They can share ideas and demonstrate communication skills.
Developing the ability to manage their emotions when winning and losing understanding the key values and importance of being a good sportsperson no matter the result.

Health

Recognise why it is important to be active and start to identify the effects on the body.
Identify the importance of warming up properly before any physical activity and discuss what is happening to our bodies during exercise.

To join in and respond to familiar songs and stories

To develop accurate pronunciation and intonation of familiar words

To link the pronunciation of words to the correct spelling

To read and show understanding of the key words taught

<p>Science 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 and take accurate measurements using standard units, using a range of equipment,</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</p> <p>Year 3 Forces and Magnets</p> <p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>I can describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><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– UK compass points</p> <p>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)</p> <p>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?)</p> <p>Human and Physical Geography: I can describe and understand key aspects of: physical geography, including: mountains</p> <p>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</p> <p>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</p> <p><i>I know about different places and environments in different parts of the world.</i></p> <p><i>I am aware that places have different and similar characteristics and can be linked to each other.</i></p> <p><i>I can use globes, maps and plans at a range of scales and locate places using simple symbols.I recognise how people can improve an environment</i></p> <p><i>I am beginning to use technical vocabulary when sharing findings</i></p> <p><i>I can use globes, maps and plans at a range of scales and locate places using simple symbols.</i></p>	<p>DT - Mechanisms</p> <p>Can add a mechanical system to a product. E.g. lever, gear, pulley, cam, linkages.</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>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</p> <p>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</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>
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Year 3 Unit of Learning – Autumn 2

<p align="center">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. Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p align="center">Central Idea</p> <p>Ancient civilisations help people to understand the modern world.</p> <p align="center">The Stone Age</p>	<p align="center">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 align="center">Computing</p> <p><u>Coding</u> I can design, write and debug programs that accomplish specific goals, I can design a simple program using drag and drop system. I can use repetition in programs</p> <p><u>Digital Learning and Online Safety</u> 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 align="center">Core Texts/ Visits</p> <p>Stone Age Boy The Ice Palace The Secret World of Polly Flint Stone Age hunters</p> <p align="center">Suggested visit:</p> <p>The Natural History Museum/Greenwich Heritage Centre</p>	<p align="center">Religious Education</p> <p align="center">Greenwich Windows on Faith</p> <p>Christianity: The Bible Unit 5</p> <p>Key Questions 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 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</p>	<p align="center">RHE Link to values</p> <p>Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>Key Question: What keeps us safe?</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe - how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers - how to react and respond if there is an accident and how to <ul style="list-style-type: none"> ▪ deal with minor injuries e.g. scratches, grazes, burns - what to do in an emergency, including calling for help and speaking to the
<p align="center">Writing Genres</p> <p>Coverage across the year:</p> <p align="center">Fiction</p> <p>Narrative(stories) Focus on short stories Letters</p> <p align="center">Non-Fiction</p> <p>News paper Reports Information text</p>			

		<p>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>emergency services</p> <ul style="list-style-type: none">• <i>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</i><ul style="list-style-type: none">- <i>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</i>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)<ul style="list-style-type: none">- About people who are responsible for helping them stay healthy and safe and ways that they can help these people. (E-safety aspects also covered in ICT).• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)<ul style="list-style-type: none">- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
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			<p>No Outsiders 3.2 Key learning – To understand what a bystander is Suggested Text: We're All Wonders by R J Palacio</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Games – invasion/ net and wall</p> <p>Ball Skills: Develop game specific skills- passing, control, dribbling, shooting, tackling etc. Demonstrate control when dribbling, passing and receiving. Apply techniques of sending objects with accuracy through throwing, rolling and striking and explore applying these in games based activities. Show coordination when controlling, throwing and catching in contrasting scenarios.</p> <p>Striking/ Net and Wall games Identify the correct grip to hold bat/racquet. Strike a ball with reasonable control and accuracy at a target or over a net with a partner. Hitting the ball from a static passive environment and can identify techniques to develop basic strokes.</p>	<p style="text-align: center;">French Greetings and feelings</p> <p>To know the formal/informal ways to say hello and goodbye, including alternatives such as good afternoon (bon apres midi), good evening (bonsoir), see you tomorrow (à demain) etc. To say how I am feeling/ key emotions vocabulary.</p> <p><i>To explore the patterns and sounds of the language through songs and rhymes</i></p> <p><i>To join in and respond to familiar songs and stories</i></p> <p><i>To develop accurate pronunciation and intonation of familiar words</i></p> <p><i>To link the pronunciation of words to the correct spelling</i></p>		<p style="text-align: center;">Music Performance</p> <ul style="list-style-type: none"> • To reflect on learning and find ways to improve • To learn a more complex repertoire • Sing simple tunes by ear • Identify phrases of a song • To perform individually and as part of a group • To understand cohesion (working with other people) • To sing expressively following non-verbal cues • To sing as part of a small ensemble • To recall more complex lyrics and melody <p>To understand how to maintain vocal health</p>

To read and show understanding of the key words taught

Science 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

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.

