

Topic Overview

Year 3 (2023 - 2024)

Topic					
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-left: 20px;"> <h3 style="margin: 0;">Into the Rainforest</h3> <p style="margin: 0;">Temperance 1 (6 weeks)</p> </div> </div>					
<p style="font-size: small;">The Great Kapok Tree</p> <p style="font-size: small;">There's a Rainbow in My Bedroom</p> <p style="font-size: small;">Amazon Adventure</p>	<p>Writing</p> <ul style="list-style-type: none"> To identify subjects and verbs. To write single clause sentences To write multi-clause sentences To identify and use coordinating conjunctions <p>Reading</p> <ul style="list-style-type: none"> To predict what might happen from details stated and implied. To select and retrieve information from non-fiction texts To read books that are structured in different ways and for a range of purposes. <p>Writing outcomes:</p> <ul style="list-style-type: none"> Letter of persuasion to stop destroying rainforests for palm oil Setting description of the Rainforest Rainforest Animals Non-Chronological Report 	<p>Fluency Facts Focus: 3 times table</p> <p>TTRS Booklet - 2, 5, 10's</p> <p>Place value</p> <ul style="list-style-type: none"> To represent numbers to 100 and 1000. To partition numbers to 100 and 1000 To use number lines to 100 and 1000 To use 100 tens and ones. To identify 10 or 100 more or less. To estimate numbers on a number line To compare numbers to 1000 To order numbers to 1000 To count in 50s 	<p>Science - Unit 1: Animals including humans</p> <ul style="list-style-type: none"> To be able 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 be able to identify that humans and some other animals have skeletons and muscles for support, protection and movement. To construct and interpret a variety of food chains, identifying producers, predators and prey <hr/> <p>Geography</p> <ul style="list-style-type: none"> To identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. To locate the worlds countries, using maps concentrating on their environmental regions. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts <hr/> <p>Art</p> <ul style="list-style-type: none"> To learn about and imitate great artists from History To learn how to use pencil for different effects To record patterns and colours. To create a collaborative collage <hr/> <p>Religious Studies - Unit 1: Rules</p> <p><u>Learning focus:</u> Five Pillars of Faith (Islam) Ten Commandments (Christianity and Judaism) Amritdhari (Sikhism) Jewish food laws 'Kashrut' (Judaism)</p> <ul style="list-style-type: none"> To be able to explain why the ten commandments are important to Christians and Jews. To be able to describe how different religions have different rules and routines. To be able to describe religious codes of conduct and rules for living. To be able to put into context how religious rules influence daily life. 	<p>Marwell Zoo Visit</p> <ul style="list-style-type: none"> Letter of persuasion. A3 Information page on Rainforest Animals Henri Rousseau inspired art. 	

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		<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> To apply number bonds within 10 To add and subtract 1s and 100s To be able to spot a mathematical pattern To add 1s across a 10 and 100 To subtract 1s and 10s across 10s and 100s To add two numbers (no exchange) To subtract two numbers (no exchange) To add two numbers (across a 10 and 100) To subtract two numbers (across a 10 and 100) To add 2 digit and 3 digit numbers To subtract 2 digits from a 3 digit number. To estimate answers To use inverse operations 	<p><u>Music - Unit 1: How does music bring us together? (Charanga B1)</u></p> <p>Musical Spotlight: Developing Notation Skills Social Theme: How does Music bring us closer together?</p> <ul style="list-style-type: none"> To begin to investigate the ancient origins for music having arisen in ceremonies and stories, comparing it to its role in today's films and shows. To understand the importance of listening to music e.gg How music can bring people together by sharing what we like and listen to. To investigate how the measurable physical and emotional effects of music can bring us into closer coordination with other people. To begin to develop more formal notation skills. To improvise music together. To listen and respond to a range of genres of music. <hr/> <p><u>Physical Education - Core and Games</u></p> <p><u>(Real PE) Core PE - Unit 1: Personal Skills</u> Topic Overview - https://app.realpe.co.uk/pe/year/3/unit/1</p> <p><u>Fundamental Movement</u></p> <ul style="list-style-type: none"> Coordination - Footwork Static Balance - One leg <ul style="list-style-type: none"> To be able to use perseverance with a task and improve my performance though regular practice. To cope well and react positively when things become difficult. To begin to challenge myself. To know where I am with my learning. <p><u>(The PE Hub) Games PE - Unit 1: Handball</u> Topic Overview - https://thepehub.co.uk/lesson-category/handball/</p> <ul style="list-style-type: none"> To be able to show basic passing and catching skills. To learn basic defensive techniques. To implement the rules of handball. To be able to play in competitive, modified games. To develop control in combining handball skills. To work collaboratively to use basic tactics and strategies. 		
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Topic Overview


