



Year 3

Learning Journey

Spelling

Reading

Writing

Mathematics

Science

Computing

D-STEM

Humanities

RE

PSHE-RHE

Art

PE

MFL

Music

Spelling

<u>Autumn 1</u>	/a/ e.g. cat	/ay/ e.g. male	/e/ e.g. enough	/ee/ e.g. meet	/i/ e.g. consider	/ie/ e.g. lightning	/oe/ e.g. suppose
<u>Half Term</u>							
<u>Autumn 2</u>	/u/ e.g. interrupt	/ue/ e.g. schedule	/air/ e.g. fare	/ear/ e.g. appear	/er/ e.g. circle	/oo/ e.g. loose	
<u>Christmas Holidays</u>							
<u>Spring 1</u>	/or/ e.g. forward	/f/ e.g. famous	/g/ e.g. regular	/j/ e.g. project	/k/ e.g. increase	/l/ e.g. build	
<u>Half Term</u>							
<u>Spring 2</u>	/m/ e.g. morning	/n/ e.g. increase	/r/ e.g. breath	/s/ e.g. describe	/t/ e.g. extreme	n/a	
<u>Easter Holidays</u>							
<u>Summer 1</u>	/sh/ e.g. shoulder	/ay/ e.g. holiday	/ee/ e.g. week	/i/ e.g. disappear	/ie/ e.g. midnight	/er/ e.g. surprise	
<u>Half Term</u>							
<u>Summer 2</u>	/or/ e.g. ordinary	/k/ e.g. intact	/l/ e.g. early	/s/ e.g. strength	/ee/ e.g. heel	/s/ e.g. seen	
<u>End of the Year</u>							

Reading

<u>Autumn 1</u>	Ice Palace (fiction)	Ice Palace (fiction)	Ice Palace (fiction)	National Poetry Day (fiction poetry)	Ice Palace (fiction)	Ice Palace (fiction)
	The Colour Monster (fiction)	Harvest Festival (non-fiction)	Fossils Poem (non-fiction poetry)		Black History Month Text (non-fiction)	Recycling Week (non-fiction)
<u>Half Term</u>						
<u>Autumn 2</u>	Picture Books (fiction)	Forces (non-fiction)	Songs from musicals (fiction)	Countries (non-fiction)	Children's classics (fiction)	Christmas songs (non-fiction)
<u>Christmas Holidays</u>						
<u>Spring 1</u>	Charlotte's Web (fiction)	Charlotte's Web (fiction)	Charlotte's Web (fiction)	Charlotte's Web (fiction)	Charlotte's Web (fiction)	Charlotte's Web (fiction)
	New Year (non-fiction)	Animals (non-fiction)	Roald Dahl (fiction)	Romans (non-fiction)	Chinese New Year (non-fiction)	Safer Internet Day (non-fiction)
<u>Half Term</u>						
<u>Spring 2</u>	Videos (fiction)	Mexico (non-fiction)	World Book Day (fiction)	Spring (non-fiction)	Festivals (non-fiction)	Mental Health (non-fiction)
<u>Easter Holidays</u>						
<u>Summer 1</u>	Beatrix Potter (fiction)	Beatrix Potter (fiction)	Beatrix Potter (fiction)	Beatrix Potter (fiction)	Beatrix Potter (fiction)	Beatrix Potter (fiction)
	Environment (non-fiction)	Hearing (fiction – picture book)	Egyptians (non-fiction)	Plants (non-fiction)	Keeping Healthy (non-fiction)	Cultures (non-fiction)
<u>Half Term</u>						
<u>Summer 2</u>	Disney Songs (fiction)	Lights and shadows (non-fiction)	Poetry (fiction)	Rainforests (non-fiction)	Weather (fiction picture book & non-fiction)	Newspapers (non-fiction)
<u>End of the Year</u>						