Science

Yr 3 Rocks

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock

I can recognise that soils are made from rocks and organic matter.

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.

History

Early Britons and settlers, including: the Stone, Bronze and Iron Ages

I know about changes in Britain from the Stone Age to the Iron Age

I can use evidence to explain the houses and settlements of the past

I can pick out things that are the same or different between different periods of time and know some dates and historical events

I can use different sources to collect evidence about the past

I use evidence to say why changes have occurred

Art: Painting and Colour – Seurat

Can identify the foreground and background of a painting.
Understand what Pointilism is and how to use dots to give the impression of colour.

- Understand a simple colour wheel, know names of primary and secondary colours and how to mix them.

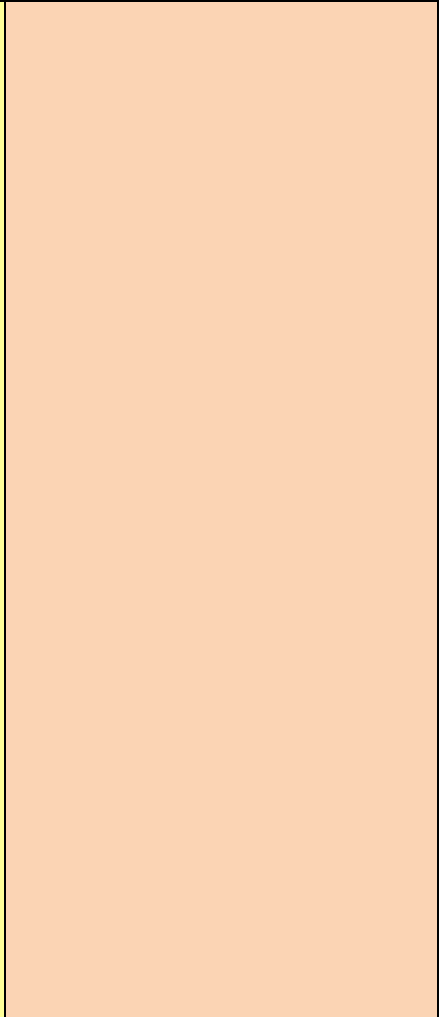
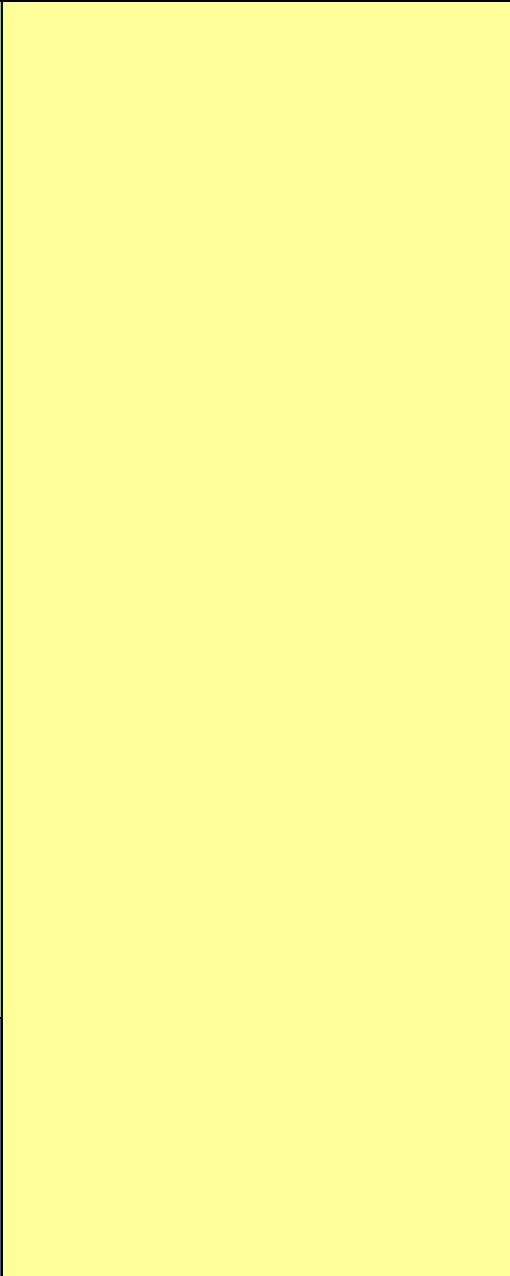
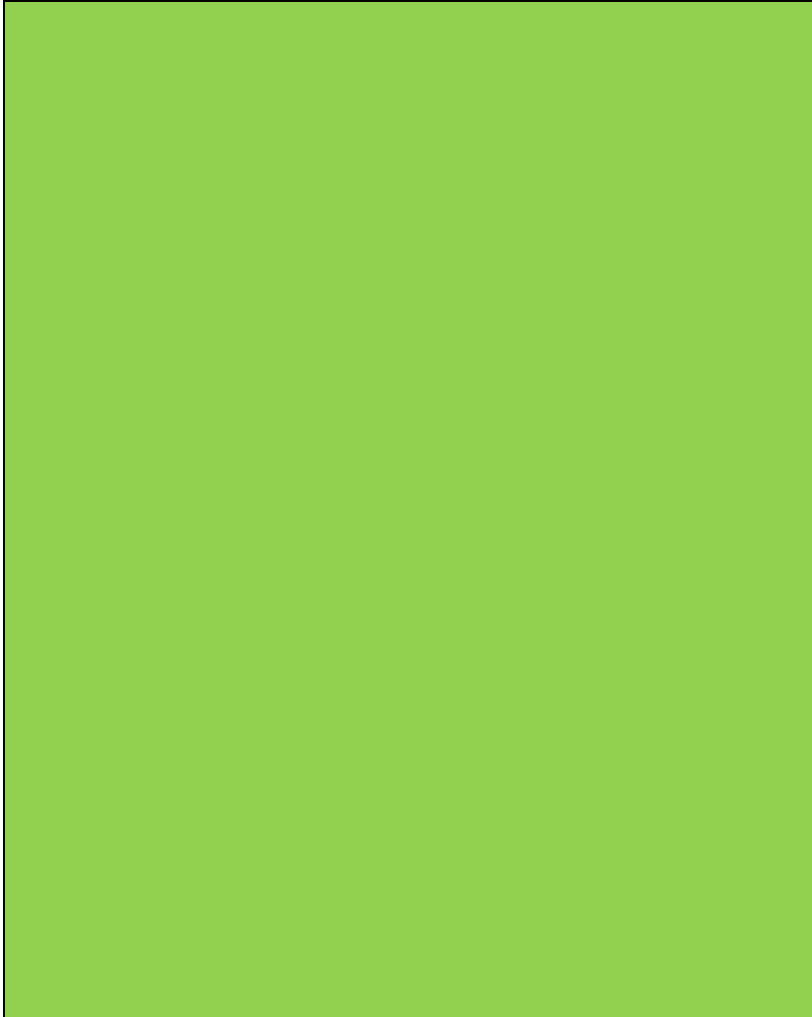
Use, 'Pointillist' technique to mix colour- dots. **(Seurat)**

