Year 3 Curriculum Map

(All Subjects)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

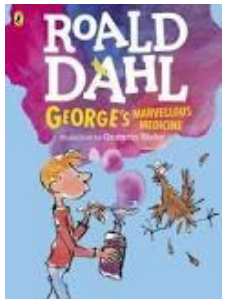
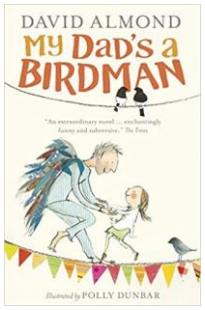
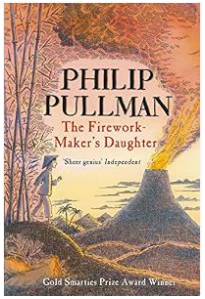
Religious Education (R.E.)	Autumn	Spring	Summer
Year 3	**Creation and Covenant** Hear By the end of this unit of study, pupils will know: • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is 'made holy' (Gen 2:3). • That the Church teaches that 'Creation is the common work of the Holy Trinity'. By the end of this unit of study pupils will have encountered the following key texts: • The first account of the Creation, Genesis 1:1-2:4. • Extracts from either Psalm 8 or 19 in praise of Creation. • In an age-appropriate way, LS 66 and 88. Believe By the end of this unit of study, pupils will know that the Church teaches: • God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). • That all human beings are made in God's image and all people have dignity and are created equal. • A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. • The dignity of all human beings is one of the principles of Catholic Social Teaching. Celebrate By the end of this unit of study, pupils will know: • Extracts from a psalm of Creation.	**Galilee to Jerusalem** Hear By the end of this unit of study, pupils will hear the following key texts: Miracles, either: • Cure of the centurion's servant (Matt 8:5-13) or • Cure of a paralytic (Matt 9:1-8) Parables, either: • Parable of the Sower (Matt 13:4-9) • Parable of the Sower explained (Matt 13:10-17) or • Parable of the yeast (Matt 13:33) or • Parable of the treasure and of the pearl (Matt 13:44-46) For Epiphany: • The visit of the Magi (Matt 2:1-12) Believe By the end of this unit of study, pupils will know that the Church teaches: • The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world. • The kingdom of God begins in all those who open their hearts to God's love. • The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning. • Jesus' parables to show the choices people must make to accept his invitation to the kingdom. Celebrate By the end of this unit of study, pupils will know:	**To The Ends of the Earth** Hear By the end of this unit of study, pupils will hear the following key texts: • Road to Emmaus (Lk 24:13-35) • The mission to the world (Matt 28:16-20) • The group of apostles (Mary) (Acts 1:12-14) • Early Church (Acts 2:42-47) • Paul's Letter to the Corinthians (1 Cor 11:23-27) Believe By the end of this unit of study, students will know that the Church teaches that: • The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ. • There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. • Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. • Mass was celebrated in the early Church. Celebrate By the end of this unit of study, pupils will know: • That the sign of the cross is the shortest summary of the Christian faith. • That some prayers that reference the Trinity and the work of the Holy Spirit. • That the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations. Live By the end of this unit of study, pupils will know:

	• How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si'). Live By the end of this unit of study, pupils will know: • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • Ways in which people can give thanks for the blessing of Creation, including spending time in prayer **Prophecy and Promise** Hear By the end of this unit of study, pupils will know: • Why Christians go to Mass on Sunday. • How Catholics celebrate Mass. For Advent: • Messiah would be born of a virgin and would be called Immanuel (Is 7:14). • The Annunciation to Joseph (Matt 1:18-25). • Revisit Lk 1:26-38. Believe By the end of this unit of study, pupils will know that the Church teaches: • Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). • The Liturgy of the Word includes readings from the Old Testament and the New Testament. • That Jesus birth was foretold by the prophets. • That Joseph listened to the angel and opened his heart to the Holy Spirit. Celebrate By the end of this unit of study, pupils will know: • How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. • Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. • How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel). Live By the end of this unit of study, pupils will know: • Some ways that Christians prepare for the coming of Christ during Advent.	• Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus. Live By the end of this unit of study, pupils will know: • About the life of a saint who worked to build the kingdom of God. **Desert to Garden** Hear By the end of this unit of study, pupils will hear the following key texts: • The miracle of the loaves (Matt 14: 13-21). • The last supper (The institution of the Eucharist) (Matt 26: 26-29). • Extracts from a Eucharistic Prayer. Believe By the end of this unit of study, pupils will know: • At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). By the end of this unit of study, pupils will know that the Church teaches that: • A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. • The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. • That at the Last Supper Jesus instituted the Eucharist. • People give themselves to Jesus when they receive the Eucharist (Holy Communion). Celebrate By the end of this unit of study, pupils will know: • Some prayers and responses Catholics say during Mass. • Some prayers and responses Catholics sing during the Eucharistic Prayer. • Some ways people celebrate their first Eucharist (First Holy Communion). Live By the end of this unit of study, pupils will know: • The ways in which Catholics are called to live Eucharist by following the example of Jesus. • Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany)	• That being a Christian means to share the gospel. • That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass. • How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road • to Emmaus, Supper at Emmaus). • That the mystery of the Trinity is represented symbolically, e.g., Trinity knot **Dialogue and Encounter** Dialogue By the end of this unit of study, pupils will have encountered the following key text: • Exodus 12:1-8,15-20, 13:3 • Lk 22:14-23 By the end of this unit of study, pupils will know that the Church teaches: • For Christians, the Eucharist is linked with the Jewish celebration of Passover. Encounter By the end of this unit of study, pupils will have encountered the following: • Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). • Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.