Writing

<u>Text</u>	Ice Palace		
<u>Autumn 1</u>	Writing a setting description (Ice Palace)	Writing a character description	Writing a diary entry (Ice Palace)
<u>Half-Term</u>			
<u>Text</u>	Ice Palace		
<u>Autumn 2</u>	Writing an origin story (Ice Palace)	Writing a report (arctic animal)	Writing instructions
<u>Christmas Holidays</u>			
<u>Text</u>	Charlotte's Web		
<u>Spring 1</u>	Writing a persuasive advert (Charlotte's Web)	Writing a persuasive argument	Writing a setting description (Fun fair)
<u>Half Term</u>			
<u>Text</u>	Myths & Legends, Iron Man, Poetry		
<u>Spring 2</u>	Writing haiku poems	Writing a myth	Writing a newspaper report
<u>Easter Holidays</u>			
<u>Text</u>	Beatrix Potter		
<u>Summer 1</u>	Writing a short story	Writing a biography (Beatrix Potter)	
<u>Half-Term</u>			
<u>Text</u>	The Lost Words		
<u>Summer 2</u>	Writing a play-script	Writing a diary	Writing poetry
<u>End of the Year</u>			

Mathematics

Mathematics		
Autumn 1	<u>Number: Place Value</u>	<u>Number: Addition and Subtraction</u>
	To be able to represent and partition numbers to 100.	To be able to add and subtract in 1s and 10s.
	To be able to represent numbers to 1000.	To be able to add and subtract in 100s.
	To be able to partition numbers to 1000.	To be able to add 1s across a 10.
	To investigate different ways to partition numbers to 1000.	To be able to add 10s across a 100.
	To be able to find 1, 10 or 100 more or less.	To be able to subtract 1s across a 10.
	To investigate using a number line to 1000.	To be able to subtract 10s across a 100.
	To be able to estimate on a number line to 1000.	To investigate connections between adding and subtracting 1s, 10s and 100s.
	To be able to compare numbers to 1000.	To be able to add two numbers (no exchange)
	To be able to order numbers to 1000.	To be able to subtract two numbers (no exchange)
	To be able to count in 50s.	To be able to add two numbers (across a ten)
	End of unit assessment for place value.	To be able to add two numbers (across a hundred)
		To be able to subtract two numbers (across a ten).
		To be able to subtract two numbers (across a hundred)
	To be able to subtract two numbers (across a ten and a hundred)	
	To apply my knowledge of addition and subtraction to solve problems.	
Half Term		
Autumn 2	<u>Number: Addition and Subtraction</u>	To be able to divide by 4.
	To be able to add two-digit and three-digit numbers.	To be able to recall the 8 times tables
	To investigate finding the complements to 100.	To be able to multiply by 8.
	To be able to give an estimate of an answer.	To be able to divide by 8.
	To investigate using the Inverse operation to check an answer.	To consolidate my learning of the 3, 4 and 8 times tables.
	End of unit assessment for addition and subtraction	To be able to recall the multiples of 10.
		To investigate calculations involving multiples of 10.
	<u>Number: Multiplication and Division</u>	To apply my reasoning in order to solve multiplication problems.
	To investigate multiplying using equal groups of objects.	To investigate multiplying using concrete resources.
	To explore using arrays for multiplication.	To be able to multiply a two-digit number by a one-digit number.
	To be able to multiply by 5 and 10.	To be able to multiply a two-digit number by a one-digit number (with exchange)
	To be able to share and regroup multiples of 5 and 10.	To apply my knowledge of multiplication to solve problems.
	To be able to multiply by 3.	To be able to divide a two-digit number by a one-digit number (no exchange)
	To be able to divide by 3	To apply my knowledge of division to solve problems
To be able to recall the 4 times tables.	End of unit assessment for multiplication and division	
To be able to multiply by 4.		

