

Year 3: Autumn Term

<p style="text-align: center;"><u>English:</u></p> <p><u>Autumn 1:</u> Text—Fantastic Mr Fox by Roald Dahl</p> <ul style="list-style-type: none"> • Describe a character • Use a range of conjunctions to join clauses • Punctuate dialogue • Write a newspaper report • Edit and improve my writing <p><u>Autumn 2:</u> Text—The Worst Witch by Jill Murphy</p> <ul style="list-style-type: none"> • Write a setting description • Learn the features of a playscript • Write a persuasive advert <p>Poem—The Twelve Days of Christmas</p> <p>Reading—Nelson Comprehension and other texts to develop skills.</p>	<p style="text-align: center;"><u>Maths:</u></p> <p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> • Place value • Addition and subtraction <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"> • Addition and subtraction • Multiplication and division 	<p style="text-align: center;"><u>Science:</u></p> <p style="text-align: center;"><u>Rocks</u></p> <ul style="list-style-type: none"> • compare different rocks on the basis of simple physical properties • describe how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p style="text-align: center;"><u>Forces and magnets</u></p> <ul style="list-style-type: none"> • compare how things move on different surfaces • observe how magnets attract or repel each other and attract some materials and not others • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p style="text-align: center;"><u>Physical Education:</u></p> <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • Circuit, eg, travelling in different ways/speeds/directions, etc (teacher) • Football (Aston Villa coach) <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> • Badminton (teacher) • Gymnastics (Aston Villa coach) 	<p style="text-align: center;"><u>Religious Education:</u></p> <p style="text-align: center;">Sharing and Being Generous</p> <p style="text-align: center;">Caring for Others, Animals and the Environment</p> <p style="text-align: center;">Creating Unity and Harmony</p> <p style="text-align: center;">Participating and Willing To Lead</p>
			<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;"><i>E-safety is recapped and built on each term.</i></p> <p><u>Organising, Creating and Presenting</u></p> <ul style="list-style-type: none"> • Use 3 types of multi-media to create, organise and present information effectively. <p><u>Create A Branching Database</u></p> <ul style="list-style-type: none"> • Understand what a database is. • Use JIT5 Branch to create and use a branching database. 	<p style="text-align: center;"><u>RHE:</u></p> <p>British Values and Law—children know:</p> <ul style="list-style-type: none"> • they should be treated with respect as well as show respect to others. • That people from different cultures may have different beliefs. <p>Healthy Relationships—children know:</p> <ul style="list-style-type: none"> • The difference between falling out with someone and bullying. • The conventions of courtesy and manners. • How to initiate friendships.