	• Representations in art around the world, connecting to the prophecies of Christ's coming.		

Maths	Autumn	Spring	Summer
Year 3	**Number: place value** Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100 **Number: addition and subtraction** Add and subtract numbers mentally, including: at three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Number: multiplication and division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	**Number: multiplication and division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Solve problems including missing number problems involving multiplication and division, positive integer scaling problems and correspondence problems in which n objects are connected to objects. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods. **Measurement** Measure, compare, add and subtract: lengths (m/cm/mm). Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Measure the perimeter of simple 2D shapes. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. Thus will include length and perimeter. **Number: fractions** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths.	**Number: fractions** Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. **Measurement: Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Measurement: Time** Tell and write the time from an analogue clock, including using Roman numerals, 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example calculate the time taken by particular events or tasks]. **Geometry: property of shapes** Recognise angles as a property of shape or a description of a turn.

	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. **Measurement: Mass and Capacity** Measure, compare, add and subtract: lengths(m/cm/mm); mass (kg/g); volume/capacity (l/ml). Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one- step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables. ***Time at the end of the term for consolidation, gap filling, seasonal activities, assessments, etc.***

English: Guided Reading	**Autumn**	**Spring**	**Summer**
Year 3	**George's Marvellous Medicine by Roald Dahl** 	**My Dad's a Birdman by David Almond** 	**Firework Maker's Daughter by Philip Pullman** 
	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-,		

	il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud. To develop a positive attitude to reading and understanding of what they read by: • beginning to use appropriate intonation and volume when readingaloud; • recognising and discussing the different features of a variety of texts; • discussing authors' choice of words and phrases for effect. To understand what they read, in books they can read independently, by: • asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To retrieve and record information from non-fiction.

English: Writing Year 3	In Year 3, the children consolidate their understanding of writing to entertain and to inform. They will be introduced to writing to persuade for the first time. In doing so, they will develop a keener awareness of the reader, by considering how to move and convince their audience to act and/or change their mind. They will encounter new genres, such as personal narratives (memoirs), fables, persuasive speeches and other sub-genres of poetry (such as calligrams and kennings), and revise their genre knowledge of instructions, letters and non-chronological reports. They will revisit learning from Year 2 to ensure that they are familiar with simple sentence structure and build upon this by using a greater range of conjunctions to join their ideas in writing. Accurate punctuation of dialogue is introduced in Year 3, along with the use of prepositions and adverbs to tell the reader when, where and how things happened. Children in Year 3 will also learn how to structure their writing, by including paragraphs and/or headings and subheadings to support the reader to navigate the writing more effectively.		
	Autumn Narrative A short narrative, based on a journey story Poetry Free verse poetry about a subject of the children's choice, taking inspiration from a range of well-known poems by famous poets Fables A fable, using either human or animal characters, imparting a moral message that the children choose to be of importance to them Non-Chronological report A report about an imagined or real job/ an imaginary child, based on their own interests and aspirations	Spring Narrative A short narrative, focused on developing an interesting or unusual setting and using dialogue to convey character Persuasive speeches A persuasive speech, linked to the children's choices about how to improve the local community and/or environment Personal narrative A personal narrative (or memoir) based on a significant memory or moment in their lives Poetry A calligram (shape poem) about a favourite item or topic and free verse poetry about their local area	Summer Persuasive letters A persuasive letter about a specific subject or topic that they feel strongly about Instructions A set of detailed instructions for a real or imagined journey Non-Chronological report An informative report about festivals and/or celebrations within their own family, religion or culture Narrative A narrative, focusing on developing the use of dialogue to convey character Poetry A kenning based on a favourite subject or topic

