
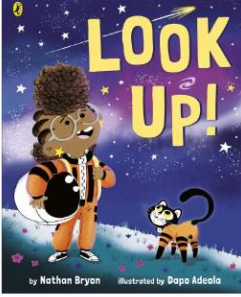
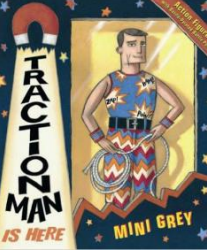
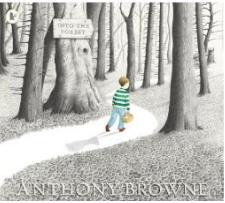
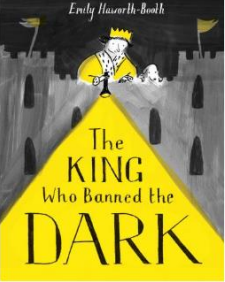
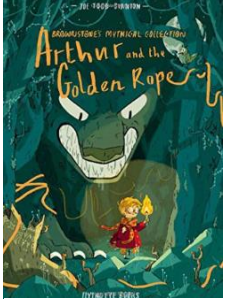
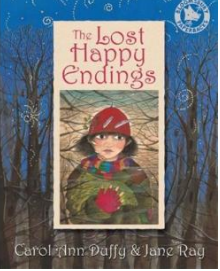
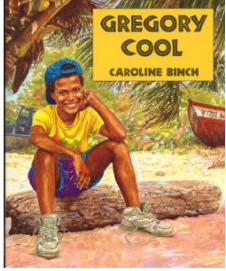
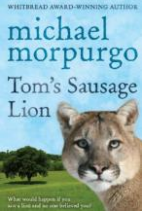
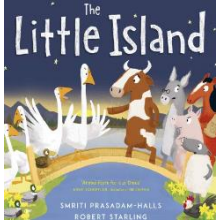
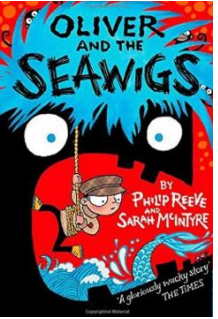


Subject	Term					
	Autumn	Spring		Summer		
English	<p><b>The Snail and the Whale</b></p>  <p>Charatcer description Newspaper Report Explanation text Accrostic poem</p>	<p><b>Look up</b></p>  <p>Poetry Persuasive advert Writing in role Narrative</p> <p><b>Traction Man</b></p> 	<p><b>Into the Forest</b></p>  <p>List Poems Writing in role Re-writing narrative Recounts</p> <p><b>The King who Banned Christmas</b></p>  <p>Balanced argument Poetry Writing in role</p>	<p><b>Arthur and the Golden Rope</b></p>  <p>Letter writing Writing in role Kenning/ Free verse poetry Narrative</p> <p><b>The Lost Happy Endings</b></p>  <p>Non-</p>	<p><b>Gregory Cool</b></p>  <p>Fact Files Instructions Character description Diary entry</p> <p><b>Tom's Sausage Lion</b></p>  <p>Persuasive Speech Letter writing</p>	<p><b>The Little Island</b></p>  <p>Instructions Story opening Poetry Book review</p> <p><b>Oliver and the Seawigs</b></p>  <p>Leaflets Writing in role Character Profile</p>

				chronological report Narrative		
<b>Maths</b>	Number & Place Value Addition & Subtraction Multiplication & division	Fractions Measurement 2D & 3D shapes Interpret & present data	Number & Place Value Addition & Subtraction Multiplication & division	Fractions Measurement 2D & 3D shapes Interpret & present data	Number & Place Value Addition & Subtraction Multiplication & division	Fractions Measurement 2D & 3D shapes Interpret & present data
<b>Science</b>	<b><u>Year 3</u></b>					
	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• <b>Plants</b> <ul style="list-style-type: none"> <li>○ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>○ 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</li> <li>○ investigate the way in which water is transported within plants</li> <li>○ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersa</li> </ul> </li> <li>• <b>Animals including humans (including revisit modules)</b> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> </li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce forces and magnets</b> <ul style="list-style-type: none"> <li>○ compare how things move on different surfaces</li> <li>○ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>○ observe how magnets attract or repel each other and attract some materials and not others</li> <li>○ 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</li> <li>○ describe magnets as having 2 poles</li> <li>○ predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul> </li> <li>• <b>Introduction to light</b> <ul style="list-style-type: none"> <li>○ recognise that they need light in order to see things and that dark is the absence of light</li> <li>○ notice that light is reflected from surfaces</li> <li>○ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>○ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>○ find patterns in the way that the size of shadows change</li> </ul> </li> </ul>					