<p style="text-align: center;">Geography—Amazing Atlases and Marvellous Maps</p> <ul style="list-style-type: none"> • Know that maps show you where you are and use symbols to identify different features. • Know that an atlas is a collection of maps. • Name the world’s 7 continents and identify some of the countries within them. • Understand what is meant by ‘topography’ and know that a topographic map shows landforms. • Navigate around the local area using a map. 	<p style="text-align: center;">DT—Cooking & Nutrition: Eating Seasonally</p> <ul style="list-style-type: none"> • Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. • Discover the relationship between colour and health benefits. 	<p style="text-align: center;">History—Stone Age to Iron Age</p> <ul style="list-style-type: none"> • Know when the Stone Age, Bronze Age and Iron Age were and why they are called these. • Understand what is meant by ‘prehistory’. • Know how the Stone Age people built homes and that they were ‘hunter-gatherers’. • Understand the significance of Skara Brae and Stonehenge. • What life was like during the Bronze Age and Iron Age. 	<p style="text-align: center;">Art—Painting and Mixed Media: Prehistoric Painting</p> <ul style="list-style-type: none"> • Discover how and why our ancient ancestors made art. • Experiment with natural materials to make homemade paints. • Paint on a range of surfaces.
	<p style="text-align: center;">DT—Structures: Constructing A Castle</p> <ul style="list-style-type: none"> • Identify and learn about the key features of a castle, before designing and making a recycled-material castle. 		<p style="text-align: center;">Art—Drawing: Growing Artists</p> <ul style="list-style-type: none"> • Develop an understanding of shading and drawing techniques to create botanical inspired drawings.
<p style="text-align: center;">Music—Ballads</p> <ul style="list-style-type: none"> • Sing a ballad and explain what this is. • Perform a ballad with an understanding of style. • Understand that ballads tell a story. • Write lyrics for a ballad. • Take part in a group performance of a ballad. 	<p style="text-align: center;">Spanish—Phonetics/I’m Learning Spanish</p> <ul style="list-style-type: none"> • Using videos and songs, children to learn the first 5 essential Spanish sound phonemes which will improve their Spanish reading and pronunciation. • Know where Spain is on a world map. • Find out some information about Spain. • In Spanish, say: basic greetings, how they are feeling, what their name is, numbers from 1-10 and colours. • Look at written Spanish words. 	<p style="text-align: center;">Music—Creating Compositions</p> <ul style="list-style-type: none"> • Listen to music and consider the story it could represent. • Tell a story from a piece of music through movement. • Create a soundscape using percussion instruments. • Create a range of sounds to accompany a story. • Compose and perform a rhythm to accompany a story. • Compose and notate a short melody. 	<p style="text-align: center;">Spanish—Animals</p> <ul style="list-style-type: none"> • Learn the names of 10 animals and and spell at least 3 of these in Spanish correctly. • Once confident with pronouncing these animals, match them to the written word. • Understand the difference in the Spanish articles, ‘un’ and ‘una’. • Say sentences using their Spanish speaking, listening, reading and writing skills. • Match spoken Spanish words to their written form.

Year 3: Spring Term

<p style="text-align: center;"><u>English:</u></p> <p><u>Spring 1:</u> Text—Jim and the Beanstalk by Raymond Briggs</p> <ul style="list-style-type: none"> ● Retell a story ● Plan and write a story ● Edit and improve my story <p>Poem—Volcano by Joshua Seigal</p> <p><u>Spring 2:</u> Text—Flotsam by David Wiesner</p> <ul style="list-style-type: none"> ● Write accurate descriptive sentences ● Consider events of the story from the perspective of the boy ● Write a synopsis of the story ● Invent short stories and write short synopses for them <p>Reading—A range of texts will be used to give the children exposure to a variety of texts in order to develop their comprehension skills.</p>	<p style="text-align: center;"><u>Maths:</u></p> <p><u>Spring 1:</u></p> <ul style="list-style-type: none"> ● Multiplication and division ● Measurement (length and perimeter) <p><u>Spring 2:</u></p> <ul style="list-style-type: none"> ● Fractions ● Measurement (mass, capacity and temperature) 	<p style="text-align: center;"><u>Science:</u></p> <p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> ● 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 the way in which water is transported within plants. ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p style="text-align: center;"><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ● Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. ● Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p style="text-align: center;"><u>Physical Education:</u></p> <p><u>Spring 1</u></p> <ul style="list-style-type: none"> ● Circuit, eg, balancing, controlling a ball, etc (teacher) ● Dance (Aston Villa coach) <p><u>Spring 2</u></p> <ul style="list-style-type: none"> ● Tag rugby (teacher) ● Basketball (Aston Villa coach) 	<p style="text-align: center;"><u>Religious Education:</u></p> <p style="text-align: center;">Being Fair and Just</p> <p style="text-align: center;">Being Accountable and Living With Integrity</p> <p style="text-align: center;">Remembering Roots</p> <p style="text-align: center;">Being Loyal and Steadfast</p>
			<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;"><i>E-safety is recapped and built on each term.</i></p> <p><u>QR Codes</u></p> <ul style="list-style-type: none"> ● Explore what QR codes are and how they are created to present information to a user. <p><u>Digital Literacy—Project Evolve</u></p> <ul style="list-style-type: none"> ● Managing online information ● Privacy and settings ● Copyright and ownership 	<p style="text-align: center;"><u>RHE:</u></p> <p>Keeping Myself Safe—children know:</p> <ul style="list-style-type: none"> ● about privacy and that keeping secrets is not always right (good and bad secrets). ● NSPCC’s PANTS rule. ● the potential dangers of water and how to keep safe. ● same principles apply to online relationships as face-to-face relationships. ● how to contribute to make the school safe.