I can 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.

Year 3 Unit of Learning – Spring 1 – Whole school trip - PPMCC

<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>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>How has life developed over the centuries? How does life in North America differ from the UK? What do artefacts and resources tell us about the past?</p>	
<p style="text-align: center;">Computing</p> <p><u>Coding</u> I can control physical systems (Spheros) I can work with variables and forms of input and output.</p> <p><u>Digital Learning and Online Safety</u> 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;">Core Texts/ Visits</p> <p>The Tear Thief, Rain Player, A Moment in Time, Kasper, Prince of Cats</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Prince Phillip Maritime Collection Centre</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Judaism 1: The Shabbat Unit 1 Key Questions 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;">RHE Link to values Relationships Families; family life; caring for each other Key Question: What are families like?</p> <ul style="list-style-type: none"> • <i>To identify that people are unique and to respect those differences</i> • <i>To explore the differences between male and female bodies</i> • <i>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</i> • <i>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</i>



- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
 - how people within families should care for each other and the different ways they demonstrate this
 - how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

No Outsiders 3.3
Key learning – To by welcoming
Suggested Text: Beegu by Alexis Deacon

PE

Gymnastics

Shapes
 Demonstrate basic shapes confidently and apply these to gymnastic movements. Work with peers to produce sequence of movements demonstrating the shapes.

Travels
 Demonstrate different ways of traveling through, jumps, leaps, crawls, and rolls- including egg, log, teddy, forward

French

To be able to say when my birthday is and recall special dates

Music

History (western classical)

- To understand different styles of classical music eg. Romantic, Baroque etc.
- Understanding that historically different cultures use music in different ways

To be able to compare and contrast musical elements in a variety of different styles of music

and backwards rolls. Use to travels from, away and towards.