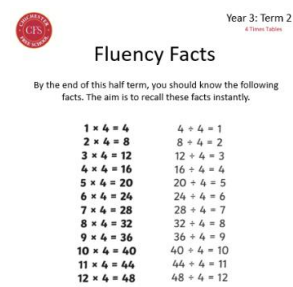
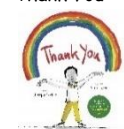



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			<p><u>Computing – Unit 1: Computer Science</u></p> <ul style="list-style-type: none">• To begin to solve problems by decomposing them into manageable chunks.• To recognise and use a series of input and output with increased confidence e.g, WeDo kit.• To recognise that some devices can use a combination of both input and output devices.• To create simple algorithms for a sprite/piece of hardware with an intended outcome in mind.• To use logical reasoning to explain how some simple algorithms work and to detect and rectify errors in algorithms. <hr/> <p><u>PSHE – Unit 1: Me and my relationships</u></p> <ul style="list-style-type: none">• To explore why rules are different for different age groups, in particular for internet-based activities• To identify the different skills that people can bring to a group task• To consider others' points of view <hr/> <p><u>MFL – Topic 1 – Je me présente</u></p> <ul style="list-style-type: none">• Recap/Retrieval – les jours, les couleurs,• To be able to say 'hello' (formally and informally) in French.• To be able to say 'my name is...' in French• To be able to ask somebody in French how they are feeling and give a reply.• To be able to say 'goodbye' and 'see you soon' in French. <hr/>		
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Year 3 (2023 - 2024)

Topic		English		Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes			
Topic 		We Are Artists Temperance 2 (6 weeks)		Fluency Facts Focus: 4 times table 	Science - Unit 2: Light <ul style="list-style-type: none"> To be able to recognise that they need light in order to see things and that dark is the absence of light. To be able to notice that light is reflected from surfaces To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes To be able to recognise that shadows are formed when the light from a light source is blocked by an opaque object To be able to find patterns in the way that the size of shadows changes. 	Student art gallery open afternoon Pallant House Gallery visit	<ul style="list-style-type: none"> A3 Graphic Novel Artwork for student art gallery. Biography about a famous artist A piece of music inspired by artwork. Thank you poem for local workers 			
Suggested Texts	English		Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes				
Thank You  Footpath Flowers  Little People, Big Dreams- Frida Kahlo 	Writing <ul style="list-style-type: none"> To identify and use prepositions. To fronted adverbials with commas To convey feelings To edit and improve a piece of writing To create settings, characters and plot in narratives. To use simple organisational devices in non-narrative material. To use subordinating conjunctions 		TTRS Booklet - 3's 	Geography <ul style="list-style-type: none"> To locate countries, using maps to focus on North America. To understand geographical similarities and differences through the study of human and physical geography To describe and understand key aspects of human geography including settlements, land use and food 	Art <ul style="list-style-type: none"> To explore a range of artists' style, sharing opinions of their own and others work To practice and improve proportions when drawing To mark make with a range of media To take and edit photographs To improve their mastery of drawing and painting 	Reading <ul style="list-style-type: none"> To draw inference justifying with evidence To use dictionaries to understand new vocabulary. To select and retrieve information from a text. 	Religious Studies - Unit 1: Rules Rules learning focus: <ul style="list-style-type: none"> Five Pillars of Faith (Islam) Ten Commandments (Christianity and Judaism) Amritdhari (Sikhism) Jewish food laws 'Kashrut' (Judaism) 	Writing Outcomes: <ul style="list-style-type: none"> A thank you poem for local workers A narrative (Graphic Novel) A biography about Frida Kahlo 	Addition and Subtraction <ul style="list-style-type: none"> To apply number bonds within 10 To add and subtract 1s and 100s To be able to spot a mathematical pattern To add 1s across a 10 and 100 To subtract 1s and 10s across 10s and 100s To add two numbers (no exchange) To subtract two numbers (no exchange) To add two numbers (across a 10 and 100) 	Religious Studies - Unit 2: Messages