<p style="text-align: center;">Geography—Africa</p> <ul style="list-style-type: none"> ● Know the significance of the Equator, Tropics of Cancer and Capricorn and what latitude and longitude are used for. ● Recognise different types of biomes including the African savanna. ● Identify some of the rivers and mountains in Africa. ● Know that Mount Kilimanjaro lies in the Tropics but its summit is covered in snow. 	<p style="text-align: center;">Art—Craft & Design: Ancient Egyptian Scrolls</p> <ul style="list-style-type: none"> ● Develop design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. 	<p style="text-align: center;">History—The Victorians</p> <ul style="list-style-type: none"> ● Recap who Queen Victoria was and the impact of her reign. ● Know what life was like for the Victorian people, including the differences between the rich and the peasants. ● Recognise what child labour was and why children who were poor were forced to work. ● Learn about the Industrial Revolution. 	<p style="text-align: center;">DT—Textiles: Cross Stitch & Applique</p> <ul style="list-style-type: none"> ● Learn and apply two new sewing techniques—cross stitch and applique. ● Utilise these skills to design and make a cushion.
<p style="text-align: center;">Music—Developing Singing Technique</p> <ul style="list-style-type: none"> ● Sing in time with others. ● Recognise simple rhythmic notation by ear and by sight. ● Use simple rhythmic notation to compose a Viking battle song. ● Perform music with confidence and discipline. 	<p style="text-align: center;">Spanish—Instruments</p> <ul style="list-style-type: none"> ● Learn the names of 10 instruments and know whether they use the masculine article ‘el’ or the feminine article ‘la’. ● In Spanish, say whether they can play an instrument. ● Answer questions using their Spanish speaking, listening, reading and writing skills. 	<p style="text-align: center;">Music—Pentatonic Melodies & Composition</p> <ul style="list-style-type: none"> ● Learn about the music used to celebrate the Chinese New year festival. ● Know what a pentatonic melody is and learn how to play one. ● Write an perform a pentatonic melody. ● Perform a group composition. ● Use tuned and untuned instruments confidently. 	<p style="text-align: center;">Spanish—I Know How... (‘sé’)</p> <ul style="list-style-type: none"> ● Recognise, recall and spell ten different verbs in Spanish. ● Use the Spanish verb, ‘sé’, with the ten infinitive verbs to start to form sentences in Spanish. ● Use the Spanish conjunctions ‘y’ (and) and ‘pero’ (but) to explain what they can and cannot do in Spanish.

