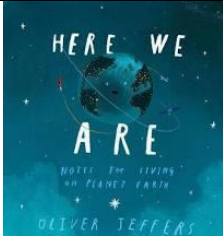

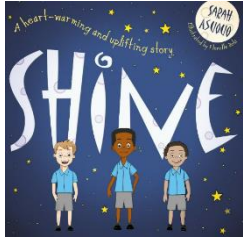
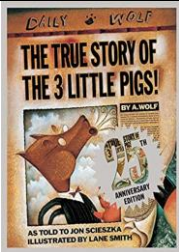

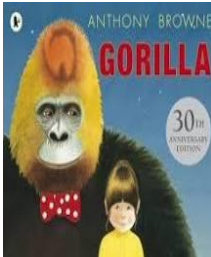
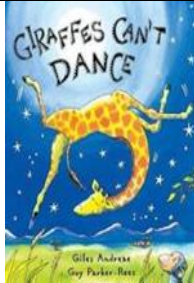




Year Group Curriculum Plan  
Year 3

2023/2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Value	RESPECT	HOPE	SUPPORT	OPPORTUNITIES	LOVE	ACHIEVEMENTS
RE Focus	<p><b>Creation/Fall: What do Christians learn from the Creation story?</b></p> <p>-To make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>-To 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>-To 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><b>What are the deeper meanings of festivals?</b></p> <p>-To identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</p> <p>-To make clear links between these beliefs and the stories recalled at the festivals.</p> <p>-To make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</p> <p>-To 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>-To raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</p> <p>-To 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>-To talk about what they have learned, how and why their thinking has changed.</p>	<p><b>What does it mean to be a Hindu in Britain today?</b></p> <p>-To identify some Hindu deities and describe Hindu beliefs about God</p> <p>-To describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>-To 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>-To 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>-To 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><b>Salvation: Why do Christians call the day Jesus died 'Good Friday'? Friday?</b></p> <p>-To 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>-To make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>-To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>-To 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><b>Gospel: What kind of world did Jesus want?</b></p> <p>-To identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>-To 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>-To offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>-To 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>-To 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><b>Incarnation: what is the Trinity?</b></p> <p>-To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>-To offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</p> <p>-To 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>-To 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><b>Key P4C Texts</b></p>	 <p><b>Here We Are</b></p> <p>The Colour Monster Harriet Tubman Black History</p>	 <p><b>The Call Of The Swamp</b></p> <p><b>Shine – Black History</b></p> 	 <p><b>/ The True Story Of The Three Little Pigs</b></p> <p>Statement Link to British Value Individual Liberty</p>	 <p><b>The Night Gardener</b></p>	 <p><b>Gorilla</b></p>	 <p><b>Giraffes Can't Dance</b> <b>Pride</b></p>
<p><b>PHSCE Focus</b></p>	<p><b>How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>-To understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>-To know how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>-To know how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>-To know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>-To know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<p><b>What keeps us safe?</b></p> <ul style="list-style-type: none"> <li>-To understand how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>-To know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>-To know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>-To know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>-To know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>-To know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> </ul>	<p><b>What are families like?</b></p> <ul style="list-style-type: none"> <li>-To understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>-To understand how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>-To know how people within families should care for each other and the different ways they demonstrate this</li> <li>-To know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p><b>What makes a community?</b></p> <ul style="list-style-type: none"> <li>-To know that they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>-To know what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>-To understand how the community helps everyone to feel included and values the different contributions that people make</li> <li>-To know how to be respectful towards people who may live differently to them</li> </ul>	<p><b>Why should we eat well and look after our teeth?</b></p> <ul style="list-style-type: none"> <li>-To know how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>-To know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>-To know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>-To know how people make choices about what to eat and drink, including who or what influences these</li> <li>-to know how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<p><b>Why should we keep active and sleep well?</b></p> <ul style="list-style-type: none"> <li>-To understand how regular physical activity benefits bodies and feelings</li> <li>-To understand how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>-To know how to make choices about physical activity, including what and who influences decisions</li> <li>-To understand how the lack of physical activity can affect health and wellbeing</li> <li>-To understand lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>-to know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>