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		<ul style="list-style-type: none"> To subtract two numbers (across a 10 and 100) To add 2 digit and 3 digit numbers To subtract 2 digits from a 3 digit number. To estimate answers To use inverse operations <p>Multiplication and division A</p> <ul style="list-style-type: none"> To use arrays To understand and apply multiples of 2, 5 and 10 To group and share multiples To multiply by 3 To divide by 3 To multiply by 4 To divide by 4 To multiply by 8 To divide by 8 	<p><u>Messages learning focus:</u></p> <ul style="list-style-type: none"> Angels sending news at Christmas (Christianity) Prophets (Islam) <ul style="list-style-type: none"> To be able to describe how messengers are used in society today. To be able to explain how angels are represent messengers in the bible. To be able to understand the significance of Prophets in the Islamic faith. To be able to recognise links between messengers in different religions. <hr/> <p>Music - 'We are artists'</p> <ul style="list-style-type: none"> To recognise and explore the ways that the sounds can be combined and used expressively. To improvise repeated patterns and combine several layers of sounds with awareness of combined effect. To represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. To recognise how the different musical elements are combined and used expressively for example: pitch, duration, dynamics and tempo. <hr/> <p>Physical Education - Core and Games</p> <p>(Real PE) Core PE - Unit 2 Social Skills Topic Overview - https://app.realpe.co.uk/pe/year/3/unit/2</p> <p><u>Fundamental Movement</u></p> <ul style="list-style-type: none"> Dynamic Balance to Agility - Jumping and Landing Static Balance - Seated <ul style="list-style-type: none"> To help organise roles and responsibilities. To cooperated well with others and give helpful feedback. To be happy to show and tell others my ideas. To show patience and support others listening carefully to them about our work. <p>(The PE Hub) Games PE - Unit 2: Basketball Topic Overview - https://thepehub.co.uk/lesson-cateqory/basketball/</p> <ul style="list-style-type: none"> To perform some basic basketball skills, throwing catching and dribbling. To build attacking/offensive play. To implement some basic rules of basketball. To play in competitive games developing throwing, catching, shooting and defending skills. To use sprinting, running and dynamic movements. To apply the rules of basketball to drills and gameplay. 		
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Computing - Unit 1: Computer Science

- To begin to solve problems by decomposing them into manageable chunks.
- To recognise and use a series of input and output with increased confidence e.g, WeDo kit.
- To recognise that some devices can use a combination of both input and output devices.
- To create simple algorithms for a sprite/piece of hardware with an intended outcome in mind.
- To use logical reasoning to explain how some simple algorithms work and to detect and rectify errors in algorithms.

PSHE - Unit 2: Valuing Differences

- To understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
- To recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
- To give examples of how to challenge another's viewpoint, respectfully.
- To identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- To suggest strategies for dealing with name calling (including talking to a trusted adult).
- To explore why people, have prejudiced views and understand what this is.

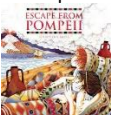

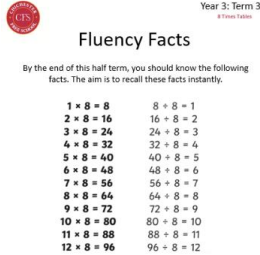

MFL - Topic 2 - Les animaux (KS2)

- To be able to name and recognise up to 10 animals in French.
 - To attempt to spell some of these nouns with their correct indefinite article.
 - To pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).
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Topic Overview

Year 3 (2023 - 2024)



Topic		Gruesome Gladiators Justice 1 (6 weeks)			
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Escape from Pompeii</p>  <p>First News</p> 	<p>Writing</p> <ul style="list-style-type: none"> To identify and use tenses (past/present/future/continuous) To use the present perfect form of verbs. To use contractions To use inverted commas to punctuate direct speech. To use and organise paragraphs <p>Reading</p> <ul style="list-style-type: none"> To check that the text makes sense, discussing the understanding and the meaning of words in context. To ask questions to improve their understanding of a text. To make inferences from a text To identify how language, structure, and presentation contribute to meaning To discuss words and phrases which capture the reader's interest and imagination <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Diary entry Newspaper report 	<p>Fluency Facts Focus: 8 times table</p>  <p>TTRS Booklet - 4's</p>  <p>Multiplication and division B</p> <ul style="list-style-type: none"> To understand and apply multiples of 10 To multiply a 2 digit by a 1 digit number To multiply a 2 digit by 1 digit number with exchange To divide a 2 digit by a 1 digit number To divide a 2 digit by a 1 digit number with partition. To divide a 2 digit by a 1 digit number with remainder To scale answers. 	<p>Science - Unit 3: Rocks</p> <ul style="list-style-type: none"> To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock To be able to recognise that soils are made from rocks and organic matter <p>History</p> <ul style="list-style-type: none"> To study the history of Chichester To study the Roman Empire and its impact on Britain To understand that changes occur over time. To explore main events and changes in history, giving causes and consequences To independently suggest sources of evidence to answer their questions To give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes To describe how past events and actions of people affect life today. To use subject related vocabulary: during, chronology, era, dates, time period, change <p>Design Technology</p> <ul style="list-style-type: none"> To research and develop a design for a functional and appealing product To select and use a range of equipment to cut and join fabrics To practice and improve sewing skills <p>Religious Studies - Unit 2: Messengers</p> <p><u>Learning focus:</u></p> <ul style="list-style-type: none"> Angels sending news at Christmas (Christianity) Prophets (Islam) <ul style="list-style-type: none"> To be able to describe how messengers are used in society today. To be able to explain how angels are represent messengers in the bible. To be able to understand the significance of Prophets in the Islamic faith. To be able to recognise links between messengers in different religions. <p>Music - Unit 2: Enjoying Improvisation (Charanga B2)</p>	<p>Roman dress up day</p> <p>Fishbourne Roman Palace</p> <ul style="list-style-type: none"> Diary Entry Newspaper Report Roman Foods Exploding Roman books - Romans and Chichester 	

