



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Monsters	Romans	Anglo Saxons	Africa	Vikings	Rainforests
English Power of reading	<p><b>Iron Man</b> <b>Tin Forest</b></p> <p>Poem News report Diary Letter Story</p> <p><b>SPAG</b> To express time, place and cause using conjunctions, adverbs or prepositions. /i/ sound spelt y. /u/ sound spelt ou. Year 3/4 spelling list throughout the year.</p>	<p><b>Thieves of Ostia</b> <b>Escape to Pompeii</b></p> <p>Story set in a historical setting.</p> <p>Newspaper report – features and recounts Narrative Report Recount Diary</p> <p>Poetry Report Diary</p> <p><b>SPAG</b> To express time, place and cause using conjunctions, adverbs or prepositions. /k/sound spelt ch. /sh/ sound spelt ch.</p>	<p><b>Anglo Saxon Boy</b></p> <p><b>SPAG</b> To express time, place and cause using conjunctions, adverbs or prepositions. To understand prepositions and adverbs and use them independently. Words ending with /g/sound spelt gue. Words ending with /k/ sound spelt que.</p>	<p><b>The Village that Vanished</b></p> <p><b>Fly eagle fly</b></p> <p>Narrative text Description Newspaper Report Narrative poem Diary</p> <p><b>SPAG</b> To express time, place and cause using conjunctions, adverbs or prepositions. To introduce paragraphs as a way to group material. To use headings and sub-heading. To use conjunctions independently. /s/ sound spelt sc. /ay/ sound spelt ei, eigh, ey.</p>	<p><b>Viking Boy</b></p> <p><b>Stone girl, bone girl</b></p> <p><b>SPAG</b> To introduce paragraphs as a way to group material. To use headings and sub-heading. To use perfect present form of verbs. Possessive apostrophe with plural words.</p>	<p><b>The Great Kapok Tree</b></p> <p><b>Into the Forest</b></p> <p>Descriptions Role play Play scripts Persuasive writing</p> <p><b>SPAG</b> To introduce paragraphs as a way to group material. To use headings and sub-heading. To use perfect present form of verbs.</p>
Mathematics	<p><b>Number and Place Value</b></p> <p>Recognise the place value of each digit in a three-digit number.</p>	<p><b>Multiplication and division</b></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8</p>	<p><b>Addition and subtraction</b></p> <p>Add and subtract numbers mentally, including:</p>	<p><b>Fractions</b></p> <p>Count up and down in tenths. Recognise and use fractions as numbers: unit fractions and non-unit fractions.</p>	<p><b>Measurement</b></p> <p>Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of</p>	<p><b>Fractions</b></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p>



	<p>Read and write numbers up to 1000. Solve number problems and practical problems involving these ideas.</p> <p><b>Addition and subtraction</b> Add and subtract numbers mentally. Add and subtract numbers with up to three digits. Estimate the answer to a calculation and use inverse operations to check answers</p> <p><b>Measurement</b> Measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml).</p> <p><b>Statistics</b> Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions</p>	<p>multiplication tables. Solve problems, including missing number problems.</p> <p><b>Geometry: properties of shapes</b> Draw and describe 2-D shapes, and make 3-D shapes using modelling materials.</p> <p><b>Geometry: position and direction</b> Recognise that angles are a property of shape.</p> <p><b>Measurement</b> 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><i>A three-digit number and ones.</i> <i>A three-digit number and tens.</i> <i>A three-digit number and hundreds.</i> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Measurement</b> Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>Statistics</b> Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>	<p>Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions and fractions with the same denominator. Solve problems that involve all of the above.</p> <p><b>Multiplication and division</b> Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Fractions</b> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p>	<p>seconds, minutes and hours. 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, to calculate the time taken by particular events or tasks]</p> <p><b>Addition and Subtraction</b> Use formal written methods of columnar addition and subtraction.</p>	<p>To be able to deepen my knowledge of these mathematical objectives through: problem solving, reasoning and application.</p>
<p><b>Science</b></p>	<p><b>Forces and magnets</b> Forces between different surfaces. Magnets attract/repel. Identify magnetic objects.</p> <p><a href="#">Skills</a></p>		<p><b>Light</b> Recognise that you need light in order to see. Light can be reflected from surfaces.</p>	<p><b>Animals including mammals</b> Identify that animals and humans need the right type of nutrition and they cannot make their own food.</p>	<p><b>Rocks</b> Compare and group different types of rocks. Recognise that soils are made from rocks.</p>	<p><b>Plants</b> Identify different parts and functions of flowering plants. Requirements for plants for growth Explore parts that</p>