Mathematics

Mathematics		
Spring 1	Number: Multiplication and Division B	Measurement: Length and Perimeter
	To be able to use a formal method for multiplication.	To explore measuring in metric measures (centimetres and metres).
	To be able to apply a formal method for multiplication to solve problems.	To explore measuring in metric measures (millimetres)
	To investigate the connection between multiplication and division.	To investigate the connection between millimetres, centimetres and metres.
	To be able to divide a two-digit number by a single-digit number no exchange)	To be able to find the equivalent length of something in centimetres and metres.
	To divide a two-digit number by a single-digit number using partitioning.	To be able to find the equivalent length of something in millimetres and centimetres.
	To divide a two-digit number by a single-digit number with a remainder.	To be able to compare metric measures.
	To use a formal method of division (short division)	To be able to add metric measures.
	To apply a formal method of division to solve problems.	To be able to subtract metric measures.
	To investigate scaling, using multiplication and division.	To investigate finding the perimeter of a shape.
	To investigate alternative ways of multiplying and dividing.	To be able to measure the perimeter of a shape.
	End of unit assessment for multiplication and division.	To be able to calculate the perimeter of a shape, using known measurement facts.
		End of unit assessment for length and perimeter.
Half Term		
Spring 2	Number: Fractions	Measurement: Mass and Capacity
	To understand what is meant by the denominator.	To investigate using scales to find the measurement of an amount.
	To understand what is meant by the numerator.	To be able to find the measure the mass of an amount in grams.
	To understand what is meant by the whole.	To explore the connection between grams and kilograms.
	To be able to compare and order fractions	To be able to find equivalent masses in grams and kilograms.
	To investigate fractions and scales.	To investigate comparing masses using different metric measures.
	To be able to place fractions on a number line.	To be able to add and subtract metric masses.
	To be able to count in fractions on a number line.	To explore measuring capacity in millilitres.
	To explore finding equivalent fractions.	To explore measuring capacity in litres.
	To be able to find equivalent fractions on a number line.	To explore the connection between millilitres and litres.
	To investigate finding equivalent fractions using a bar model.	To investigate comparing metric measures for capacity.
	End of unit assessment for fractions.	To be able to add and subtract metric measures for capacity.
		End of unit assessment for mass and capacity.

Mathematics

Mathematics			
Summer 1	<u>Number: Fractions</u>	<u>Measurement: Money</u>	<u>Measurement: Time A</u>
	To investigate adding fractions.	To explore using pounds and pence.	To learn the numbers 1 – 12 in Roman Numerals.
	To investigate subtracting fractions.	To explore converting between pounds and pence.	To recall how to tell the time to o'clock and half-past.
	To explore partitioning the whole of an amount.	To be able to add and subtract amounts of money.	To recall how to tell the time to quarter past and quarter to.
	To apply my understanding of adding and subtracting fractions to solve problems.	To understand how to find the correct change in money.	To be able to tell the time to the nearest 5 minutes.
	To be able to find the fraction of an amount of objects.	To investigate finding the correct change in money.	To be able to tell the time to the nearest minute.
	To investigate finding the fraction of an amount of objects.	To apply my understanding of how to use money in order to solve problems.	To explore reading the time on a digital clock.
	End of unit assessment for fractions.	End of unit assessment for money.	To explore reading the time using am and pm
			To investigate telling the time using days, months and years.
			To investigate telling the time in hours and days.
			To investigate telling the time in minutes and hours.
			To explore lengths of time, using minutes and hours.
		To explore lengths of time, using seconds and minutes.	
<u>Half Term</u>			
Summer 2	<u>Measurement: Time B</u>	<u>Geometry: Properties of Shapes</u>	<u>Statistics</u>
	To investigate converting units of time.	To understand what is meant by turns and angles.	To explore and interpret pictograms.
	To apply my learning of units of time in order to solve problems.	To explore turning in right-angles.	To be able to draw a pictogram.
	End of unit assessment for time.	To investigate comparing angles.	To explore and interpret bar charts.
		To be able to measure and draw angles accurately.	To be able to draw a bar chart.
		To understand and investigate 'horizontal' and 'vertical' lines.	To investigate collecting and representing data.
		To understand and investigate 'parallel' and 'perpendicular' lines.	To explore how two-way tables work.
		To be able to recognise and describe 2D shapes.	End of unit assessment for statistics.
		To be able to draw polygons.	
		To be able to recognise and describe 3D shapes.	
		To be able to make 3D shapes.	
	End of unit assessment for properties of shapes.		