Jumping

Demonstrate a range of jumps. Be able to control their landing from the floor and from apparatus. Show clear shapes and turns during the inflight phase and link jumps to gymnastic movements.

Movement (dance)

Body:

Respond imaginatively to different stimuli.
Respond imaginatively through movement and gesture.

Action:

Create, adapt & link a range of dance actions that communicate ideas.
Create characters and narrative through movement.

Space:

Explore, remember, repeat and link a range of body actions & movement patterns with more coordination.
Introduce the use of different levels in movement including high, middle and low.

Time:

Interpret rhythm well, using a range of musical accompaniments.
Respond to rhythm, pulse and tempo.

To explore the patterns and sounds of the language through songs and rhymes

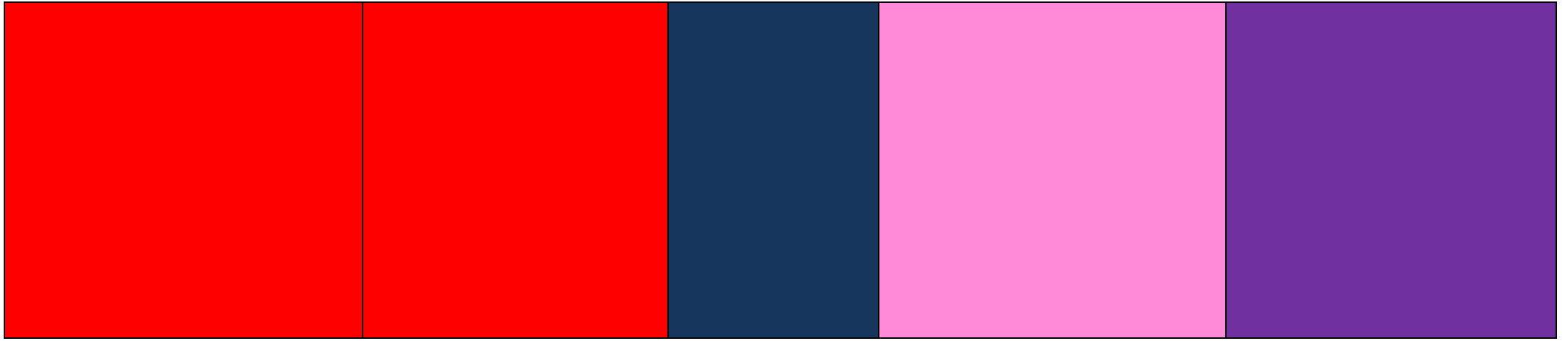
To join in and respond to familiar songs and stories

To develop accurate pronunciation and intonation of familiar words

To link the pronunciation of words to the correct spelling

To read and show understanding of the key words taught

<p>Science 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 Yr 3 Animals including humans</p> <p>I can 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 I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. <i>I might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. I might compare the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. I might research different food groups and how they keep us healthy and design meals based on what I find out.</i></p>	<p>History Mayan civilization c. AD 900 A non-European society that provides contrasts with British history –</p> <p><i>I use a timeline to place events I have found out</i> <i>I understand that a timeline can be placed into BC and AD (BCE and CE)</i> <i>I use evidence to describe: houses, settlements, culture and leisure activities, clothing; ways of life and beliefs of people in the past.</i> <i>I use evidence to explain why changes may have occurred.</i> <i>I can describe similarities and differences between some people events and objects.</i> <i>I use a range of sources to collect information about the past.</i></p>	<p>Geography Central American country and civilisations (Inc comparisons) Locational Knowledge</p> <p>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>I ask questions and express my views about places and environments.</i> <i>I know about different places and environments in different parts of the world and am aware that places have different and similar characteristics</i> <i>I can gather information using given sources</i></p>	<p>Art – Drawing/ digital Media</p> <p>In sketch pads, record impressions through simple, first hand, close observational drawings. Be able to select relevant ideas to further develop in their art learning. Begin to show understanding of form and three dimensions</p> <p>Understand that creativity and ideas can be enhanced and demonstrated through digital media.</p> <p>I can 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>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>
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Year 3 Unit of Learning – Spring 2