		-To know what to do in an emergency, including calling for help and speaking to the emergency services				
<b>British Values Focus</b>	<b>Democracy and Rule of Law</b>		<b>Individual Liberty And respect for Diversity</b>		<b>Mutual Respect and Tolerance</b>	
<b>English Focus Text(s)</b>	 <p>Stone Age Boy by / Stig of the Dump by Clive King</p> <p>Stories with Historical setting</p>	<p>The Iron Man by Ted Hughes</p>  <p>Adventure and mystery stories</p>	 <p>Georges Marvellous medicine by Roald Dahl</p> <p>Fantasy story with Dilemmas</p>	 <p>Non Fiction text on Egyptians</p>	 <p>The Firework Makers daughter by Philip Pullman- Adventure story from other cultures / Story with Dilemmas</p>	 <p>Poetry Allan Ahlberg And Kenning poems</p> <p>Journey By Aaron Becker</p>
<b>English Focus</b>	<p><b>Setting Description</b></p> <p>-To develop use of word types, including powerful verbs, noun phrases and similes</p>	<p><b>Newspaper article</b></p> <p>- To be able to write a witness statement report based on the sighting of an Iron Man</p> <p>-To understand language used in poems</p> <p>-To develop use of powerful verbs</p> <p>-To be able to write a newspaper article on the sighting of the Iron Man</p>	<p><b>Witness Statement</b></p> <p>-To develop vocabulary through potion writing,</p> <p>- To understanding how to write speech</p> <p>- To be able to write a witness statement report based on the events that happen to Grandma after taking the medicine</p>	<p><b>Non-Chronological Report</b></p> <p>Egyptian writing using</p> <p>-An eye-catching heading</p> <p>-An introductory paragraph</p> <p>-Text split up into paragraphs and each paragraph on a different aspect of the subject</p> <p>-Sub-headings -Written in present tense</p> <p>-Pictures of the subject</p>	<p><b>Setting description</b></p> <p>-To be able to write a setting description using senses description, powerful verbs and positional language</p>	<p><b>Poetry writing</b></p> <p><b>Poetry (list and performance)</b></p> <p><b>Narrative – what would happen next ...</b></p> <p>-To write an alternative ending</p> <p>-To develop their techniques for adding mood and tension through a narrative write</p>
<b>Maths Focus</b>	<p><b>Place Value</b></p> <p>-To count from 0 in multiples of 4, 8, 50 and 100</p> <p>-To be able to recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p><b>Addition and Subtraction</b></p> <p>-To be able to add and subtract numbers mentally</p> <p>-To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p><b>Addition and Subtraction</b></p> <p>-To be able to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p><b>Multiplication and division</b></p> <p>-To be able to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	<p><b>Multiplication and division</b></p> <p>-To 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> <p><b>Money</b></p> <p>-To be able to add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p><b>Statistics</b></p> <p>-To interpret and present data using bar charts, pictograms and tables</p> <p><b>Measurement, Length and Perimeter</b></p> <p>-To be able to measure, compare, add and subtract lengths (m/cm/mm)</p> <p>-To be able to measure the perimeter of simple 2-D shapes</p> <p>-To be able to use a compass accurately</p> <p><b>Fractions</b></p> <p>-To be able to count up and down in tenths; recognise that</p>	<p><b>Fractions</b></p> <p>-To be able to work out fractions of amounts</p> <p>-To be able to compare fractions</p> <p>-To be able to order fractions</p> <p>-To be able to add and subtract fractions</p> <p><b>Time</b></p> <p>-To be able to 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> <p>-To know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p><b>Geometry</b></p> <p>-To be able to draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>-To be able identify right angles</p> <p><b>Mass and capacity</b></p> <p>-To be able to measure, compare, add and subtract mass (kg/g)</p>