Science

Autumn 1								
EQ: What lies beneath our feet?	Rocks and Soils							
	To identify the different layers of the Earth.	To understand how fossils are formed.	To create my own fossil.	To explain how soil is formed.	To investigate the permeability of different types of soil.	Assessment: What lies beneath our feet?		
Half Term								
EQ: Why aren't all materials magnetic?	Forces and Magnets							
	To identify the different forces acting on an object.	To investigate the effect of friction on an object.	To explore and categorise magnetic and non-magnetic materials.	To understand why some materials are magnetic, and some are not.	To understand how the magnetic poles impact on our lives.	Assessment: Why aren't all materials magnetic?		
Christmas Holidays								
EQ: Do all animals need the same nutrients in order to stay healthy?	Animals, Including Humans							
	To identify different types of skeleton and their functions.	To explore how muscles help animals to move.	To explore what nutrients humans need to stay healthy.	To understand what is meant by a balanced diet and why it is important.	To understand that different animals can survive on different nutrients.	To design and create a bird feeder using the correct nutrients.	Assessment: Do all animals need the same nutrients in order to stay healthy?	
Half Term								
EQ: What are the best conditions for growing broad beans?	Plants							
	To explore what I know about what plants need to grow.	To identify the parts of a flowering plant.	To design an investigation to test the best conditions to grow broad beans.	To conduct an investigation to test the best conditions to grow broad beans.	To understand the different stages of the life-cycle of plants.	To evaluate our investigation to test the best conditions to grow broad beans.	Assessment: What are the best conditions for growing broad beans.	
Easter Holidays								
EQ: Do all plants spread their seeds in the same way?	Plants							
	To identify the parts of a plant responsible for fertilisation and explain their role.	To explore the role of different pollinators play in the reproduction of plants.	To explain how fruits form from pollinated plants.	To identify and categorise different types of fruit.	To investigate and explain how plants disperse their seeds.	To identify native and non-native British plants.	Assessment: Do all plants spread their seeds in the same way?	
Half Term								
EQ: How do shadow-puppet shows work, and can I make my own?	Light							
	To understand what light is.	To investigate reflective and non-reflective surfaces.	To understand why some surfaces are reflective and others are not.	To investigate how shadows are formed.	To investigate how and why shadows change length.	To understand the dangers of looking at the Sun.	Assessment: How do shadow-puppet shows work, and can I make my own.	
End of the Year								

Computing

Autumn 1	Unit 3.2 – Online Safety					Unit 3.3 - Spreadsheets		
	Safety in numbers	Fact or fiction?		Appropriate content & ratings	Creating pie charts and bar graphs	Using more than and spin button tools	Advanced mode and cell addresses	
Half Term								
Autumn 2	Unit 3.1 - Coding							
	Using flowcharts	Using timers	Using repeat	Code, test and debug	Design an interactive scene	Making an interactive scene		
Christmas Holidays								
Spring 1	Unit 3.7 - Simulations			Unit 3.8 - Graphing				
	What are simulations?	Exploring simulations	Analysing & evaluating a simulation	Introducing 2Graph	Using 2Graph to solve an investigation			
Half Term								
Spring 2	Unit 3.5 - Email							
	Communication	Composing emails	Email safety pt1	Email safety pt2	Attachments	Email simulations		
Easter Holidays								
Summer 1	Unit 3.4 Touch Typing				Unit 3.6 – Branching Databases			
	Home, top and bottom row keys	Home, top and bottom row keys	Left keys	Right keys	Introducing databases	Branching databases		
Half Term								
Summer 2	Unit 3.6 – Branching Databases		Unit 3.9 Presenting on Google Slides					
	Creating a branch database	Creating a branch database	Making a presentation from a blank page	Adding media	Adding shapes and lines	Adding animation	Create a presentation	
End of the Year								

D-STEM

<u>Autumn 1</u>	Designing and making Bronze Age beakers (Link to History Enquiry)
<u>Half Term</u>	
<u>Autumn 2</u>	Designing and making a magnetic board game (Link to Science)
<u>Christmas Holidays</u>	
<u>Spring 1</u>	Designing and making a Roman mosaic (Link to History Enquiry)
<u>Half Term</u>	
<u>Spring 2</u>	Designing and making a healthy Mexican inspired meal (Link to Geography Enquiry)
<u>Easter Holidays</u>	
<u>Summer 1</u>	Designing and making class bunting (Link to Art Textiles Unit)
<u>Half Term</u>	
<u>Summer 2</u>	Designing and making a pair of sunglasses (Link to Science)
<u>End of the Year</u>	