	<p>Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units. Record findings using simple scientific language, drawings, labelled diagrams and simple charts. Report on findings orally and written. Use results to draw simple conclusions. Use straightforward scientific evidence to answer questions.</p> <p><u>Vocabulary</u> Force, push, pull, contact, friction, surface, magnet, magnetic, pole, north, south, attract, repel, magnetic poles.</p>		<p>Light from the sun can be dangerous. Opaque objects. Shadows. Recognise that sounds get fainter with distance. Investigation</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams and simple charts. Report on findings orally and written. Use results to draw simple conclusions. Identify differences, similarities or changes.</p> <p><u>Vocabulary</u> Light, dark, reflect, surface, blocked, solid, sun, moon, shadow, opaque,</p>	<p>Identify that humans and some animals have skeletons. Change for life</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Record findings using simple scientific language, drawings, labelled diagrams and simple charts. Report on findings orally and written. Use results to draw simple conclusions. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p><u>Vocabulary</u> Nutrition, nutrients, carbohydrates, protein, fats, fibre, water, vitamins, minerals. Skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic, vertebrate, invertebrate. Muscles, contract, relax, ball joint, socket joint, hinge joint, gliding joint.</p>	<p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Record findings using simple scientific language, drawings, labelled diagrams and simple charts. Report on findings orally and written. Use results to draw simple conclusions. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p><u>Vocabulary</u> Rocks – sedimentary, igneous, metamorphic, hard/soft, dull/shiny, rough/smooth, absorbent/not absorbent, fossils, soils, organic matter.</p>	<p>flowers play in a life cycle. Investigation</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Record findings using simple scientific language, drawings, labelled diagrams and simple charts. Report on findings orally and written. Use results to draw simple conclusions. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p><u>Vocabulary</u> roots, stem/trunk, leaves, flowers, functions. Requirements, life, growth, air, light, water, nutrients, transportation/transported. Pollination, seed formation, seed dispersal</p>
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			transparent, translucent, dangerous, protect eyes.			
<b>History</b>		<p><b>Romans</b> The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>- Why did the Romans invade Britain?</li> <li>-How easy did the Romans find it to take over Britain?</li> <li>-For whom was life most pleasant in Roman Britain?</li> <li>-If you could travel back in time, would you like Roman Britain?</li> <li>-What did the Romans leave for us?</li> </ul> <p><u>Skills</u> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.</p> <p><u>Vocabulary</u></p>	<p><b>Anglo Saxons</b></p> <p><u>Skills</u> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.</p>		<p><b>Vikings</b> <b>Would the Vikings do anything for money?</b></p> <ul style="list-style-type: none"> <li>-Raid</li> <li>-Why did many Vikings leave home?</li> <li>-Why did so many Vikings settle in Britain?</li> <li>-Did King Alfred bring peace to England?</li> <li>-How do we know about the Vikings?</li> </ul> <p><u>Skills</u> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.</p> <p><u>Vocabulary</u> Conquer/conquest Power AD Ancient</p>	