Topic Overview

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		<p><u>Length and perimeter</u></p> <ul style="list-style-type: none"> To measure in meters and centimeters To measure perimeter To calculate perimeter To measure in millimeters To find equivalent lengths in meters, centimeters and millimeters. To compare lengths To add lengths To subtract lengths 	<p>Musical Spotlight: Enjoying improvisation Social Theme: What stories does music tell us about the past?</p> <ul style="list-style-type: none"> To begin to investigate the ancient origins for music having arisen in ceremonies and stories, comparing it to its role in today's films and shows. To investigate how music has always helped us tell stories and still does today. To understand the music often is a story or carries the story within it. To understand the role of music and musicians as 'history book' guardians of historical and cultural heritage. To question how music can be both a teacher and tool for improving our lives and societies. To begin to develop more formal notation skills. To improvise music together. To listen and respond to a range of genres of music. To embed and rehearse key musical ideas. <hr/> <p style="text-align: center;"><u>Physical Education - Core and Games</u></p> <p><u>(Real PE) Core PE - Unit 3 Cognitive</u> Topic Overview - https://app.realpe.co.uk/pe/year/3/unit/3</p> <p><u>Fundamental Movement</u></p> <ul style="list-style-type: none"> Dynamic Balance - On a line Coordination - Ball Skills <ul style="list-style-type: none"> To be able to identify specific parts of the performance to work on. To be able to understand ways (criteria) to judge performance. To have begun to identify areas for improvement. To be able to explain what I am doing well. <p><u>(The PE Hub) Games PE - Unit 3: Gymnastics</u> Topic Overview - https://thepehub.co.uk/lesson-category/unit-1-gymnastics-year-3/</p> <ul style="list-style-type: none"> To be able to modify actions independently using different pathways, directions and shapes. To consolidate and improve the quality of movements and gymnastics actions. To relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work-unison To devise simple sequences using compositional ideas. To master basic movements including leaping, jumping, balancing and stretching. To work collaboratively to adapt, change and improve individual sequence. 		
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Computing - Unit 2: Information Technology

- To continue to make independent choices about the best piece of software/hardware that can be used to achieve a specific outcome, thinking about different target audiences.
- To explore how the internet works
- To continue to explore a variety of different publishing options for completed work e.g. video presentations using a green screen.
- To use screenshots as a way of recording information that can be used at a later date.
- To access and navigate eBooks.
- To begin to copy and paste images from websites and other sources
- To type with increased accuracy, using both hands with increased confidence.
- To use specific editing tools to enhance outcomes including using underline, bold and italic effects.
- To begin to explore and develop an understanding of publishing opportunities including blogs, eBooks, videos and websites.
- To use SEESAW to comment on friends work as a peer assessment tool.

PSHE - Unit 3: Keeping Myself Safe

- To demonstrate strategies for dealing with a risky situation.
- To give examples of strategies for safe browsing online.
- To understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.


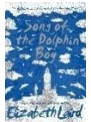
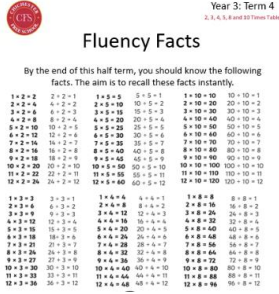

MFL - Topic 3 - Les saisons

- To be able to name and recognise seasons in French.
- To attempt to spell some of these nouns with their correct definite article/determiner in French.
- To learn how to say they might do some seasonal activities in French.