Humanities

Autumn 1						
EQ: How did the invention of different tools change the lives of people in the Neolithic period?	LO: To investigate how we know about what life was like in the Neolithic period.	LO: To investigate how stone tools were made and understand their impact on Neolithic life.	LO: To investigate what prehistoric pottery and artefacts tells us about life in Neolithic times.	LO: To understand the impact of smelting bronze tools had on the way people lived.	LO: To understand how the invention of iron tools and weapons changed the way people lived.	LO: To demonstrate my understanding of how the invention of different tools changed the lives of Neolithic people.
Half term						
EQ: What are the geographical similarities and differences of the different parts of the UK?	LO: To locate the different countries, counties and cities that make up the UK using a compass.	LO: To identify the main rivers and seas of the UK, and explore their similarities and differences.	LO: To identify the different counties of the UK, and explore their similarities and differences.	LO: To identify the key hill and mountain ranges of the UK, exploring their similarities and differences.	LO: To compare the geography of London, Edinburgh, Cardiff and Belfast.	LO: To demonstrate my understanding of the geographical similarities and differences of the different parts of the UK.
Christmas						
EQ: What was life like in Roman Britain, and why did it come to an end?	LO: To understand who the Romans were, and why they invaded Britain in 43AD.	LO: To discover what life was like for soldier in Roman Army.	LO: To discover how life was different for the rich and the poor in Roman Britain.	LO: To investigate how the Romans contributed to our lives today.	LO: To learn about the life of Boudicca, Queen of the Iceni, and her rebellion against Roman rule.	LO: To demonstrate my understanding of what life was like in Ancient Britain, and why it came to an end.
Half term						
EQ: What makes Mexico a unique place to live?	LO: To locate the major geographical features of Mexico.	LO: To understand the different climate zones within Mexico, and compare this to the UK.	LO: To explore differences in Mexico's physical geography.	LO: To explore what makes Mexican culture so unique.	LO: To compare differences in the cultures of Mexico and the UK.	LO: To demonstrate my understanding of what makes Mexico a unique place to live.
Easter						
EQ: What evidence is there that the Ancient Egyptians were one of the most advanced civilisations to have existed?	LO: To understand where the Ancient Egyptian civilisation fits in the timeline of human history.	LO: To explore why the River Nile was so important to the Ancient Egyptians.	LO: To explore the evidence of how advanced daily life was in the Ancient Egyptian civilization.	LO: To investigate how the dead of Ancient Egypt were preserved, and why.	LO: To investigate the science and technology that made the Ancient Egyptian civilization so successful.	LO: To demonstrate my understanding of what evidence shows how the Ancient Egyptians were one of the most advanced civilizations in the world.
Half term						
EQ: Why should the Amazon Rainforest be protected?	LO: To locate the Amazon Rainforest in the world.	LO: To explore the layers of the tropical Amazon Rainforest, and understand why they are important.	LO: To explore the biodiversity of the Amazon Rainforest, and understand why it is so unique in the world.	LO: To learn about the lives of people who live in the Amazon Rainforest.	LO: To explore the risks that the Amazon Rainforest faces, and to understand how they impact us in the UK.	LO: To demonstrate my understanding of why the Amazon River and Rainforest should be protected.