English: Phonics and Spelling	**Autumn**	**Spring**	**Summer**
Year 3	**PlanIt Spelling Programme** Words with the long /ei/ sound spelt ei. Words with the long /ei/ sound spelt ey. Words with the long /ei/ sound spelt ai	**PlanIt Spelling Programme** Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) Creating negative meanings using prefix mis	**PlanIt Spelling Programme** Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou'

	Words with / / sound spelt with ear Homophones & near homophones Creating adverbs using the suffix -ly	Creating negative meanings using prefix dis Words with a /k/ sound spelt with 'ch' Homophones & Near Homophones Adding the prefix bi- Adding the prefix re- Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' t 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch	
	Year 3 & 4 statutory word list: *Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading.* *The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general.* *The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell.* *https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf*		

Science	Autumn	Spring	Summer

Year 3	**<u>Autumn 1</u>** **Animals: Movement and nutrition - 7 lessons** Investigating the human body by studying the skeleton, muscles and nutrition. Pupils identify key bones and their functions, compare human and animal skeletons, explore how muscles enable movement, learn how the body uses energy and what makes a balanced diet. **<u>Autumn 2</u>** **Forces and space: Forces and magnets - 7 lessons** Investigating how vehicles move across different surfaces and how friction affects motion. Pupils develop their scientific enquiry skills by planning investigations, writing methods and recording data, while learning about contact and non-contact forces and the properties and uses of magnets.	**<u>Spring 1</u>** **Materials: Rocks and soil - 7 lessons** Classifying rocks by exploring their properties, uses and formation. Pupils investigate how fossils are formed and what they can reveal about the past, learn about the work of palaeontologists and explore soil formation through practical enquiries, including sedimentation and drainage tests. **<u>Spring 2</u>** **Energy: Light and shadows - 7 lessons** Exploring how light enables us to see and identifying different light sources. Pupils examine reflection and shadow formation, investigate factors that affect shadows and apply their learning creatively through shadow puppetry.	**<u>Summer 1</u>** **Plants: Plant reproduction - 7 lessons** Understanding how plants grow and reproduce by exploring the functions of different plant parts and their role in development. Pupils investigate factors that affect plant growth, discover how water is transported through plants and compare different seeds and methods of seed dispersal through practical enquiry and modelling activities. **<u>Summer 2</u>** **Making connections: Does hand span affect grip strength? - 6 lessons** Experimenting with friction and grip by carrying out comparative tests, analysing data and drawing conclusions. Pupils investigate the relationship between hand span and grip strength, explore how different materials affect grip and apply their findings to design and evaluate friction gloves.