	<b>Chemistry</b> <ul style="list-style-type: none"> <li>• <b>Introduction to Rocks</b> <ul style="list-style-type: none"> <li>○ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>○ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>○ recognise that soils are made from rocks and organic matter</li> </ul> </li> </ul>		
RE	UC Incarnation and God What is the Trinity?  How are symbols used in religion?	UC Salvation Why do Christians call the day Jesus died “Good Friday”  Identity – how is food in religion	UC Creation and Fall What do Christians learn from creation story?  Moral Stories from Islam and Hinduism
PSHE	<i>Valuing difference</i>  <i>Me and My relationships</i>	<i>Keeping Safe</i>  <i>Rights and Respect</i>	<i>Being My Best</i>  <i>Growing and Changing.</i>
History	<b>Y3 Study changes in Britain from the Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>• A focus on evidence – artefacts, burials, monuments and places Palaeolithic, Mesolithic and Neolithic periods</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<b>Study the Roman Empire and its impact on Britain</b> <ul style="list-style-type: none"> <li>• Pupils should be taught about:</li> <li>• The Roman Empire and its impact on Britain.</li> <li>• This study looks back at the Iron Age and the difference that the Romanisation of Britain made.</li> </ul>	
Geography	<b>Unit 1</b> <b>Map and Fieldwork skills</b> 8 compass points Human and physical features in local place Physical features of the UK  <b>Unit 2</b> <b>UK Study</b> Regions and countries of UK Locate cities and countries in UK Human and physical features Topical patterns	<b>Unit 3</b> <b>Human and Physical Geography</b> Geographical regions of the UK by physical and human landmarks	<b>Unit 4</b> <b>OS Maps and scale</b> Location, scale and proximity Summarise, present and explain regions, countries, cities and landmarks of the UK.

PE

### **Dance – Bollywood**

Bollywood style

- Able to express happy dynamics.
- Able to demonstrate physical skill –looking at the hands whilst dancing.
- Able to demonstrate Bollywood technique – 'mudras' and arm gestures.
- Able to demonstrate relationships -unison and canon.
- Able to create an illusion - 1 person with 6 arms.

### **Gymnastics – Symmetrical shapes**

Performance and Symmetry

- To build strength through pushing & pulling motions.
- To perform with developing symmetry.
- To use a change of direction in between jumps.
- To copy and add to a shape.
- To find different ways to exit and enter apparatus.

### **Passing for Possession – Invasion games**

Spatial awareness, passing, basketball & football

- To be able to pass a ball accurately and with speed.
- To be able to catch a ball consistently.
- To be able to pass with control and technique.
- To further increase their understanding of space.
- To work collaboratively within a small group.

### **Dribbling to invade – Invasion games**

Dribbling & Attacking, Hockey and Football

### **Swimming**

- To perform correct front crawl arm action.
- To perform correct front crawl leg action.
- To breath correctly with face in and out of water.
- To demonstrate 'Push & Glide'.
- Discuss safe self-rescue.

### **Thinking Aloud – Outdoor Adventure**

Map reading, group work, orienteering.

- To place trust in teammates.
- To develop problem solving skills.
- To create and recognise some map symbols.
- To develop basic map reading skills.
- Work cooperatively to solve group/paired challenges.

### **Over the Net - Net Games**

Rules, serving & returning, tennis, volleyball & badminton.

- To identify & describe some rules of tennis & badminton.
- To consolidate the underarm serve technique.
- To explore forehand hitting.
- To move towards a ball or object before striking it.

### **Striking and exploring – Strike and Field**

Varying speed & direction, tennis, rounders & cricket

- To be able to strike a ball with some accuracy.
- To vary the speed and direction of a ball.
- Perform the basic skills needed for the games with control and consistency.
- Describe what is successful in their own and other's play.
- To develop understanding of distance and power when striking.

### **Being an Athlete**

Throwing and Rotation

- To attempt to throw a shot putt using the rotation technique.
- To consolidate different throwing techniques.
- To attempt a javelin throw with correct technique.
- To be able to pass & receive a relay baton.
- Continually develop awareness of distance.

### **Barrow AFC Multiskills**

	<ul style="list-style-type: none"> <li>▪ Develop their dribbling skills with a stick and/or a ball.</li> <li>▪ To use space within the pitch area.</li> <li>▪ To develop knowledge of attacking whilst invading.</li> <li>▪ To consolidate dribbling with a football.</li> <li>▪ To attempt to keep possession when dribbling.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To explore the 'serve' technique (volleyball/badminton).</li> </ul>	
Computing	<p><b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p><b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story</p>	<p><b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.</p> <p><b>Branching databases</b> Building and using branching databases to group objects using yes/no questions</p>	<p><b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p><b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
Art and Design	<p><u>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</u></p> <p><u>Cave Art</u> <u>Picasso and Cubism</u> <u>Portraits in different styles</u></p> <p><u>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</u> Plan and develop Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction Link to Iron Man</p>	<p><u>Texture (textiles, clay, sand, plaster, stone)</u> Observation and design of textural art</p> <p><u>Drawing</u> Accurate drawings of whole people including proportion and placement Work on a variety of scales – computer generated drawings</p>	<p><u>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</u> Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print</p> <p><u>Pattern ( paint, pencil, textiles, clay, printing)</u> Explore environmental and manmade patterns – tessellation</p>

D&T			
Music	<p>Let Your Spirit Fly- R&amp;B and other styles</p> <p>Glockenspiel stage 1- Exploring &amp; developing playing skills</p>	<p>Three Little Birds- Reggae and animals</p> <p>The Dragon Songs- Music from around the world, celebrating our differences and being kind to one another</p>	<p>Bringing us together- Disco, friendship, hope and unity</p> <p>Reflect, Rewind &amp; Replay- The history of music, look back and consolidate your learning, learn some of the language of music</p>