Religious Education

Christianity – If God exists, what questions would you ask?						
Autumn 1	To understand what is meant by prayer.	To understand that Christians use prayer as a way to talk to God.	To look at the meaning behind some well-known Christian prayers.	To explore the meaning behind other types of prayer.	To compare the reasons why Christian pray to the reasons why people pray from religious perspectives.	Assessment: If God exists, what questions would you ask, and what might a Christian ask?
Half Term						
Judaism – What do Jewish people believe, and how do they show it?						
Autumn 2	To reflect on what I already know about what Jewish people believe in, and explore the meaning of the Star of David.	To compare the symbol of the Star of David and its meaning to symbols from other religious faiths.	To learn about the Jewish prayer of 'The Shema' and understand why it is important to Jews.	To explore the Jewish festival of Chanukah, and understand the significance of the objects that are used in this festival.	To compare how Jewish people demonstrate what they believe in, and compare this to people from other religious faiths.	Assessment: What do Jewish people believe, and how do they show it?
Christmas Holidays						
Islam – Why is the Qur'an one of the most significant books in the world?						
Spring 1	To reflect on which books are special to us, and to understand that religious books have extra significance to people who follow that faith.	To learn about the significance of the Qur'an to followers of Islam.	To explore the special practices followed by Muslims to take care of the Qur'an.	To explore other significance books in other religious faiths, and to compare them to the Qur'an.	To reflect on why some books might be more significant to other people, and that some religious books are very significant to followers of that faith.	Assessment: Why is the Qur'an one of the most important books in the world?
Half Term						
Dharma (Buddhism) – What do we need in order to be happy? Trip						
Spring 2	To reflect on the things we need in order to be happy in life.	To reflect on what things are essential to happiness, and which things are inessential.	To explore the idea that Buddha teaches followers of the Dharma that happiness comes from within.	To explore practices that help followers of the Dharma find inner peace.	To reflect on what I need in order to be happy, and the importance of finding inner-peace.	Assessment: What do we need in order to be happy?
Easter Holidays						
Sanatama Dharma (Hinduism) – Is this the only life there is, or is there a life after death?						
Summer 1	To reflect on my understanding of a life after death.	To learn about the Cycle of Samsara, and how this links to the idea of a life after death.	To understand how the Cycle of Samsara impacts on how a Hindu lives their lives.	To look at other views on what happens to after death, and compare these to the views of the Sanatama Dharma.	To reflect on my own views of life after death, and compare these to the views held by people of other faiths.	Assessment: Is this the only life, or is there life after death?
Half Term						
Islam – What role does food play in religion?						
Summer 2	To reflect on my knowledge of foods that people of certain religious faiths can and cannot eat.	To learn the role dietary laws have in Islam, and understand how they impact on the everyday life of Muslims.	To explore why fasting plays a role in religious life of Muslims.	To explore other dietary choices people may take, either religious or non-religious, and the role this plays in their life.	To reflect on my own views of the role food plays in my life, and the lives of other people.	Assessment: What role does food play in religion?
End of the Year						

PSHE-RHE

<p>Autumn 1 Being Me in My World</p> <p>EQ: How can I show respect to myself and others?</p>	To recognise my worth and identify positive things about myself	To know how to face a new challenge positively	To understand why rules are needed and how they link to my rights	To understand that my actions affect the feelings of myself and others	To make responsible choices for my actions	To understand how my actions affect others and be empathetic towards them	Assessment: How can I show respect to myself and others?
Half Term							
<p>Autumn 2 Celebrating Difference</p> <p>EQ: How can my words and actions be kind and harmful to others?</p>	To understand that everyone's family is different and important to them	To understand that conflict and difference might happen between family members	To know what it means to be a witness to bullying	To know how witnesses' actions can make a situation better or worse	To recognise that some words can be used in hurtful ways	To describe a time when my words may have been hurtful	Assessment: How can my words and actions be kind and harmful to others?
Christmas Holidays							
<p>Spring 1 Dreams and Goals</p> <p>EQ: How can having a growth mindset help me to achieve a goal?</p>	To describe someone who has overcome a challenge and achieved success	To identify a dream/ambition that is important to me	To learn how to enjoy challenges and work out the best way to overcome them	To learn how to be motivated and enthusiastic about achieving a challenge	To recognise obstacles which might get in the way of overcoming a challenge	To evaluate my own learning process and identify how it could be better next time	Assessment: How can having a growth mindset help me to achieve a goal?
Half Term							
<p>Spring 2 Healthy Me</p> <p>EQ: Which things can be dangerous to my health, and what can keep me safe?</p>	To understand how exercise affects my body	To know why my heart and lungs are important to the human body	To explain my knowledge and attitude towards drugs	To identify things, people and places which may be dangerous	To understand that medicines and household substances can be dangerous	To understand how complex my body is and why it is important to take care of	Assessment: Which things can be dangerous to my health, and what can keep me safe?
Easter Holidays							
<p>Summer 1 Relationships</p> <p>EQ: How do the people around me impact on my life?</p>	To identify the roles and responsibilities of family members	To identify the skills of friendship – negotiation, resolving conflict	To know strategies for keeping myself safe at home	To explain how the actions of people around the world can affect my life	To understand how my needs and rights are shared with others around the world	To know how to express my appreciation to my friends and family	Assessment: How do the people around me impact on my life?
Half Term							
<p>Summer 2 Changing Me</p> <p>EQ: What changes happen to boys and girls as they grow from a baby?</p>	To understand how babies grow and develop in the mothers' uterus	To recognise what a baby needs in order to live	To recognise the changes in boys' and girls' bodies (outside the body)	To recognise changes in boys' and girls' bodies (inside the body)	To recognise stereotypes of the family, parenting and family roles	To reflect on my time in Year 3 and identify what I'm looking forwards to in Year 4	Assessment: What changes happen to boys and girls as they grow from a baby?
End of the Year							