Topic Overview

Year 3 (2023 - 2024)



Topic		Rivers to Coast. Justice 2 (5 weeks)			
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 <p>The Rhythm of the Rain</p>  <p>The Song of the Dolphin Boy</p> <p>Poetry Week (Be the change: poems to help you save the world)</p>	<p>Writing</p> <ul style="list-style-type: none"> To use figurative language (similes, personification and metaphors) To assess the effectiveness of my own and others' writing. To explore the grammatical difference between plural and possessive -s To identify and use apostrophes (possession for single and plural and revisit contractions) <p>Reading</p> <ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and summarise these. To recognise some different forms of poetry (for example free verse, narrative poetry) To prepare poems to read aloud and perform, showing understanding through intonation tone, volume and action. <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Persuasive speech on plastic pollution. River cycle narrative Pollution Poetry 	<p>Fluency Facts Focus: 2,3,4,5,8 and 10 times table</p>  <p>TTRS Booklet - 8's</p>  <p>Fractions A</p> <ul style="list-style-type: none"> To understand the denominators of unit fractions To find equivalent fractions as bar models. To compare and order unit fractions To understand the numerators of non-unit fractions To understand the whole 	<p>Science - Unit 4: Plants</p> <ul style="list-style-type: none"> To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To be able 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 be able to investigate the way in which water is transported within plants To be able to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Geography</p> <ul style="list-style-type: none"> To identify human and physical characteristics of the United Kingdom, including key topographical features (hills, mountains, coasts and rivers). To describe and understand key aspects of physical geography, including the water cycle <p>Art</p> <ul style="list-style-type: none"> To explore mixing, matching and blending colours using paint To know complimentary colours and use within their art To cut and weave selected materials To know about a range of art forms <p>Religious Studies - Unit 3: Welcoming and belonging</p> <p>Learning focus:</p> <ul style="list-style-type: none"> Baptism (Christianity) Naam Karan (Sikhism) What does it mean to belong to a religious community? <p>To be able to describe what it means to belong to a religious community.</p> <p>To be able to explain what happens in baptism and what they symbolize in Christianity.</p> <p>To be able to describe what happens at a Naam Karan ceremony.</p> <p>To be able to make comparisons between welcoming ceremonies in different religions.</p> <p>Music - Unit 3: Composing using your imagination (Charanga B3)</p> <p>Musical Spotlight: How does music make the world a better place? Social Theme: Music is a changemaker</p>	<p>Beach walk</p> <p>RNL - Water safety visit?</p> <ul style="list-style-type: none"> Persuasive speech River cycle narrative River cycle model Pollution Poetry 	

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		<ul style="list-style-type: none"> To compare and order non-unit fractions To understand fractions and scales To place fractions on a number line To count in fractions on a number line To find equivalent fractions on a number line <p><u>Mass and capacity</u></p> <ul style="list-style-type: none"> To use scales To compare capacity and volume To add and subtract capacity and volume To measure mass in grams and kilograms To identify equivalent masses in grams and kilograms To compare mass To measure capacity and volume in liters and milliliters To find equivalent capacity and volume in liters and millimeters 	<ul style="list-style-type: none"> To begin to explain how music makes the world a better place. To perform, participate in and listen to a variety of cultures music. To discuss how music can unite and divide people e.g. To be able to discuss how the music can affect their mood and behavior. To use images/video to compose using their imagination. To be able to compose in the moment and perform. To be able to record and edit compositions for performance. To begin to develop more formal notation skills. To improvise music together. To listen and respond to a range of genres of music. To embed and rehearse key musical ideas. <hr/> <p style="text-align: center;"><u>Physical Education - Core and Games</u></p> <p><u>(Real PE) Core PE - Unit 4 Creative</u> Topic Overview - https://app.realpe.co.uk/pe/year/3/unit/4</p> <p><u>Fundamental Movement</u></p> <ul style="list-style-type: none"> Coordination - Sending and Receiving Counter Balance - With a Partner <ul style="list-style-type: none"> To be able to link actions and develop sequences of movements that express my own ideas. To be able to change tactics, rules or tasks to make activities more fun or more challenging. To be able to respond differently to a variety of tasks. To be able to make up my own rules and versions of activities. <p><u>(The PE Hub) Games PE - Unit 4: Dance</u> Topic Overview - https://thepehub.co.uk/lesson-category/unit-1-dance-year-3/</p> <ul style="list-style-type: none"> To practice different sections of a dance aiming to put together a performance. To perform using facial expressions. To perform with a prop. To develop and perform simple routines To perform to an audience. 		
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Computing - Unit 2: Information Technology

- To continue to make independent choices about the best piece of software/hardware that can be used to achieve a specific outcome, thinking about different target audiences.
- To explore how the internet works
- To continue to explore a variety of different publishing options for completed work e.g. video presentations using a green screen.
- To use screenshots as a way of recording information that can be used at a later date.
- To access and navigate eBooks.
- To begin to copy and paste images from websites and other sources
- To type with increased accuracy, using both hands with increased confidence.
- To use specific editing tools to enhance outcomes including using underline, bold and italic effects.
- To begin to explore and develop an understanding of publishing opportunities including blogs, eBooks, videos and websites.
- To use SEESAW to comment on friends work as a peer assessment tool.