PE	Autumn	Spring	Summer
Year 3	Core content: **Game Sense: Invasion** • To introduce passing and receiving in order to keep possession of the ball. • Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate. • To develop passing and moving, building up into mini games where pupils explore the transition between attack and defence. • Apply their learning to score points. **Gymnastics: Canon and Unison** • Pupils will explore creating sequences on the floor using a range of movements and balances that flow. • To apply 'excellent gymnastics' when exploring movements and balances in canon. • To perform a sequence in canon. Pupils will work in pairs to utilise the apparatus to ensure high levels of creativity and perform their sequences ensuring good flow. • Pupils will work in small groups to create sequences that combine both cannon and unison, using a range of apparatus. **Dodgeball** • Pupils will understand how, where and why we need to aim and throw with accuracy during a game. • Pupils will understand why it is important to catch the ball during a game of dodgeball. • Pupils will link together dodging and throwing and will continue to develop their understanding of why we need to be on the balls of our feet during a game. **OAA: Tactics** • Pupils will learn why they need to work as a team to create simple tactics. • Pupils will learn why we need to communicate within our team whilst developing different ways of communicating.	Core content: **Dance: Wild Animals** • To respond to different stimuli being able to sustain characters to add drama and emotion to the dance. • To build on the character work adding drama and emotion to dance and to create motifs in pairs. • Pupils will sustain their characters to add drama and emotion to their dance. • Pupils will develop movement vocabulary by introducing more advanced dance terms. **Netball** • To introduce passing and receiving in order to keep possession of the ball. Concentrating on the attacking players keeping possession. • Pupils will be able to apply their skills in mini games and start to explore the transition between attack and defence. • Pupils will apply their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shooting opportunity. **Mindfulness** • Pupils will learn a variety of relaxation techniques to help combat feelings of anxiousness. Pupils will gain an awareness of how to apply these techniques in day-to-day life. • Pupils to learn how to hold and perform various meditative balances. • Pupils will continue working with a partner to improve their concentration, balance and deep breathing. **Tag Rugby** • Pupils are introduced to moving with the ball, passing and receiving in order to keep possession. • To look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged. • Pupils will develop their understanding of when, where and why they need to create space when they are attacking.	Core content: **Tennis** • To introduce how we win a game of tennis, thinking about where and why we throw the ball on the court. • Pupils will be introduced to how we can think one shot ahead to create space for winning shots. • To apply pupils' prior learning of the different ways we can win a point, into mini games. • Pupils will understand when and where to play the forehand shot in a mini game. **Handball** • Pupils will develop an understanding of how to win the ball back (defending). • Using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations. • Pupils should be able to use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique. Cricket • Pupils will understand the objective of each team; batting and fielding. • Pupils will develop an understanding of how, when and why to throw a ball overarm with power and distance. • Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball. Athletics • Pupils revisit the correct technique used for sprinting. • Pupils will be introduced to a curved track and will start to understand simple changeover tactics. • To explore the differences between throwing for accuracy and throwing for distance. • To explore how we can use our bodies to jump as far as possible.

	• The class will focus on collaboration and communication, enabling them to create simple tactics.		
Personal Social Health and Economics (PSHE) *including Relationships and Sex Education (RSE)*	**Autumn**	**Spring**	**Summer**
Year 3	**Belonging to a community** British values; the value of rules and laws; rights, freedoms and responsibilities. • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn **Module 2 Unit 1 – Jesus, My Friend** • That Jesus loves, embraces, guides, forgives and reconciles us with him and one another • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness • That relationships take time and effort to sustain • We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness **Money and Work**	**Families and friendships** What makes a family; features of family life. • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe **Module 1 Unit 1 – Get Up! The Sacraments** • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of	**Physical health and Mental wellbeing** Health choices and habits; what affects feelings; expressing feelings. • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental • and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful

	Different jobs and skills; job stereotypes; setting personal goals. • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby **Module 2 Unit 2 – Friends, Family and Others; When Things Feel Bad** • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, relatives and family • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying • Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond **Media literacy and Digital resilience** How the internet is used; assessing information online.	Reconciliation, we develop good habits (grow in human virtue) • It is important to make a nightly examination of conscience • That in Baptism God makes us His adopted children and 'receivers' of His love • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) **Safe relationships** Personal boundaries; safely responding to others; the impact of hurtful behaviour. • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour **Module 1 Unit 2 – We Don't Have to Be the Same; Respecting Out Bodies** • Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do **Respecting ourselves and others** Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	**Module 3 Unit 1 – A Community of Love; What Is the Church?** • God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family is to reflect the Holy Trinity in mutual charity and generosity • That the human family is to reflect the Holy Trinity in mutual charity and generosity • The Church family comprises of home, school and parish (which is part of the diocese) **Growing and changing** Personal strengths and achievements; managing and reframing setbacks. • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud • of (in school, out of school) • to recognise common challenges to self - worth e.g. finding school work difficult, • friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again **Module 3 Unit 2 – How Do I Love Others?** • To know that God wants His Church to love and care for others • To devise practical ways of loving and caring for others **Keeping safe** Risks and hazards; safety in the local environment and unfamiliar places.

	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images • or content that worry them, unkind or inappropriate communication **Module 2 Unit 3 – Sharing Online; Chatting Online; Safe in My Body; Drugs, Alcohol and Tobacco; First Aid Heroes** • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • To judge well what kind of physical contact is acceptable or unacceptable and how to respond	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in • wider society **Module 1 Unit 3 – What Am I Feeling? What Am I Looking At? I Am Thankful!** • That emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action • What emotional well-being means • Positive actions help emotional well-being (beauty, art, etc. lift the spirit) • Talking to trusted people help emotional well-being (eg. parents/carer/teacher/parish priest) • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • Some behaviour is wrong, unacceptable, unhealthy and risky • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, • running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety

	• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest • Medicines are drugs, but not all drugs are good for us • Alcohol and tobacco are harmful substances • Our bodies are created by God, so we should take care of them and be careful about what we consume • In an emergency, it is important to remain calm • Quick reactions in an emergency can save a life • Children can help in an emergency using their First Aid knowledge		

Computing	***Autumn***	***Spring***	***Summer***
Year 3	**Project Evolve – Privacy and Security** **Computing systems and networks – Connecting computers** • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way that we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network **Project Evolve – Health and Well-Being** **Creating media - Stop-frame animation** • To explain that animation is a sequence of drawings or photographs	**Project Evolve – Online Bullying** **Programming A - Sequencing sounds** • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description **Project Evolve – Online Relationships** **Data and information – Branching databases** • To create questions with yes/no answers • To identify the attributes needed to collect data about an object • To create a branching database • To explain why it is helpful for a database to be well structured	**Project Evolve – Online Reputation** **Creating media – Desktop publishing** • *To recognise how text and images convey information* • *To recognise that text and layout can be edited* • *To choose appropriate page settings* • *To add content to a desktop publishing publication* • *To consider how different layouts can suit different purposes* • *To consider the benefits of desktop publishing* **Project Evolve – Self-Image and Identity** **Programming B - Events and actions in programs** • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features

	• To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation	• To plan the structure of a branching database • To independently create an identification tool	• To identify and fix bugs in a program • To design and create a maze-based challenge

History	**<u>Autumn</u>** <u>British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</u> 8 lessons Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline. Pupils use archaeological evidence to learn about changes over time, answer historical questions and consider the strengths and limitations of evidence when	**<u>Spring</u>** <u>What was important to ancient Egyptians?</u> 7 lessons Learning about ancient Egypt by investigating evidence such as mummies, pyramids and the Book of the Dead. Pupils place the ancient Egyptians on a timeline, explore the importance of religion in everyday life and discover how ancient Egyptians explained the creation of the world. Where and when did the first civilisation s appear?	**<u>Summer</u>** <u>British history 2: Why did the Romans invade and settle in Britain?</u> 7 lessons Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded. Pupils examine archaeological evidence, discover how Roman innovations changed everyday life and consider the lasting influence of the Romans on Britain today. **What was it like to live in Ancient Rome?** Why did the Roman invade and settle in Britain?

	reconstructing the life of the Amesbury Archer. How long ago did prehistoric man live? What does Skara Brae tell us about life in Stone age? Who was this Bronze age man? What was the impact of bronze in prehistoric times? How did trade change lives in Iron Age Britain? What changed between Stone age and Iron age?	Why was the River Nile important to ancient Egyptians? How do we know so much about ancient Egyptians? What do sources suggest about Gods and goddesses? What did people in Ancient Egypt believe happened after death? Who ruled ancient Egypt and what happened t them when they died?	How did Britons respond to the Roman invasion? Why was the Roman army so successful? What do artefacts suggest about the lives of Roman soldiers in Britain? What was the legacy of the Roman Empire in Britain?

Geography	Autumn	Spring	Summer
	Why do people live near volcanoes? (6 lessons) **Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed.** Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	**Who lives in Antarctica? (6 lessons with optional sustainability lesson: Choose between the three optional lessons.)** **Exploring the physical features of Antarctica, examining how people adapt to working in this extreme environment and planning an expedition inspired by Shackleton's journey.** Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example. Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothingresearchers use in Antarctica. State the outcome of Shackleton's expedition. Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. Describe a similarity and a difference between life in the UK and life in Antarctica. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	**Are all settlements the same?** **Examining settlements and land use by comparing urban and rural environments and investigating how places change over time.** Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.

Design and Technology	Autumn 1	Spring 1	Summer 1
	Textiles: Egyptian collars - 5 lessons Developing sewing and decorative textile skills using cross-stitch and appliqué techniques. Pupils apply their understanding to design, decorate and	**Mechanical systems: Pneumatic toys 6 lessons** Investigating how compressed air can create movement within a mechanism and be used in a working pneumatic toy. Pupils	**Cooking and nutrition: Eating seasonally - 7 lessons** Discovering where and when fruit and vegetables are grown by learning about seasonality in the UK. Pupils respond to a brief

	assemble their own cushion or Egyptian collar using a range of fabrics and stitching methods. **<u>Autumn 2</u>** **Electrical systems: Electric poster - 5 lessons** Exploring information design and simple electrical systems by creating an electronic poster using a basic circuit. Pupils apply their understanding to design and make an interactive museum display about the Romans.	use different types of diagrams during the design process before designing and building a toy with a moving pneumatic part. **<u>Spring 2</u>** **Digital world: Wearable technology - 7 lessons** Developing an understanding of programmable products by designing, coding and promoting wearable technology for use in low-light conditions. Pupils monitor and control their product to a real-world design scenario.	by designing a seasonal tart using ingredients harvested in the UK during May and June. **<u>Summer 2</u>** **Structures: Product packaging- 6 lessons** Exploring how 3D shell structures are created from nets and used in packaging, pupils evaluate what makes good packaging and follow a simple design criteria to create their own.

