

Year 3	RE/SMSC Diaries of reflection	English	Computing	Science and Technology	Humanities History, Geography and French	The Arts Music Art D&T	Physical Education, PSHE
Autumn Term 1	UC Gospel What kind of world did Jesus want? B 2.4	<u>Fiction</u> : Character description-BFG <u>Non-Fiction</u> : Non- Chronological report-BFG	Email Programmes- 2Email Route Planners Programmes- 2Go	Animals- nutrition (including skeletons, muscles and movement): - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement	<u>Celts/Pre-History</u> : Houses, food, battles, chronological awareness. <u>Getting to Know you</u> : Hello, goodbye, introduce yourself, how are you feeling? Count to 10, how old are you?	Music: Stone Age Art- Celtic crafts unit 5 (Drawing , lines, grades of pencils, shading)	Autumn 1: Swimming Dodgeball Autumn 2: Swimming Dance <u>Autumn 1</u> : Being me in my world I can work well with others and help make the school community a better place. <u>Autumn 2</u> : Celebrating Difference I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels
Autumn Term 2	UC Incarnation/God What is the Trinity and why is it important for Christians? B L2.3	<u>Fiction</u> Narrative- Adventure Stories- Temple Run			UK Geography British Isles (Countries, Counties, Cities, Mountains, Coasts and Rivers, Equator, <i>Urban vs Rural</i>) <u>All About Me</u> : Classroom instructions, heads, shoulders, knees and toes, colours, clothes.	Music: Greek Myths D&T: Christmas Hats (Design, Make and Evaluate) Celtic crosses Christmas Cards (Drawing , lines, grades of pencils, shading)	

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Spring Term 1	UC People of God What is it like to follow God?	<u>Fiction:</u> Setting descriptions-Jungle Book <u>Non-Fiction:</u> Instructions- How to make a Roman Gladius.	<u>Spreadsheets</u> <u>Programmes- 2Calculate</u> Coding <u>Programmes- 2Code</u>	<u>Light:</u> - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change	<u>Romans: Roman Empire and the Impact on Britain-</u> <u>Celts vs Romans Comparison, Rise of the Roman Empire, Food, Boudicca, Roads, Baths.</u> <u>Family and Friends: Family members, Pets, Alphabet.</u>	<u>Music: In the Garden</u> <u>Art: The Savannah Unit 4 (Sculpture and Painting, clay, colour, tone and size)</u> <u>Mothers' Day cards (watercolour)</u>	Spring 1: Golf Basketball Spring 2: Netball Yoga <u>Spring 1: Dreams and Goals</u> I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others
Spring Term 2	UC Salvation Why do Christians call the day Jesus died Good Friday? B L2.5	<u>Non-Fiction:</u> Newspaper Report-linked to a mysterious circumstance.		<u>Forces and Magnets:</u> - compare how things move on different surfaces - observe how magnets attract or repel each other - compare and group together a variety of materials on the basis of whether they are attracted to a magnet - describe and investigate magnetic poles	<u>Romans: Roman Empire and the Impact on Britain</u> <u>Family and Friends: Family members, Pets, Alphabet (recap), How do you spell? My home?</u>	<u>Music: Castles</u> <u>D&T: Bread (Design, Make and Evaluate-Food Unit).</u>	<u>Spring 2: Healthy Me</u> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels.

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Summer Term 1	Sikhism How is faith expressed in Sikh communities and traditions <i>(Origins, key beliefs, symbols, places, key events, festivals, beliefs, Where in the world? Comparison with different cultures and beliefs)</i>	<u>Non-Fiction:</u> Persuasive Writing- Grandad's Island (PSHE link). <u>Fiction:</u> Diary Entry- <i>Malala's Magic Pencil</i> (equality/persecution/gender expectations/treatment of Muslims/importance of Education)	Presentations Programmes- Apple, MS, Google Slides Touch Typing Programmes- 2Type	<u>Rocks:</u> - compare and group together different kinds of rocks - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter	UK Geography: <i>Comparing Broxbourne to a Northern Industrial City, Different cultures.</i> Earthquakes <u>Time:</u> Counting 11-31, days of the week, months of the year, Mon	Music: Volcanoes Art: Around the World (Collage and Textiles, 3D structures, stitching, cutting, joining)	Summer 1: Cricket Athletics Summer 2: OAA Tennis <u>Summer 1:</u> Relationships I can explain how some of the actions and work of people around the world help and influence my life.
Summer Term 2	World Beliefs Why do some people think that life is like a journey? How and why do some people mark the significant events of life? B L2.2 Faith tour trip	<u>Non-Fiction</u> Nature Documentary Writing in the style of the speaker- David Attenborough		<u>Plants:</u> - identify and describe the functions of different parts of flowering plants - explore the requirements of plants for life and growth and how they vary from plant to plant - investigate how water is transported within plants - explore the life cycle of flowering plants	Anniversaire, What is the date today? Yesterday, Today, Tomorrow.	Music: Mayans D&T: Kites (Design, Make and Evaluate)	<u>Summer 2:</u> Changing Me I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary. I recognise how I feel about these changes happening to me and know how to cope with these feelings