PSHE - Unit 4: Rights and Responsibilities

- To recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- To suggest ways, they can help these people
- To plan, draft and publish a recount using the appropriate language.
- To suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
- To understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)



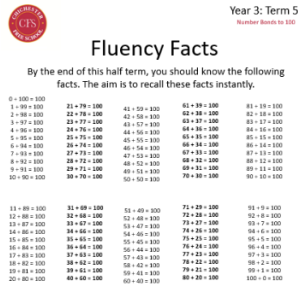

MFL - Topic 4 - Les fruits (KS2)

- To be able to name, recognise and remember up to 10 fruits in French.
- To attempt to spell some of these nouns with their correct article/determiner.
- To be able to ask someone in French if they like a particular fruit.
- To be able to say what fruits we like and dislike in French.

Topic Overview

Year 3 (2023 - 2024)



Topic		Awful Egyptians Courage 1 (6 weeks)			
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>So You Think You've Got it Bad?</p>  <p>Marcy and the Riddle of the Sphinx</p> 	<p>Writing</p> <ul style="list-style-type: none"> To use organised headings and paragraphs To use fronted adverbials to vary sentences To use technical vocabulary about the Egyptians To use subordinating conjunctions to explain information <p>Reading</p> <ul style="list-style-type: none"> To select and retrieve information from a text To make predictions <p>Writing Outcomes:</p> <ul style="list-style-type: none"> A non-chronological report Narrative writing 	<p>Fluency Facts Focus: Number bonds to 100</p>  <p>TTRS Booklet - 3,4,8's</p>  <p>Fractions B</p> <ul style="list-style-type: none"> To add unit fractions To subtract unit fractions To partition the whole To find unit fractions of a set of objects To find non-unit fractions of a set of objects To reason with fractions of an amount. <p>Money</p>	<p>Science - Unit 5: Forces and Magnets</p> <ul style="list-style-type: none"> To be able to compare how things move on different surfaces To be able to notice that some forces need contact between 2 objects, but magnetic forces can act at a distance To be able observe how magnets attract or repel each other and attract some materials and not others To be able 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 be able to describe magnets as having 2 poles To be able to predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <hr/> <p>History</p> <ul style="list-style-type: none"> To study the achievements of the earliest civilisations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. To give reasons why separate versions of the same event may differ in the accounts To independently suggest sources of evidence to answer their questions To give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes To describe how past events and actions of people affect life today. To use subject related vocabulary: during, chronology, era, dates, time period, change To understand that changes occur over time. Add evidence and dates to timeline to represent this <hr/> <p>Design Technology</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products To refine methods and design as learning progresses, constantly reassessing their designs To understand and use mechanical systems in their products (simple levels and sliders) <hr/> <p>Religious Studies - Unit 3: Special Books/Sacred Texts</p> <p>Learning focus:</p> <ul style="list-style-type: none"> Bible (Christianity) Guru Granth Sahib (Sikhism) Holy Scriptures (Hinduism) 	<p>Beach walk</p>	<ul style="list-style-type: none"> Non-chronological report Narrative writing Canopic Jars Hierographic Names/Lanyards

Topic Overview

Year 3 (2023 - 2024)