		<p>BC and AD                  Empire                  Invaders, invasion                  Civilisation                  Ancient                  Influence                  Year, decade, century                  Power                  Impact                  Conquer/conquest                  Chronological                  Development                  Key events</p>			<p>Invaders, invasion                  Raids                  Settlers                  Year, decade, century                  Key events</p>	
<b>Geography</b>	<p><b>Where in the world are we?</b></p> <p><u>Skills</u>                  Ask and respond to geographical questions.                  Analyse evidence and draw conclusions.                  Communicate findings in ways appropriate for the task.                  Understand and use a widening range of geographical terms according to the topic.                  Make plans and maps using symbols and keys.                  Name and locate cities in UK.                  Use and interpret maps, globes, atlases and digital mapping.                  Use 4 figure grid references.</p>			<p><b>Comparing an African village to Lordswood</b></p> <p><u>Skills</u>                  Ask and respond to geographical questions.                  Analyse evidence and draw conclusions.                  Communicate findings in ways appropriate for the task.                  Understand and use a widening range of geographical terms according to the topic.                  Make more detailed fieldwork sketches/diagrams.                  Explain about weather conditions and patterns.                  Recognise similarities and differences between</p>		<p><b>Rainforest</b></p> <p><u>Skills</u>                  Ask and respond to geographical questions.                  Analyse evidence and draw conclusions.                  Recognise that different people hold different views about an issue and begin to understand some reasons why.                  Communicate findings in ways appropriate for the task.                  Understand and use a widening range of geographical terms according to the topic.                  Make more detailed fieldwork</p>



# Curriculum Map – Year 3

	<p>Use 8 points of the compass.</p> <p><u>Vocabulary</u> Contour Mountain Valley Soil Tectonic plates Compass Grid reference Region Continent Country</p>			<p>places. Identify physical and human features of a locality.</p> <p><u>Vocabulary</u> Physical features Human features Region Country Continent Mountain Valley Contour Weather Climate zones</p>		<p>sketches/diagrams. Use fieldwork equipment e.g. camera or rain gauge. Identify physical and human features of a locality.</p> <p><u>Vocabulary</u> Coastline Region Shoreline Beach Ocean Cliff Rocks</p>
<b>Special Events</b>	<p>Roman school event Harvest Festival</p>	<p>Viking day Carol Service</p>	<p>Founders Day</p>	<p>Trip to the woods Spring Arts Festival Healthy Living Week</p>		<p>Beach trip GAF Sports Day</p>
<b>Forest School</b>	<p>Making things from nature- Christopher Wren focus.</p>				<p>Rock detectives – identify a variety of rocks around the school. Trip to woods-link to power of reading book</p>	<p>Pond dipping – identify a variety of pond creatures.</p>
<b>PE</b>	<p><b>Swimming</b></p> <p><b>Dance – Robots (English)</b> Basic movement Use different directions, levels, dynamics Stage directions</p>	<p><b>Swimming</b></p> <p><u>Vocabulary</u> Strokes Front crawl Back stroke Water safety Float/ glide</p>	<p><b>Communication and Tactics</b></p> <p><u>Skills</u> Creating and applying simple tactics. Develop leadership.</p>	<p><b>Tennis</b> Forehand shot Backhand return shot Serve/underarm serve Volley shot</p> <p><u>Skills</u> Introduce tennis,</p>	<p><b>Cricket</b> Fielding Catching Batting skills Overarm bowl Batting rules</p>	<p><b>Athletics</b> Running a short distance Jumping technique Push pass Pacing-Long distance Throwing</p>



