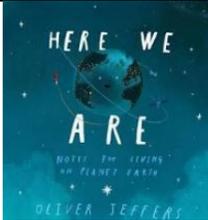
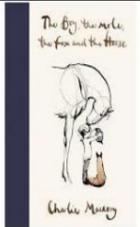
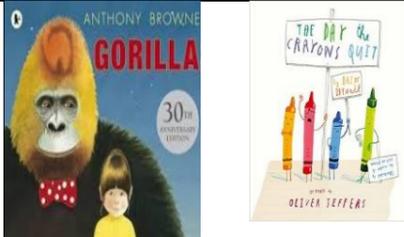
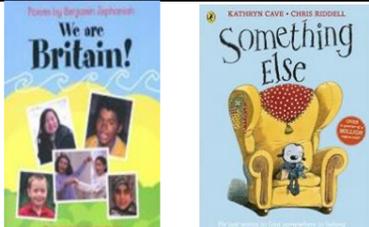
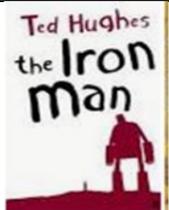
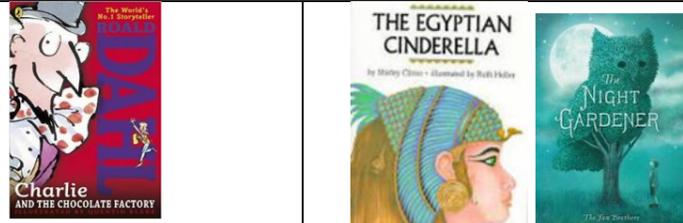
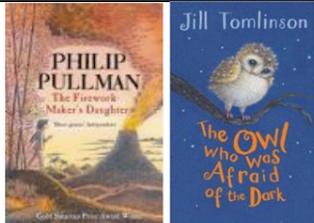
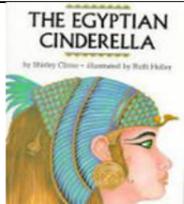
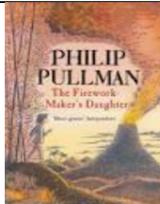
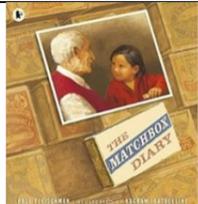




**Year Group Curriculum Plan
Year 3**

2020/2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Core Value	Community	Hope	Justice	Generosity and Thankfulness	Courage and Perseverance	Love and Respect	
RE Focus	<p>Creation/Fall: What do Christians learn from the Creation story?</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>What are the deeper meanings of festivals?</p> <p>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</p> <p>Make clear links between these beliefs and the stories recalled at the festivals.</p> <p>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</p> <p>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</p> <p>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</p> <p>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</p> <p>Talk about what they have learned, how and why their thinking has changed.</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Identify some Hindu deities and describe Hindu beliefs about God</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. nks between Hindu beliefs and the aims of life (e.g. karma).</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</p> <p>Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking</p>	<p>Salvation: Why do Christians call the day Jesus died 'Good Friday? Friday? Friday?'</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p>	<p>Generosity and Thankfulness</p> <p>Salvation: Why do Christians call the day Jesus died 'Good Friday? Friday? Friday?'</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p>	<p>Courage and Perseverance</p> <p>Gospel: What kind of world did Jesus want?</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Love and Respect</p> <p>Incarnation: what is the Trinity?</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like</p>

<p>Key P4C Texts</p>	 <p>Here We Are While We Can't Hug The Colour Monster Harriet Tubman Black History</p>	 <p>The Boy, The Mole, The Fox And The Horse Gunpowder Plot</p>	 <p>The Call Of The Swamp / The True Story Of The Three Little Pigs Statement Link to British Value Individual Liberty</p>	 <p>The Night Gardener / Giraffes Can't Dance</p>	 <p>Gorilla The Day The Crayons Quit</p>	 <p>We are Britain/ Something Else</p>
<p>PHSCE Focus</p>	<p>Keeping safe and measuring risk Bullying – see it, say it, stop it Pupils learn to recognise bullying and how it can make people feel Pupils learn about different types of bullying and how to respond to incidents of bullying Pupils learn about what to do if they witness bullying</p>	<p>Mental health and Emotional Strengths and challenges Pupils learn about celebrating achievements and setting personal goals Pupils learn about dealing with put-downs Pupils learn about positive ways to deal with set-backs</p>	<p>Identity, society and equality Celebrating difference Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups</p>	<p>Drug, alcohol and tobacco education Tobacco is a drug Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn about the effect and risks of smoking tobacco and second-hand smoke Pupils learn about the help available for people to remain smoke free or stop smoking</p>	<p>Careers, financial capability and economic wellbeing Saving, spending and budgeting Pupils learn about what influences people's choices about spending and saving money Pupils learn how people can keep track of their money Pupils learn about the world of work</p>	<p>Physical health and wellbeing What helps me choose? Pupils learn about making healthy choices about food and drinks Pupils learn about how branding can affect what foods people choose to buy Pupils learn about keeping active and some of the challenges of this</p>
<p>British Values Focus</p>	<p>Democracy and Rule of Law</p>		<p>Individual Liberty And respect for Diversity</p>		<p>Mutual Respect and Tolerance</p>	
<p>Class Reader(s)</p>						
<p>English Focus Text(s)</p>	 <p>Stone Age Boy by / Stig of the Dump by Clive King Stories with Historical setting</p>	 <p>The Iron Man by Ted Hughes Adventure and mystery Stories</p>	 <p>Georges Marvellous medicine by Roald Dahl Fantasy story with Dilemmas</p>	 <p>The Egyptian Cinderella by Shirley Climo Myths and legends</p>	 <p>The firework Makers daughter by Philip Pullman- Adventure story from other cultures / Story with Dilemmas</p>	 <p>The Matchbox Diaries by</p>
<p>English Focus</p>	<p>Non-Chronological Report And Diary entry</p>	<p>Newspaper</p>	<p>Persuasive Writing (including letters)</p>	<p>Narrative- writing an alternative ending</p>	<p>Narrative with sequential structure</p>	<p>Personal writing</p>