<p align="center">Values</p> <p>Kindness: the quality of being friendly, generous, and considerate.</p> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p>	<p align="center">Central Idea</p> <p>Ancient civilisations help people to understand the modern world.</p> <p align="center">Romans</p>	<p align="center">Guiding Questions</p> <p align="center">What is an Empire? How do individuals shape an Empire? How have we built upon ideas from the past?</p>	
<p align="center">Computing Knowledge and Skills</p> <p><u>Digital Learning and Online Safety</u></p> <p>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</p> <p>I can use search technologies effectively, understanding how results are selected and ranked,</p> <p>I can be discerning in evaluating digital content</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>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 align="center">Core Texts/ Visits</p> <p>Romulus and Remus/ Boudicca, The Orchard book of Roman Myths, The Time Travelling and the Roman Eagle</p> <p align="center">Suggested visit:</p> <p>National History Museum</p>	<p align="center">Religious Education</p> <p align="center">Greenwich Windows on Faith</p> <p>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 align="center">RHE</p> <p align="center">Link to values</p> <p>Living in the wider world Community; belonging to groups; similarities and differences; respect for</p> <p>Key Question: What makes a community?</p> <p>what is meant by a diverse community; how different groups make up the wider/local community around the school how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups how the community helps everyone to feel included and values</p> <ul style="list-style-type: none"> - the different contributions that people make - how to be respectful towards people who may live differently to them - To work collaboratively
<p align="center">PE</p> <p align="center">Movement (dance)</p> <p>Body: Respond imaginatively to different stimuli. Respond imaginatively through movement and gesture.</p> <p>Action: Create, adapt & link a range of dance actions that communicate ideas. Create characters and narrative through movement.</p> <p>Space: Explore, remember, repeat and link a range of body actions & movement patterns with more coordination. Introduce the use of different levels in movement including high, middle and low.</p>	<p align="center">Writing Genres</p> <p>Coverage across the year:</p> <p align="center">Fiction</p> <p>Narrative(stories) Play scripts</p> <p align="center">Non-Fiction</p> <p>Reports Information text</p>		

Time:

Interpret rhythm well, using a range of musical accompaniments.
Respond to rhythm, pulse and tempo.

Social:

Work independently, with a partner & in small groups to compose, perform dance sequences.
Explore a range of traditional, social and creative dance.

Cognitive:

Respond & suggest improvements appropriate to their own and others performance.

Health:

Understand the importance of warming up and cooling down.
Choose appropriate movements to express the idea and feeling of a dance.

Gymnastics

Travels

Demonstrate different ways of traveling through, jumps, leaps, crawls, and rolls- including egg, log, teddy, forward and backwards rolls. Use to travels from, away and towards.

Jumping

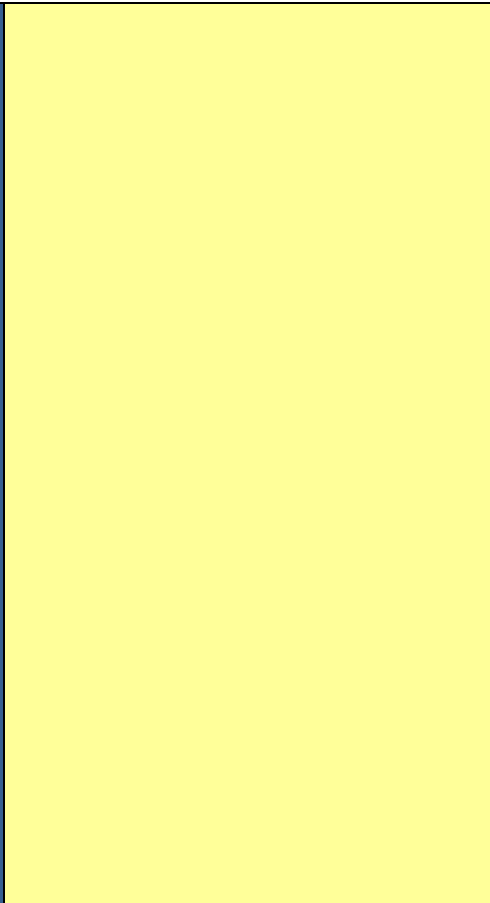
Demonstrate a range of jumps. Be able to control their landing from the floor and from apparatus. Show clear shapes and turns during the inflight phase and link jumps to gymnastic movements.

Balances

Show good balances using criteria – showing tension, precision and control. Explore balances using apparatus – splitting body weight between equipment and floor.

Routines

Link all movements together to produce routines- working collaboratively in pairs or small groups.