# Curriculum Map – Year 3

	<p><b>Formations</b> Routines</p> <p><u>Skills</u> Respond to a stimulus. Develop movements into a motif Create sequences with a partner/group Develop sequences with a partner/group.</p> <p><u>Vocabulary</u> Stimulus Motif Sequence Partner Movement</p> <p><b>Hockey</b> Basic rules Control Passing techniques Different passes Striking</p> <p><u>Skills</u> Introduce dribbling and keeping control. Introduce passing and receiving. Combine dribbling and passing to create space. Introduce shooting.</p> <p><u>Vocabulary</u> Dribble Push pass Accuracy</p>	<p><b>Basketball</b> Basic rules Dribbling techniques Passing Set shot Attacking/ defending</p> <p><u>Skills</u> Introduce dribbling, keeping control. Introduce passing and receiving. Combine dribbling and passing to create space. Develop passing, receiving and dribbling. Introduce shooting.</p> <p><u>Vocabulary</u> Chest pass Bounce pass Dribble Control Receive Space Shoot Attack Defend Direction Communicate</p>	<p>Develop communication as a team. Collaborate effectively as a team. Create defending and attacking tactics as a team.</p> <p><u>Vocabulary</u> Effect Team work Communication Tactics Responsible Collaborate Responsible Leader</p> <p><b>Gymnastics – Symmetry &amp; Asymmetry</b></p> <p><u>Skills</u> Introduce symmetry Introduce asymmetry Apply learning onto apparatus. Create sequence formations. Complete sequence.</p> <p><u>Vocabulary</u> Balances Symmetry Levels Movement Asymmetry</p>	<p>outwitting an opponent. Create space to win a point. Introduce the forehand.</p> <p><u>Vocabulary</u> Underarm throw Opponent Court Return Baseline Court Forehand</p> <p><b>Health, wellbeing and fitness – (Healthy living week)</b></p> <p><u>Skills</u> Exploring warm ups – how important they are on the body. Continuous training Interval training.</p> <p><u>Vocabulary</u> Healthy eating Exercise Well being Balanced diet Warm up Muscles</p>	<p><u>Skills</u> Understand the concept of batting and fielding. Introduce throwing overarm. Introduce throwing underarm. Introduce catching Striking with intent.</p> <p><u>Vocabulary</u> Batting Fielding Throw Power Underarm Catch Strike</p> <p><b>Rounders</b> Basic rules Underarm throw Overarm throw Fielding Teamwork</p> <p><u>Skills</u> Introduce rounders Develop the underarm/overarm throw. Apply the underarm/overarm throw. Introduce stopping the ball. Application of stopping the ball in a</p>	<p><u>Skills</u> Explore running for speed. Explore acceleration. Introduce/develop relay – running in a team. Throwing: Accuracy vs distance. Develop and practise techniques for the standing long jump.</p> <p><u>Vocabulary</u> Running Speed Sprint Head technique False start Arms/legs/feet Relay Changeover Race</p>
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	<p>Shooting Attack Defend Sending Receiving Space</p>				<p>game.</p> <p><u>Vocabulary</u> Fielding Batting Teamwork Inaccurate throw Accuracy Distance Retrieving Catching</p>	
<b>Art/DT</b>	<p><b>DT</b> <b>Moving Monsters</b> -What are pneumatics? -A monster plan -Making monsters -Evaluating a piece of work</p> <p><u>Skills</u> Use knowledge of existing products to design own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Investigate and analyse</p>	<p><b>ART</b> <b>Buildings</b> -To explore and examine buildings in a range of architectural styles. -To explore the architecture of Sir Christopher Wren. -To explore colour and pattern in the design of St Basil’s Cathedral. -To explore the design features of the Taj Mahal. -To examine the architecture of the Sydney Opera House. -To be able to design a building for a particular purpose.</p> <p><u>Skills</u> Use a sketchbook for recording</p>	<p><b>DT</b> <b>At the Pantomime</b> -To explore design features of a pantomime. -To design a set. -To create a model set. -To design costumes. -To design costume accessories. -To advertise a pantomime.</p> <p><u>Skills</u> Use knowledge of existing products to design own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble</p>	<p><b>ART</b> <b>Journeys</b> -To investigate the use of symbols in Aboriginal art. -To be able to create a piece of artwork in the style of an Aboriginal journey. -To identify different ways of representing objects and features relating to maps and journeys. -To investigate the work of Paul Klee. To be able to use gathered ideas to create a piece of ‘journey’ artwork.</p> <p><u>Skills</u> Use a sketchbook for recording observations, for experimenting with techniques or planning ideas.</p>	<p><b>DT</b> <b>Sandwich Snacks</b> -Food groups -Flavours and textures of bread. -To design a sandwich for a purpose. -To create a sandwich. -To evaluate a sandwich.</p> <p><u>Skills</u> Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine</p>	<p><b>ART</b> <b>Pointillism</b> -To find out who Georges Seurat was and explore his style of art. -To explore how to create art in the style of pointillism. -To explore how Seurat used colours in his artwork. -To explore Seurat’s paintings and how he created effects and shading. -To explore the work of other Pointillist artists. -To be able to create a piece of pointillism artwork.</p> <p><u>Skills</u> Use a sketchbook for recording observations, for</p>