Art	**<u>Autumn 1</u>** **Drawing-** Developing drawing skills through observation, shape and tone, pupils practise drawing objects using simple shapes, building even tones with pencil and adding detail by observing pattern and texture. They apply these skills in imaginative plant drawings and recreate their ideas as digital artwork. **<u>Autumn 2</u>** **Painting and mixed media-** Investigating prehistoric art by making their own paints, creating tools and painting on different surfaces. Inspired by prehistoric cave paintings, pupils explore how early artists used natural materials, texture and colour to communicate ideas and record experiences. They develop painting and mark-making skills to create prehistoric-inspired artwork.	**<u>Spring 1</u>** **Sculpture-** Examining how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, pupils learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa. **<u>Spring 2</u>** **Crafting- Link to Ancient Egyptians** Investigating the way colour, scale and pattern influenced ancient Egyptian art, pupils explore the technique of papermaking to create a papyrus-style scroll. Ideas are then extended to create a modern response by designing a 'zine'.	**<u>Summer 1</u>** This half term is dedicated to producing three pieces of work in drawing, colour, and sculpture for a school wide themed exhibition held in June. **<u>Summer 2</u>** **Visio Divina** – as part of our Catholic faith, children will study a painting from scripture. Visio divina is a way of praying by looking at art. It means "divine seeing" in Latin. In visio divina, children look at an image slowly and reflect on what it shows them. The children will have the opportunity to evaluate and analyse the artist's work, recreate the painting in a chosen medium, and finally write their reflection and actions to accompany their work.

MFL	<u>Phonetics 1</u> The four lessons in the 'Phonetics & Pronunciation' series have been designed to introduce each phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practice it. Once it has been heard, we discuss how to actually make that sound with suggestions on mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a French word. Finally, by the end of each lesson, the children will see each of the sounds in a piece of unknown text, in a relevant appropriate word and pronounced at near native speed. <u>I am Learning French</u> In this unit the children will learn how to: Pinpoint France and other French speaking countries on a map of the world Ask and answer the question: 'How are you?' in French. Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French	<u>I can</u> In this unit the children will learn to: Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux... <u>Fruit & Vegetables (Fruit)</u> In this unit the children will learn how to: Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. In this unit the children will learn how to: Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct article). Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	<u>Fruit & Vegetables (Vegetables)</u> In this unit the children will learn how to: Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. In this unit the children will learn how to: Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct article). Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. <u>Little Red Riding Hood</u> In this unit the children will learn how to: Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story.

Music	Autumn	Spring	Summer
Year 3	**Charanga –** **Topic 1 Let Your Spirit Fly** **Topic 2 Glockenspiel Stage 1** **Listen and Appraise** To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: It's lyrics, what is the song about? Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc) Name some of the instruments they heard in the song - ***I can listen with direction to a range of high quality music.*** - ***I can confidently recognise a range of musical instruments.*** - ***I can begin to listen to and recall sounds with increasing oral memory.*** **Games** Know how to find and demonstrate the pulse Know the difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know that every piece of music has a pulse/steady beat Know the difference between a musical question and an answer **Singing** Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	**Charanga –** **Topic 1 Three Little Birds** **Topic 2 The Dragon Song** **Improvisation** To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake - ***I can understand that improvisation is when a composer makes up a tune within boundaries*** **Composition** To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - ***I can understand that composition is when a composed writes down and records a music idea.*** **Performance** To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	**Charanga –** **Topic 1 Bringing Us** **Together Topic 2 Reflect, Rewind and Replay** – consolidation of learning and contextualising the history of music.

	- ***I can sing songs with multiple parts with increasing confidence.*** **<u>Playing instruments</u>** To know and be able to talk about: The instruments used in class (a glockenspiel and a recorder) - ***I can understand some formal, written notation which includes crotchets and rests***	- ***I can play and perform in solo or ensemble contexts with confidence***	