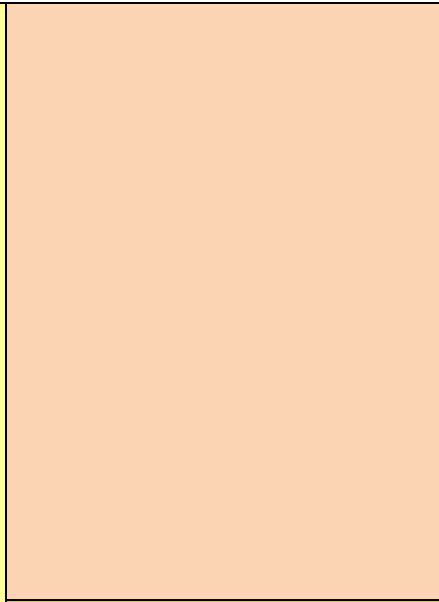
French

Age and descriptions

To know how to say my age and offer a brief description about myself

To explore the patterns and sounds of the language through songs and rhymes

To join in and respond to familiar songs and stories



y towards shared goals.

- What improves and harms their natural environment.
- The role money plays in their lives.
- Why and how rules are enforced. How to take part in making and changing rules.

No Outsiders 3.4
Key learning – To recognise a stereotype
Suggested Text: The Truth About Old People by Elina Ellis

Music

History (western classical)

- To understand different styles of classical music eg. Romantic, Baroque etc.
- Understanding that historically different cultures use music in different ways

To be able to compare and contrast musical elements in a variety of different styles of music

	<p><i>To develop accurate pronunciation and intonation of familiar words</i></p> <p><i>To link the pronunciation of words to the correct spelling</i></p> <p><i>To read and perform</i></p>	
	<p style="text-align: center;">Art– Textiles, Collage</p> <p>Know that through weaving and sewing you can create a range of different textures.</p> <p>I can make 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;">DT– Structures</p> <p>Know methods to strengthen, stiffen and reinforce structures.</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>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</p> <p>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</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>

Science 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

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.

History

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

Year 3 Unit of Learning – Summer 1

<p align="center">Values</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p>	<p align="center">Central Idea</p> <p>Mountains shape the culture and lifestyle of people in the surrounding area.</p> <p align="center">Mighty Mountains</p>	<p align="center">Guiding Questions</p> <p>How do different terrains serve their purpose? How are natural resources distributed across the world? How does the climate affect a specific location?</p>	
<p align="center">Computing Knowledge and Skills</p> <p><u>Coding</u> I can read and write a simple algorithm. I can recognise and debug an error in a simple algorithm to accomplish a specific goal I can use logical reasoning to debug an algorithm I can explain why I have debugged an algorithm.</p> <p><u>Digital Learning and Online Safety</u> 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 align="center">Core Texts/ Visits</p> <p>Fly Eagle, Fly, the Street Beneath my Feet, The Pebble in My Pocket, This Moose Belongs to Me</p> <p align="center">Suggested visit: Box Hill</p>	<p align="center">Religious Education Greenwich Windows on Faith</p> <p>Buddhism 1 Unit 1 The Buddha</p> <p>Key Questions What is a Buddha? How did the Buddha teach that people should live?</p> <p>Key concepts Beliefs, teachings and sources Practices and ways of life Meaning, purpose and truth Values and commitments keep links to India</p>	<p align="center">RHE</p> <p>Health and wellbeing Being healthy: eating well, dental care</p> <p>Key Question: Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods <ul style="list-style-type: none"> - how people make choices about what to eat and drink, including who or what influences these • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health <ul style="list-style-type: none"> - how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how, when and where to ask for advice and help about healthy eating and dental care <p>No Outsiders 3.5 Key learning – To recognise and help an outsider Suggested Text: The Hueys in the New Jumper by Oliver Jeffers</p>
<p align="center">Writing Genres</p> <p>Coverage across the year:</p> <p align="center">Fiction</p> <p>Narrative(stories) Adventure , mystery and real life stories Poetry focus – Poetry week Shape poems Performance poetry Playing with words</p> <p align="center">Non-Fiction</p> <p>Reports</p>			

PE

Athletics

Running

Responds rapidly to various stimuli. Takes up a basic 'ready active' position. Accelerates quickly from a variety of static positions; Run tall with good posture; Walks with knee up, toe up action and relaxed sockets to pockets arm action and Walks/Runs steady for up to 1-2 minutes.

Lean in the direction they wish to move at the same time as pushing their feet in the opposite direction.

Throwing

Performs an over arm throw and explores techniques to gain maximum distance.

Demonstrates a standing single handed overarm pull throw, stepping into the throw. Correctly holds Turbo Javelin and Howler and identifies preferred arm.

Jumping

Moves body parts in an effective order to aid jumping distance and efficiency from a standing position (2 feet to 2 feet), demonstrates control and balance on landing, can use a short run up to jump from one foot to two feet and can identify preferred take-off leg.