	<p>existing products and those he/she has made, considering a wide range of factors. Strengthen frames using diagonal struts. Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p><u>Vocabulary</u> Plan Design Make Moving Pneumatics Materials Evaluate Testing Balloon Tubing</p>	<p>observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Know about some of the great artists in history. Explore shading using different media. Recreate form of nature and manmade.</p> <p><u>Vocabulary</u> architecture, style, features, Record, observe, review, revisit, improve, mastery, design, purpose, techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p>	<p>and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors. Strengthen frames using diagonal struts.</p> <p><u>Vocabulary</u> Plan, prepare, perform, evaluate, rehearse Analyse Staging Setting Scenery Accuracy</p>	<p>Experiment with different materials to create a range of effects and use these in the completed work. Explain what he/she likes or dislikes about the work. Explore shading using different media. Understands key aspects of colour including tone, complementary, warm and cold. Recreate form of nature and manmade. Create a collage using overlapping and layering.</p> <p><u>Vocabulary</u> Symbols, aboriginal, message, journey, represent. Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster.</p>	<p>ingredients safely.</p> <p><u>Vocabulary</u> Plan Design Healthy Tasting Bread Filling Ingredients Packaging Prepare Safety Cutting Foods evaluate</p>	<p>experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Know about some of the great artists in history. Understands key aspects of colour including tone, complementary, warm and cold. Create printing blocks using relief or impressed techniques.</p> <p><u>Vocabulary</u> Colour: mixed colours primary, secondary, mix, tints, shades, experiment, effects, textures, layering, pointillism, perspective. Tone: variations, tone, shading, shadow. Texture: pattern texture, proportion, emotion, expression</p>
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<p><b>Music</b></p>	<p>Harvest Festival Singing African Drumming</p>	<p><b>Music</b> <b>Pantomime songs</b> How songs can be learnt for performance purposes.</p> <p><b>Singing for Christmas</b> – sacred carols and secular Christmas songs.</p> <p><u>Skills</u> Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p><u>Vocabulary</u> Listen with direction Recognise instruments High quality music</p>	<p>Medway Music Festival Performance.</p>	<p><b>Music Express</b> <b>Human Body-</b> Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p><u>Skills</u> Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that improvisation is when a composer makes up a tune within boundaries. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence. Begin to listen to and recall sounds with increasing aural memory.</p>	<p><b>Music Express</b> <b>Food and Drink-</b> A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children’s skills from breakfast through to dinner time!</p> <p><u>Skills</u> Confidently recognise a range of musical instruments. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence. Develop an understanding of formal written notation which includes crotchets and rests. Begin to listen to and recall sounds with increasing aural memory.</p>	
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		Find the pulse Improvisation Music boundaries Composer Composition		<u>Vocabulary</u> Listen with direction Recognise instruments High quality music Find the pulse Multiple parts Solo Ensemble Recall sounds Aural memory	<u>Vocabulary</u> Recognise instruments Record Formal notation, crotchet, rests Perform with: Confidence Recall sounds Aural memory	
<b>Computing</b>	<p><b>E-SAFETY</b></p> <p><b>We are programmers</b> This unit will enable the children to: -Create an algorithm for an animated scene in the form of a storyboard. -Write a program in Scratch to create the animation. -Correct mistakes in their animation programs.</p> <p><u>Skills</u> With support select and use a variety of software to accomplish goals. Use IT safely and respectfully keeping personal information private. Use IT safely recognising acceptable and unacceptable behaviour. Design, write and debug programs that control or simulate virtual events. Use logical reasoning to explain how simple</p>	<b>E-SAFETY</b>	<p><b>E-SAFETY</b></p> <p><b>We are presenters</b> This unit will enable the children to: -Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. -Edit video, including adding narration and editing clips by setting in/out points. -Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p> <p><u>Skills</u> Recognise familiar forms of input and output devices and how they are used. Make efficient use of</p>	<b>E-SAFETY</b>	<p><b>E-SAFETY</b></p> <p><b>We are communicators</b> This unit will enable the children to: -Develop a basic understanding of how email works. -Gain skills in using email. -Be aware of broader issues surrounding email, including ‘netiquette’ and online safety. -Work collaboratively with a remote partner. -Experience video conferencing.</p> <p><u>Skills</u> Understand that networks enable the sharing of data and information. Understand that the internet is a large network of computers</p>	<b>E-SAFETY</b>