				tenths arise from dividing an object into 10 equal parts -To be able to recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators		
Science Focus	<b>Rocks and Soils</b> -To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -To describe in simple terms how fossils are formed when things that have lived are trapped within rock -To recognise that soils are made from rocks and organic matter.	<b>Forces and Magnets</b> -To compare how things move on different surfaces -To notice that some forces need contact between two objects, but magnetic forces can act at a distance -To observe how magnets attract or repel each other and attract some materials and not others -To 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 -To describe magnets as having two poles -To predict whether two magnets will attract or repel each other, depending on which poles are facing.	<b>Light and shadows</b> -To recognise that they need light in order to see things and that dark is the absence of light -To notice that light is reflected from surfaces -To recognise that light from the sun can be dangerous and that there are ways to protect their eyes To recognise that shadows are formed when the light from a light source is blocked by a solid object -To find patterns in the way that the size of shadows change.	<b>Plants</b> -To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -To 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 -To investigate the way in which water is transported within plants -To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. -To Y2 observe and describe how seeds and bulbs grow into mature plants -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<b>Animals including Humans</b> -To 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 -To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
CC Focus	<b>History</b> -To be able to answer the question: ‘Who first lived in Britain’  <b>DT</b> -To understand what Stone Age people wore. -To be able to plan, design, make and evaluate a Stone Age outfit (tunic).		<b>Art – Artist Study</b> -To be able to answer the question: ‘Who is David Hockney?’  -To be able to use acrylic paint -To create a canvas painting in the style of David Hockney	<b>Food Technology</b> -The great Egyptian bread off -to produce bread which would be suitable in Egyptian time	<b>Geography</b> -To understand ‘What is a river’? -To undertake a rivers field Studies -To be able to use 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.  <b>DT:</b> -To be able to make moveable mechanical posters linked to plants	<b>Geography.</b> What made Modern Britain?  -To explore biomes, major cities, towns and counties, geographical features and agriculture.  <b>Art:</b> Sculpture Giacometti – studying figure and form.

<b>Music Focus</b>	<b>Animal sounds</b> -Carnival of the Animals -To listening to, singing and composing music inspired by animals		<b>Rhythm Makers</b> -To explore rhythm notation. -To compose and perform rhythmical pieces.		<b>Let's Rock</b> -To explore rock from 70s/80s/90s -To discover the music and creating a 'class band'	
<b>PE Focus</b>	<b>Gymnastics</b>	<b>Hockey</b> <b>Passing and moving</b>  To look up and find team mates and space  To be able to pass the ball over short and long distances  To be able to use the shove pass with increasing accuracy to pass to a team mate  When receiving, squat to increase control and use hockey stick effectively.  To choose correct pass type dependent on distance  <b>Shooting</b>  To be able to shoot with increasing accuracy when the ball is moving  To be able to shoot from vary distances and angles with accuracy  To use the push shot technique to generate power  To use a swing action when shooting  <b>Dribbling, Control and Tackling</b>  To be able to dribble the ball correctly  To be able to control the ball  To be able to change direction when dribbling	<b>Netball</b> <b>Passing and moving</b>  To be introduced to the various passing techniques: <ul style="list-style-type: none"> <li>- Chest pass</li> <li>- Push pass</li> <li>- Overhead throw</li> </ul> To begin to understand when to use different techniques  To be able to pass and move into a free space  <b>Shooting</b>  To be able to shoot at a target (net or hoop)  To begin to shoot from vary distances and angles with accuracy  To use shoulder pass method to gain height when shooting  <b>Control and block</b>  To be able to catch the ball (use different size balls for differentiation)  To be able to pivot to change direction of play  To be able to block effectively  To understand and use the body to block	<b>Dance: Street Dance</b> To develop steps within intro 2 grade: <ul style="list-style-type: none"> <li>- <b>Isolations</b></li> <li>- <b>Reaction</b></li> <li>- <b>Rhythm</b></li> <li>- <b>Coordination</b></li> </ul> To develop arm movements to build <b>coordination</b>  To develop leg movements to build <b>coordination</b>  Dance steps in time with set music (fitting to age level)  To introducing counting in <b>dancers counts (1-8)</b> and be to begin to apply  To recognise how different pieces of music fit to the steps above  To be able to follow movements  To demonstrate through performance different qualities of the steps  To begin to put steps together to build a sequence	<b>Tennis</b>	<b>Rounders</b>