Games – Striking and fielding

Movement/Agility:

Children move confidently in different direction and speeds. Can use techniques to dodge and avoid opposition.

Identify movement and game specific skills in mini-game scenarios (3v1, 4v1) and apply agility and spacial awareness in order to find space.

Can move into space and signal or communicate for the ball to retain possession during small side games

Ball Skills:

Develop game specific skills- passing, control, dribbling, shooting, tackling etc.

French

My Family

To know how talk about my family

To explore the patterns and sounds of the language through songs and rhymes

To join in and respond to familiar songs and stories

To develop accurate pronunciation and intonation of familiar words

To link the pronunciation of words to the correct spelling

To read and show understanding of the key words taught

Music

Composition

- To reflect on learning and find ways to improve
- To recognise and create an Ostinato (repeated beat)
- To create a rhythmic accompaniment.
- To apply pulse, rhythm and ostinato to a wider range of class performance
- To copy rhythmic beats
- To start to play on beat one in any given tempo
- To maintain tempo of any given rhythm
- To create melodic phrases
- To recognise that musical symbols can be combined in infinite ways to create different musical ideas. Link to composer and 1 line stave
- To be able to compose short melodic phrase and recall pitches.
- To perform individually and as part of a group
- To understand cohesion (working with other people)
- How to perform appropriately, using instruments for a purpose
- To perform successfully on tuned and untuned instruments

Demonstrate control when dribbling, passing and receiving.
 Apply techniques of sending objects with accuracy through throwing, rolling and striking and explore applying these in games based activities.
 Show coordination when controlling, throwing and catching in contrasting scenarios.
 Striking/ Net and Wall games
 Identify the correct grip to hold bat/racquet.
 Strike a ball with reasonable control and accuracy at a target or over a net with a partner.
 Hitting the ball from a static passive environment and can identify techniques to develop basic strokes.



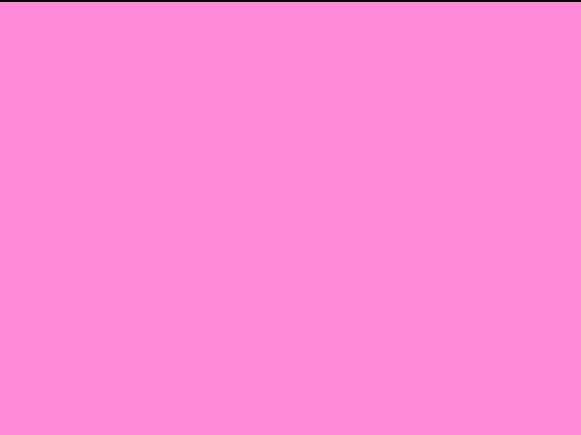
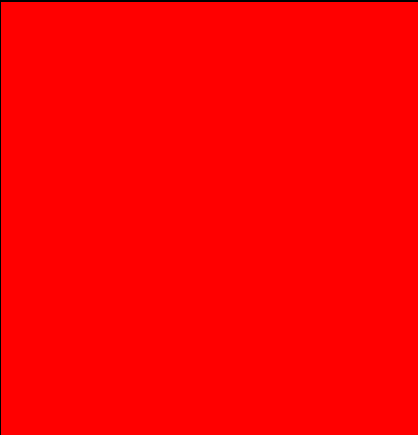
Science Skills Working Scientifically
 I can ask relevant questions and use different types of scientific enquiries to answer them
 I can set up simple practical enquiries, comparative and fair tests
 I can make systematic and careful observations
 I can take accurate measurements using standard units, 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

Science Yr 3 Plants
 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. *the amount of light and fertiliser*
Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser.

Geography
Climate zones/ Mountains
Human and Physical Geography
 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 can use globes, maps and plans at a range of scales and locate places using simple symbols.
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- Sculpture
SCULPTURE- Know that clay is malleable and can be manipulated by hand and a range of tools.
 Use hands and fingers to manipulate clay- pinch, pull and roll.
 Know that clay can be joined using slip.
 I can 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.

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.