	<p>algorithms work.</p> <p><u>Vocabulary</u> Algorithm Animation Scratch Safety Reasoning Logical</p>		<p>familiar forms of input and output devices. With support select and use a variety of software to accomplish goals.</p> <p><u>Vocabulary</u> Camera Video Photographs Input Output Software Perspective Consistency Editing Shooting Narrative</p>		<p>and that information can be shared between computers. With support select and use a variety of software to accomplish goals. Use IT safely and respectfully keeping personal information private. Use IT safely recognising acceptable and unacceptable behaviour. Use simple search technologies. Use simple search technologies and recognise that some sources are more reliable than others.</p> <p><u>Vocabulary</u> Netiquette Email Send Receive To CC BCC Sources Reliable Network Sharing</p>	
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# Curriculum Map – Year 3

<p><b>RE</b></p>		<p><b>Christianity Jesus the person</b>          -What was Jesus like?          -Face of Jesus          -type of person          -Jesus's enemies          - Symbolic language of Jesus</p> <p><b>Christmas Story</b></p> <p><u>Skills</u>  <u>AT1</u>          Explain in simple terms the meaning of some religious stories, words and artefacts.  <u>AT2</u>          Respond to the feelings and concerns of others, e.g. why people sometimes pray or are sad.          Realise that some actions are right and others are wrong.</p> <p><u>Vocabulary</u>          Image          Personal Qualities          Jesus          Bible          Gospels          Matthew          Mark          Luke          John</p>	<p><b>Judaism</b></p> <p>Teachings in the Torah.          The laws given to Moses.          God in the Bible.          The Tenakh (Keturim)          The Prophets          Hebrew</p> <p><u>Skills</u>  <u>AT1</u>          Explain in simple terms the meaning of some religious stories, words and artefacts.  <u>AT2</u>          Recognise some distinctive features of different religions.          Describe some basic religious practices.</p> <p><u>Vocabulary</u>          Bible          Torah          Rules          Precious          Special          Commandments          Moses          Exodus          Laws          Israelites          Creation          Respect</p>	<p><b>Origins of Christianity: Key Christian figures.</b></p> <p>Martin Luther King          Lord Shaftesbury          Mother Teresa          Florence Nightingale</p> <p><b>Easter Story</b></p> <p><u>Skills</u>  <u>AT1</u>          Explain in simple terms the meaning of some religious stories, words and artefacts.  <u>AT2</u>          Realise that some questions are difficult to answer, e.g. What does it mean to be dead?          Realise that some actions are right and others are wrong.</p> <p><u>Vocabulary</u>          Non-Violence          Justice          Dream          Poor          Profit          Compassion          Privileged          Resolution          Poverty          Missionary          Conflict</p>		<p><b>Judaism Worship and Home: Judaism. Worship and ceremonies.</b></p> <p>-Passover          -Purim          -Hanukah          -Shavuot          -Rosh Hashanah and Yom Kippur          -Weddings          -Death</p> <p>Synagogue          Rabbi          Lifestyle          The Shema          Shabbat          Food Laws</p> <p><u>Skills</u>          Explain in simple terms the meaning of some religious stories, words and artefacts.          Recognise some distinctive features of different religions.          Describe some basic religious practices.  <u>AT2</u>          Express their own views about the importance to them of special events.</p>
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		<p>Jesus' Friends Light Good Shepherd</p>	<p>Torah Ketuvim Nevi'im Prophet Hebrew</p>	<p>Service</p>		<p><u>Vocabulary</u> Slavery Freedom Pesach Passover Rabbi Matzot Seder Purim Megillah Loyalty Hanukkah Torah Light Faithfulness Heroism Pesach Shavuot</p>
<p><b>MFL</b></p>	<p>Oui, non Greetings, asking and saying how you are. Classroom instructions.</p> <p><u>Skills</u> Listen and respond to rhymes. Participate in a short exchange. Auditory discrimination between un/une. Follow simple commands in French. Watch mouth of speaker</p> <p><u>Vocabulary</u> Bonjour, au revoir, comment ça va? Très</p>	<p>Nativity play Characters in the nativity play and simple dialogue. Letter to Father Christmas</p> <p><u>Skills</u> Learn a French carol. Experiment with writing.</p>	<p>Revisit Oui, non Greetings, asking and saying how you are. Classroom instructions.</p> <p><u>Skills</u> Letter strings-oi, eu Links between some sounds and spelling. Listen and respond to rhymes. Participate in a short exchange. Auditory discrimination between un/une. Follow simple</p>	<p>Numbers 1-10</p> <p><u>Skills</u> Letter strings-oi, eu Links between some sounds and spelling.</p> <p><u>Vocabulary</u> Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.</p>	<p>Ask for and give name. Ask for and state age.</p> <p><u>Skills</u> Recognise a question form. Perform a simple communicative task. Understand and respond to a question Make links between sounds and spellings and recognise some familiar words in written form.</p> <p><u>Vocabulary:</u> Comment t'appelles-</p>	<p>Revision of numbers 1-10. Colours</p> <p><u>Skills</u> Letter strings-oi, eu Links between some sounds and spelling. Perform actions to a French song. Experiment with writing. Respond to sound patterns.</p> <p><u>Vocabulary:</u> Rouge, bleu, blanc, noir, vert, jaune, orange, rose.</p>