		<p>To look up and find team mates and space whilst dribbling</p> <p>When receiving, squat to increase control and use hockey stick effectively.</p> <p>To be able to tackle effectively</p> <p>To understand and use the body to block and tackle an opponent off the ball</p>				
	<p><b>Football</b></p> <p><b>Passing and moving</b></p> <p>To be able to pass the ball over short and long distances with increasing accuracy</p> <p>To begin able to pass and then move into a different space</p> <p><b>Shooting</b></p> <p>To be able to shoot with increasing accuracy when the ball is still</p> <p>To begin able to shoot from vary distances and angles with accuracy</p> <p>To begin to use 'laces' of the boot when shooting with power</p> <p><b>Dribbling, Control and Tackling</b></p> <p>To be able to dribble in a large space keeping the ball under control</p> <p>To begin to use the side of the foot to control the ball</p> <p>To begin to change direction when dribbling</p> <p>To stop the ball and turn into a different space</p>	<p><b>Athletics (indoor)</b></p> <p><b>Running</b></p> <p>To begin to show good running posture</p> <p>To begin to perform a smooth running pace with increasing accuracy</p> <p>To demonstrate acceleration and deceleration</p> <p>To begin to change direction quickly with accurate movement</p> <p>Respond quickly to a stimulus (whistle/shout/order)</p> <p>Demonstrate a good walking posture</p> <p>To begin to sprint over obstacles changing technique accordingly</p> <p><b>Jumping</b></p> <p>Demonstrate a number of jumping styles (hops, feet together, landing on different feet) with increasing accuracy</p> <p>Jump for distance with 2 feet landing on 2 feet</p> <p>To begin to perform the hop, step and jump in correct order with increasing accuracy</p>	<p><b>HRF</b></p> <p><b>Cardiorespiratory and Cardiovascular Endurance</b></p> <p>To complete the bleep test in line with year average</p> <p>To complete cooper test in line with year group average</p> <p><b>Muscular endurance</b></p> <p>To perform a range of exercises that test muscular endurance at the year group average.</p> <p>Body weight squats</p> <p>Walking lunges</p> <p>Press ups</p> <p>Plank</p> <p>Sit ups</p> <p><b>Flexibility</b></p> <p>To perform a range of exercises that test muscular endurance at the year group average.</p> <p>Sit and reach</p> <p>Toe touch (measuring distance from finger tips to the ground)</p>	<p><b>Tag Rugby</b></p>	<p><b>Cricket</b></p>	<p><b>Athletics (outdoor)</b></p>

	<p>To be able to tackle effectively</p> <ul style="list-style-type: none"> <li>- Block tackle</li> <li>- Poke tackle</li> <li>- Slide tackle</li> </ul> <p>To begin to use the body to block and tackle an opponent off the ball</p>	<p>Hop, step and jump with increasing speed and balance.</p> <p>Use a short run up to jump from one-foot landing on 2 feet</p> <p>Jump for height from a standing position trying to touch a target</p> <p><b>Throwing</b></p> <p>To begin perform arm condition exercises with correct technique (practise of arm movements without object)</p> <p>Throw and receive objects safely</p> <p>To able to throw from a number of different positions (sitting, kneeling, standing) with improving accuracy</p> <p>Demonstrate a 2 handed push throw with larger objects</p> <p>Demonstrate and practice a variety of throwing techniques (sling throw, heave throw) from standing position</p>	<p>V sit test</p> <p>* See year group Athletics for running skill</p>			
<b>Computing Focus</b>	<p><b>Connecting computers 3.1</b></p> <p>Identifying that digital devices have inputs, processes and outputs and how devices can be connected to make networks.</p>	<p><b>Stop frame animation 3.2</b></p> <p>Capturing and editing digital still images to produce a stop-frame animation</p>	<p><b>Sequencing sounds 3.3</b></p> <p>Creating sequences in a block-based programming language to make music</p> <p><b>Privacy and Security</b></p> <p>Online Bullying – E Safety Focus</p>	<p><b>Branching databases 3.4</b></p> <p>Building and using branching databases to group objects using yes/no questions</p>	<p><b>Desktop publishing 3.5</b></p> <p>Creating documents by modifying text, images and page layouts for a specified purpose.</p>	<p><b>Events and actions in programs 3.6</b></p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
<b>MFL Focus</b>	<p><b>Core Unit 1</b></p> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- My name is...</li> <li>- Counting to 10</li> </ul>	<p><b>Core Unit 2</b></p> <ul style="list-style-type: none"> <li>- Days of the week</li> <li>- Colours</li> <li>- I like/I don't like</li> </ul>	<p><b>Core Unit 3</b></p> <ul style="list-style-type: none"> <li>- Body parts</li> <li>- Counting to 31</li> <li>- Clothing</li> <li>- My birthday</li> </ul>	<b>Animals</b>	<b>Food</b>	<b>At School</b>
<b>Curriculum Enhancement</b>	<p>Stone Age Afternoon</p> <p>Nell Bank Stone Age trip</p>		Art Gallery		<p>Local area field study</p> <p>French food tasting</p>	

Home Learning Opportunities	Additional Stone Age research	Research an artist of their choice		Research Rivers	Research Biomes
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