		<ul style="list-style-type: none"> To identify pounds and pence To convert pounds and pence To add money To subtract money To find change <p><u>Time</u></p> <ul style="list-style-type: none"> To read roman numerals to 12 To identify minutes and seconds on a clock To identify units of time To solve problems with time To tell the time to 5min intervals To tell the time to a minute To read time on a digital clock To use am and pm To identify years, months and days To use hours and minutes to describe duration. 	<ul style="list-style-type: none"> The Quran (Islam) <ul style="list-style-type: none"> To be able to describe how sacred religious texts are regarded, handled and read by the members of faith groups. To be able to explain how religious groups show respect for their sacred texts. To be able to identify the religious texts for different religions. To be able to make comparisons between how different faith groups show respect for their sacred texts. <hr/> <p><u>Music - Unit 4: Sharing Musical Experiences (Charanga B4)</u></p> <p>Musical Spotlight: How does music help us get to know our community? Social Theme: Music is a builder of community and guardian of cultural identity.</p> <ul style="list-style-type: none"> To learn about the ancient origins of music having arisen in ceremonies and stories comparing it to films and shows today. To perform, participate in and listen to a variety of cultures music. To learn about the role of music and musicians as 'history book' guardians of historical and cultural heritage, all over the world and throughout the ages. To discuss how music is very significant to collective and cultural identity. To be able to record and edit compositions for performance. To begin to develop more formal notation skills. To perform music together. To listen and respond to a range of genres of music. To embed and rehearse key musical ideas. 		
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Topic Overview

Year 3 (2023 - 2024)



Physical Education - Core and Games

(Real PE) Core PE - Unit 5 Physical

Topic Overview - <https://app.realpe.co.uk/pe/year/3/unit/5>

Fundamental Movement

- Agility - Reaction/Response
- Static Balance - Floor Work
- To be able to link actions together so that they flow.
- To be able to perform a variety of movements and skills with good body tension.
- To be able to select and apply a range of skills with good control and consistency.
- To be able to perform and repeat longer sequences with clear shapes and controlled movement.

(The PE Hub) Games PE - Unit 5: Athletics

Topic Overview - <https://thepehub.co.uk/lesson-category/athletics/>

- To be able to control movements and body actions in response to specific instructions.
- To demonstrate agility and speed.
- To jump for height and distance with control and balance
- To throw with speed and power and apply appropriate force.
- To compete against self and others developing simple technique
- To master basic movement including running, throwing and jumping
- To work collaboratively an individually to help improve self and others.

Computing - Unit 3: Digital Literacy and E-Safety

- To type with increased accuracy, using both hands with increased confidence.
- To print a webpage.
- To continue to use subject specific vocabulary when discussing and communicating ideas.
- To understand and demonstrate ways of reducing risk and staying safe online.
- To understand that a trusted adult needs to know what they are doing online.
- To understand how to report concerns including online bullying.
- To understand how to keep our identities safe online by creating appropriate usernames.
- To know how to create a strong password that can be used online and how to keep this private.
- To understand what online content is age-appropriate for LKS2 e.g online games.

Topic Overview

Year 3 (2023 - 2024)



PSHE - Unit 5: Being My Best

- To suggest medical and non-medical ways of treating an illness.
- To make recommendations, based on their research.
- To explain why some groups of people are not represented as much on television/in the media.
- To recognise their own skills and those of other children in the class.

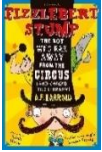

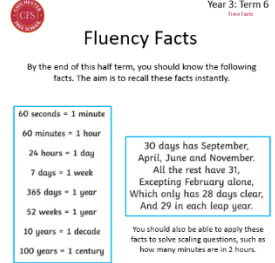

MFL - Topic 5 - Les formes (KS2)

- I can repeat and recognise most of the 10 shapes in French, all with a prompt first.
- I can attempt to possibly spell between 1-5 of these words but I may need somebody to go through them, with a picture and spelling reminder first.
- I can attempt to give the correct article for 1-5 of these words.
- I can count from 1-5 in French but I am unable to spell these numbers.

Topic Overview

Year 3 (2023 - 2024)