	<p>bien, bien, comme ci comme ça, mal. Oui, non Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence.</p>		<p>commands in French.</p> <p><u>Vocabulary</u> Bonjour, au revoir, comment ca va? Tres bien, bien, comme ci comme ca, mal. Oui, non Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence.</p>		<p>tu? Je m'appelle, monsieur, Madame, Mademoiselle.</p> <p>Quel âge as-tu? J'ai .... ans.</p>	<p>Gris, violet, marron.</p>
<p><b>PSHE</b></p>	<p><b><u>Values- 2 year cycle</u></b> Happiness Tolerance Respect Friendship</p> <p><b><u>Being Me in My World</u></b> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspective</p>	<p><b><u>Values- 2 year cycle</u></b> Love Generosity Friendship Peace Hope</p> <p><b><u>Celebrating Differences</u></b> - Families and their differences - Family conflict and how to manage it - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments</p>	<p><b><u>Values- 2 year cycle</u></b> Patience Trust Humility Responsibility</p> <p><b><u>Dreams and Goals</u></b> - Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning process - Managing feelings</p>	<p><b><u>Values- 2 year cycle</u></b> Caring Understanding Independence Positivity</p> <p><b><u>Healthy Me</u></b> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why its important online and off line - Respect for myself and others - Healthy and safe choices</p>	<p><b><u>Values- 2 year cycle</u></b> Honesty Fairness Courage Perseverance</p> <p><b><u>Relationships</u></b> - family roles and responsibilities - Friendships and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have</p>	<p><b><u>Values- 2 year cycle</u></b> Simplicity Compassion</p> <p><b><u>Changing Me</u></b> - How babies grow - Understanding a babies needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition</p>



	<p><u>Skills</u> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p><u>Vocabulary</u> Achievement Emotions Solutions learning charter fairness.</p>	<p><u>Skills</u> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p> <p><u>Vocabulary</u> Conflict Bystander Consequences Compliment Unique</p>	<p><b>- Simple budgeting</b></p> <p><u>Skills</u> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p><u>Vocabulary</u> Dreams Ambitions Solve it together Strengths Enterprise.</p>	<p><u>Skills</u> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.</p> <p><u>Vocabulary</u> Calories Fitness Anxious Risk Harmful.</p>	<p><b>different lives</b> <b>- Expressing appreciation for family and friends</b></p> <p><u>Skills</u> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p><u>Vocabulary</u> Unisex Stereotype Private messages Food journeys Depravation.</p>	<p><u>Skills</u> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p><u>Vocabulary</u> Growing up Nutrients Puberty Sperm Ovaries.</p>
<p><b><u>Prevent</u></b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding. <b><u>School values</u></b> taught in assembly/circle time and PSHE lessons -Rule of law -Democracy</p>						



	<ul style="list-style-type: none"><li>-Individual liberty</li><li>-Mutual respect</li><li>-Tolerance</li></ul> <p><b>P4C</b> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p>
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GST Theme “Change Makers” highlighted throughout curriculum