	-developing use of word types, including powerful verbs, noun phrases and similies	Recounts in the third person Journalistic writing Character descriptions- witness statement		Techniques for adding mood and tension through a narrative write	Writing an alternative story ending	Poetry (list and performance)
Maths Focus	<p>Place Value</p> <ul style="list-style-type: none"> - count from 0 in multiples of 4, 8, 50 and 100 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - add and subtract numbers mentally - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <p>Multiplication and division</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	<p>Multiplication and division</p> <ul style="list-style-type: none"> - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <p>Fractions</p> <ul style="list-style-type: none"> - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	<p>Money</p> <ul style="list-style-type: none"> - add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <p>interpret and present data using bar charts, pictograms and tables</p> <p>Measurement, Length and Perimeter</p> <ul style="list-style-type: none"> - measure, compare, add and subtract lengths (m/cm/mm) - measure the perimeter of simple 2-D shapes - compass work 	<p>Fractions</p> <ul style="list-style-type: none"> - fractions - compare fractions - order fractions - add and Subtract fraction <p>Time</p> <ul style="list-style-type: none"> - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p>Geometry</p> <ul style="list-style-type: none"> - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - Identify right angles <p>Mass and capacity</p> <ul style="list-style-type: none"> - measure, compare, add and subtract mass (kg/g)
Science Focus	<p>Rocks and Soils</p> <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - 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. 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - 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 - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Light and shadows, hours of daylight, impact on environment</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 a solid object - find patterns in the way that the size of shadows change. 	<p>Animals including Humans (please check Y2 objectives as it was not taught due to lockdown)</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; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Plants (please check Y2 objectives as it was not taught due to lockdown)</p> <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - 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>Light and shadows, hours of daylight, impact on environment (comparison with Spring 1)</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 a solid object - find patterns in the way that the size of shadows change.

					<ul style="list-style-type: none"> - Y2 observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
CC Focus	<p>History Which was the greatest Age – the Stone, the Bronze or the Iron Age?</p> <p>DT What did Stone Age people wear? What tools did they use?</p> <p>Project – Plan, design and make a Stone Age Tunic and a Stone Age tool.</p>	<p>Art Who is David Hockney? Acrylic paint on canvas.</p>	<p>History Who were the Egyptians and what was life like? A study of early civilisation</p>	<p>Geography What made Modern Britain? Exploring biomes, major cities, towns and counties, geographical features and agriculture.</p>	<p>Geography. What is a river? Rivers Field Studies -Using mapping skills (including symbols, grid references and compass points) to plan and conduct a field study of local rivers and woodland biomes at Bolton Abbey.</p>	
Music Focus	<p>Rhythm Makers Rhythm composing, body percussion, layering music</p>	<p>Animal sounds Carnival of the Animals (Saint-Saens) Composition</p>	<p>Tuned percussion Performing, composing and improvising on glockenspiels and xylophones</p>		<p>Sound painting Exploring how music can be used to paint a picture and express emotions</p>	
PE Focus	<p>Health Related Fitness Basic skills</p>	<p>Football Skills Gymnastics</p>	<p>Golf Outdoor Adventure Problem Solving</p>	<p>Hockey Dance</p>	<p>Cricket Rounders</p>	<p>Tennis Outdoor Athletics</p>
Computing Focus	<p>Internet Safety Effective Search</p>	<p>Coding</p>	<p>Spreadsheets</p>	<p>Simulations</p>	<p>Branching databases Graphing</p>	<p>Animation What is a Computer?</p>
MFL Focus	<p>Greetings My family</p>	<p>Colours Numbers Countries Likes</p>	<p>Songs Body parts Birthdays Singular/Plural</p>	<p>Animals</p>	<p>Food</p>	<p>At School</p>
Curriculum Enhancement	<p>Stone Age Afternoon</p>		<p>Salts Mill Hockney Gallery Art Gallery/Sale</p>	<p>Egyptian Trip</p>	<p>Visit the St James Church Garden to explore how the plants have been linked to passages from the Bible</p>	<p>Bolton Abbey</p>
Home Learning Opportunities	<p>Additional Stone Age research</p>		<p>Research an artist of their choice</p>			