Year 3: Summer Term

RE being updated by SACRE — update to be confirmed

<p>English:</p> <p>Summer 1: Film Unit—Spy Fox</p> <ul style="list-style-type: none"> • Write an explanation text • Write an ending to a narrative • Plan and write a newspaper report <p>Poem—From A Railway carriage by Robert Louis Stevenson</p> <p>Spring 2: Text—The Night Bus Hero by Onjali Q. Rauf</p> <ul style="list-style-type: none"> • Learn how to use the prefixes, ‘un’, ‘dis’ and ‘mis’ • Create a comic strip • Use an apostrophe to mark plural possession • Write a letter • Write a poem <p>Reading—A range of texts will be used to give the children exposure to a variety of texts in order to develop their comprehension skills.</p>	<p>Maths:</p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Fractions • Measurement (money) • Measurement (time) <p>Summer 2:</p> <ul style="list-style-type: none"> • Geometry (shape) • Statistics 	<p>Science:</p> <p>Light</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change 	<p>Physical Education:</p> <p>Summer 1</p> <ul style="list-style-type: none"> • Athletics (teacher) • Outdoor and adventurous activities (Aston Villa coach) <p>Summer 2</p> <ul style="list-style-type: none"> • Hockey (teacher) • Cricket (Aston Villa coach) 	<p>Religious Education:</p> <p>Being Open, Honest and Truthful</p> <p>Being Attentive To The Sacred, As Well As To The Precious</p> <p>Being Courageous and Confident</p> <p>Being Hopeful and Visionary</p>
			<p>Computing:</p> <p>E-safety is recapped and built on each term.</p> <p>Write A Program—Blocked Based Sequences</p> <ul style="list-style-type: none"> • Look at debugging sequences of code. • Use J2Code tool, ‘Visual’ to create a scene. <p>Write A Program—Drawing Shapes</p> <ul style="list-style-type: none"> • Use ‘Visual’ to draw simple shapes and patterns. 	<p>RHE:</p> <p>My Healthy Body—children know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet. • about dental health, including regular check-ups at the dentist. • that mental wellbeing is a normal part of daily life, in the same way as physical health. <p>Recap anything covered this year in RHE that needs consolidating.</p>

<p>Geography—Italy</p> <ul style="list-style-type: none"> • Locate Italy on a world map and know it is part of Europe. • Know that Rome is the capital city of Italy. • Know that Italy is a peninsular and understand what this means. • Learn that Mount Vesuvius destroyed the ancient city of Pompeii in AD79. • Identify the culture of Italian people today. 	<p>DT—Digital World: Wearable Technology</p> <ul style="list-style-type: none"> • Understand what a virtual micro: bit is. • write a program that initiates a flashing LED panel, or another pattern, on the virtual micro: bit when a button is pressed. • Evaluate their design. 	<p>History—Local History Study</p> <ul style="list-style-type: none"> • Know what Birmingham was like during the medieval times and how it has changed over the years into the city it is today. • Know what the Blitz was during World War II and how it affected Birmingham and Coventry. • Know why Birmingham and Coventry were targeted during the Blitz and how the people pulled together and recovered from the bombings. 	<p>Art—Sculpture and 3D: Abstract Shape & Space</p> <ul style="list-style-type: none"> • Explore how shapes and negative spaces can be represented by three dimensional forms. • Manipulate a range of materials. • Learn ways to join and create free-standing structures inspired by the work of Anthony Caro.
<p>Music—Jazz</p> <ul style="list-style-type: none"> • Know what is meant by jazz music. • Know what ragtime music is - the most famous ragtime composer was Scott Joplin. • Understand what ‘syncopation’ means. • Improvise a call and response song. • Understand what is mean by ‘scat singing’. • Create a jazz motif. 	<p>Spanish—Fruits</p> <ul style="list-style-type: none"> • Learn the names of ten different fruits with ethe singular indefinite article/determiner in Spanish. • Learn how formulate and express an opinion using the fruits they have learnt, eg, ‘Me gustan...’ (I like...) and ‘No me gustan...’ (I do not like...). 	<p>Music—Traditional Instruments</p> <ul style="list-style-type: none"> • Learn about some of the traditional aspects of Indian music. • Use glockenspiels to create a ‘rag’. (A series of notes which Indian music uses to create the tune.) • Add a ‘drone’ (one note played over and over in the background) to their improvisations. • Create a piece of music using the traditional Indian aspects explored. • Perform a piece of music using musical notation. 	<p>Spanish—Ice-Creams</p> <ul style="list-style-type: none"> • Learn, recall and spell ten different ice-cream flavours in Spanish. • Learn how to say which ice-cream they would like for a role-play activity at an ice-cream parlour. • Say whether they would like their ice-cream in a cone or a pot. • Say how many scoops of ice-cream they would like.