Topic		All the Fun of the Fair Courage 2 (6 weeks)			
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 <p>Fizzlebert Stump, The Boy who Ran Away from the Circus</p>  <p>Leon and the Place Between</p>	<p>Writing</p> <ul style="list-style-type: none"> To identify and use relative pronouns To use embedded clauses To discuss writing similar to which they are planning to write and learn from its structure, vocabulary and grammar. To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <p>Reading</p> <ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To identify themes and conventions in a wide range of books. <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Advertisement Narrative 	<p>Fluency Facts Focus: Unit of time</p>  <p>TTRS Booklet - 11's</p>  <p>Time</p> <ul style="list-style-type: none"> To read roman numerals to 12 To identify minutes and seconds on a clock To identify units of time To solve problems with time To tell the time to 5min intervals To tell the time to a minute To read time on a digital clock To use am and pm To identify years, months and days 	<p>Science - Review Y3 Learning</p> <ul style="list-style-type: none"> To review all Y3 topics - Test style questions and additional practical(s) <p>History</p> <ul style="list-style-type: none"> To know about a significant turning point in British history To study historical change in a local area To develop a chronologically secure knowledge and understanding of local history To describe similarities and differences within history <p>Design Technology</p> <ul style="list-style-type: none"> To select from and use a range of equipment and ingredients, according to the functional and aesthetic qualities To generate and communicate their designs through discussion and annotated sketches. To prepare and cook a savoury dishes using a range of cooking techniques <p>Religious Studies - Unit 3: Special Books/Sacred Texts</p> <p>Learning focus:</p> <ul style="list-style-type: none"> Bible (Christianity) Guru Granth Sahib (Sikhism) Holy Scriptures (Hinduism) The Quran (Islam) <ul style="list-style-type: none"> To be able to describe how sacred religious texts are regarded, handled and read by the members of faith groups. To be able to explain how religious groups show respect for their sacred texts. To be able to identify the religious texts for different religions. To be able to make comparisons between how different faith groups show respect for their sacred texts. <p>Music - Unit 5: Learning more about musical styles (Charanga B5)</p> <p>Musical Spotlight: How does music make a difference to us every day? Social Theme: Music is a friend, guide and support</p>	<p>Circus workshop</p> <ul style="list-style-type: none"> Funfair Rides/ Mechanical Toys (Pulleys and levers) Advertisement Narrative 	

Topic Overview

Year 3 (2023 - 2024)



		<ul style="list-style-type: none"> To use hours and minutes to describe duration. <p>Shape</p> <ul style="list-style-type: none"> To identify turns and angles To make 3D shapes To identify right angles To measure and draw accurately To use horizontal and vertical language accurately. To identify parallel and perpendicular lines To recognise and describe 2D shapes To draw polygons To recognise and describe 3D shapes <p>Statistics</p> <ul style="list-style-type: none"> To interpret pictograms To draw pictograms To interpret bar charts To draw bar charts To collect and represent data To draw and understand two-way tables 	<ul style="list-style-type: none"> To learn about how music can play a significant part in helping us get through out daily life, in improving our quality of life or even in being a part of shaping some cultures way of life.. To perform, participate in and listen to a variety of cultures music. To learn about music's psychological impact. To find out how listening + music might accompany every step of someone's working day. To learn about how music punctuates the important parts of many people's lives. To perform music together. To listen and respond to a range of genres of music. To embed and rehearse key musical ideas. <hr/> <p style="text-align: center;"><u>Physical Education - Core and Games</u></p> <p><u>(Real PE) Core PE - Unit 6 Physical</u> Topic Overview - https://app.realpe.co.uk/pe/year/3/unit/6</p> <p><u>Fundamental Movement</u></p> <ul style="list-style-type: none"> Agility - Ball Chasing Static Balance - Stance <ul style="list-style-type: none"> To be able to describe the basic fitness components. To be able to explain how often and how long I should exercise to be healthy. To be able to explain why we need to warm up and cool down. To be able to describe how and why my body changes during and after exercise. <p><u>(The PE Hub) Games PE - Unit 6: Rounders</u> Topic Overview - https://thepehub.co.uk/lesson-category/rounders/</p> <ul style="list-style-type: none"> To be able to play simple rounders games To be able to apply some rules to games To develop and use simple rounders skills To play in competitive games developing simple tactics To master basic movements including running, throwing, catching and striking. To work collaboratively to use basic tactics for batting and fielding. <hr/> <p><u>Computing - Unit 3: Digital Literacy and E-Safety</u></p> <ul style="list-style-type: none"> To type with increased accuracy, using both hands with increased confidence. To print a webpage. To continue to use subject specific vocabulary when discussing and communicating ideas. To understand and demonstrate ways of reducing risk and staying safe online. 	
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Topic Overview

Year 3 (2023 - 2024)



			<ul style="list-style-type: none"> • To understand that a trusted adult needs to know what they are doing online. • To understand how to report concerns including online bullying. • To understand how to keep our identities safe online by creating appropriate usernames. • To know how to create a strong password that can be used online and how to keep this private. • To understand what online content is age-appropriate for LKS2 e.g. online games. <hr/> <p>PSHE - Unit 6: Growing and Changing</p> <ul style="list-style-type: none"> • To understand the term 'body/personal space' and rehearse strategies for when someone is inappropriately in their body space. • To identify different types of relationships and know what makes a positive, healthy relationship. • To know that a baby comes from the joining of an egg and sperm. <hr/> <p>MFL - Topic 6 - Les glaces (KS2)</p> <ul style="list-style-type: none"> • I can repeat and recognise most of the 10 ice-cream flavours as presented in this unit. • I can attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy. • I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first. • I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first. • I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first. <hr/>		
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