Year 3 Unit of Learning –Summer 2 Whole school project: Commonwealth			
<p align="center">Values</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p>	<p align="center">Central Idea</p> <p>Living things have certain requirements in order to grow and stay healthy.</p> <p align="center">Global Gardens</p>	<p align="center">Guiding Questions</p> <p>How are planets similar and different? What does a plant need to grow and be healthy? How do plants survive and reproduce?</p>	
<p align="center">Computing Knowledge and Skills</p> <p><u>Digital Learning and Online Safety</u> 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 align="center">Core Texts/ Visits</p> <p>Window, The Hidden Forest, The Boy who Grew Dragons, I am the Seed that grew with the Tree</p> <p align="center">Suggested visit: Kew Gardens Science Museum – Living things exhibition</p>	<p align="center">Religious Education Greenwich Windows on Faith</p> <p>Hinduism: Hindu Life Unit 3 Key Questions Why is the natural world important to a Hindu? How does belief about creation lead to vegetarianism and ahimsa? Key Concepts The Environment beliefs about creation Aum/Om symbol</p>	<p align="center">RHE Link to values</p> <p>Health and wellbeing Being healthy: keeping active, taking rest</p> <p>Key Question: Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings <ul style="list-style-type: none"> - how to be active on a daily and weekly basis - how to balance time online with other activities - how to make choices about
	<p align="center">Writing Genres</p> <p>Coverage across the year: Fiction Narrative(stories) with a focus on myths and legends Adventure , mystery and real life stories</p>		

	<p>Playscripts</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 The World originally an Indian religion Hindus live in Great Britain and across the world and often keep links to India</p>	<p>physical activity, including what and who influences decisions</p> <ul style="list-style-type: none"> • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried <p>No Outsiders 3.6 Key learning – To consider living in Britain Today Suggested Text: Planet Omar: Accidental Trouble Magnet by Zanib Mian <i>(N.B. this involves reading the text over a term to discuss topic)</i></p>
<p>PE Games – Striking and fielding Ball Skills: Develop game specific skills- passing, control, dribbling, shooting, tackling etc. Demonstrate control when dribbling, passing and receiving. Apply techniques of sending objects with accuracy through throwing, rolling and striking and explore applying these in games based activities. Show coordination when controlling, throwing and catching in contrasting scenarios. Striking/ Net and Wall games Identify the correct grip to hold bat/racquet.</p>			<p>Music</p> <p>World</p> <ul style="list-style-type: none"> • To reflect on learning and find ways to improve • To recognise and create an Ostinato (repeated beat) • To create a rhythmic accompaniment. • To apply pulse, rhythm and ostinato to a wider range of class performance • To copy rhythmic beats • To start to play on beat one in any given tempo • To maintain tempo of any given rhythm • To create melodic phrases

Strike a ball with reasonable control and accuracy at a target or over a net with a partner.
Hitting the ball from a static passive environment and can identify techniques to develop basic strokes.

Athletics

Running

Responds rapidly to various stimuli. Takes up a basic 'ready active' position. Accelerates quickly from a variety of static positions; Run tall with good posture; Walks with knee up, toe up action and relaxed sockets to pockets arm action and Walks/Runs steady for up to 1-2 minutes.

Lean in the direction they wish to move at the same time as pushing their feet in the opposite direction.

Throwing

Performs an over arm throw and explores techniques to gain maximum distance.

Demonstrates a standing single handed overarm pull throw, stepping into the throw. Correctly holds Turbo Javelin and Howler and identifies preferred arm.

Jumping

Moves body parts in an effective order to aid jumping distance and efficiency from a standing position (2 feet to 2 feet), demonstrates control and balance on landing, can use a short run up to jump from one foot to two feet and can identify preferred take-off leg.

- To recognise that musical symbols can be combined in infinite ways to create different musical ideas. Link to composer and 1 line stave
- To be able to compose short melodic phrase and recall pitches.
- To perform individually and as part of a group
- To understand cohesion (working with other people)
- How to perform appropriately, using instruments for a purpose

To perform successfully on tuned and untuned instruments

French

To say what I like and dislike to do

To explore the patterns and sounds of the language through songs and rhymes

To join in and respond to familiar songs and stories

To develop accurate pronunciation and intonation of familiar words

		<p>To link the pronunciation of words to the correct spelling</p> <p>To read and show understanding of the key words taught</p>	
<p>Science 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 Yr 3 Plants</p> <p>I can investigate the way in which water is transported within plants e.g. <i>observing white carnations in coloured water</i></p> <p>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></p> <p><i>Pupils might work scientifically by: 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>Geography</p> <p>Minerals and natural resources</p> <p>Human and Physical Geography</p> <p>I can describe and understand key aspects of: physical geography, including: biomes and vegetation belts</p> <p>Describe and understand the distribution of natural resources including minerals.</p> <p>Geographical skills and field work</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>I can use globes, maps and plans at a range of scales and locate places using simple symbols.</i></p>	<p>DT</p> <p>- Textiles</p> <p>Select from and use a range of tools and equipment to perform practical tasks with some accuracy (e.g. cutting, shaping, joining, finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their properties.</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>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</p> <p>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</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>