Art

<u>Autumn 1</u> <u>Drawing</u>	To investigate different marks made using a pencil	To explore shading techniques and discuss light/dark tone	To produce a collaborative piece of artwork	To use my imagination to explore ideas	To select and develop part of an image	To develop work using my own images as a starting point
<u>Half Term</u>						
<u>Autumn 2</u> <u>Painting</u>	To mix primary colours using primary, colours, secondary colours and white	To know the difference between tint and tone	To respond to the work of Vincent Van Gogh	To use inspiration from an artist to explore the sgraffito style	To take inspiration from an artist to create a landscape picture	To apply the method of short strokes of paint to create a landscape picture
<u>Christmas</u>						
<u>Spring 1</u> <u>Collage</u>	To explore using a collage technique	To respond to the work of Paul Klee	To respond to the work of Paul Klee	To respond to the work of Victor Vasereley	To respond to the work of Henry Matisse	To respond to the work of Henry Matisse
<u>Half Term</u>						
<u>Spring 2</u> <u>Printing</u>	To experiment with a roller and ink for mark making	To develop the use of printing tools and techniques	To experiment with monoprinting	To select colours and surfaces to develop ideas	To produce a relief monoprint inspired by William Hogarth	To produce a relief monoprint inspired by William Hogarth
<u>Easter</u>						
<u>Summer 1</u> <u>Textiles</u>	D-STEM Textiles Unit					
<u>Half Term</u>						
<u>Summer 2</u> <u>3D Sculpture</u>	To develop ideas for a sculpture inspired by Yayoi Kusama	To combine materials, including papier-mache, to create a Yayoi Kusama inspired sculpture	To produce a sculpture inspired by Yayoi Kusama based on a previous design.	To design a clay coil pot inspired by Antoni Gaudi.	To create a coil pot inspired by Antoni Gaudi	To complete a coil pot sculpture inspired by Antoni Gaudi
<u>End of the Year</u>						

Physical Education

<u>Autumn 1</u>	Running, Jumping, Throwing & Catching (Tag Rugby)
	Team Games (Handball)
<u>Half Term</u>	
<u>Autumn 2</u>	Agility & Control (Hockey)
	Agility, Control & Coordination (Football)
<u>Christmas</u>	
<u>Spring 1</u>	Flexibility, Strength & Technique (Gymnastics)
	Movement & Patterns (Dance)
<u>Half Term</u>	
<u>Spring 2</u>	Technique & Hand-Eye Coordination (Tennis)
	Health & Exercise
<u>Easter</u>	
<u>Summer 1</u>	Swimming
	Throwing & Catching (Rounders)
<u>Half Term</u>	
<u>Summer 2</u>	Swimming
	Multi Sports (Team Games)
<u>End of the Year</u>	

MFL

Autumn 1	To be able to saying your name in Spanish and count the numbers 1-10.	To be able to punctuate using ¿?	To ask how old someone is, using the verbs Tener (vb), Tengo (I have) and Tienes (you have)	To be able to say the greetings in Spanish for times of the day.	To be able to say how I am feeling in Spanish.	To be able to write how I am feeling, using the correct grammatical gender Contento/a To be able to ask questions and give simple answers using estar (vb), estoy (I am) and estas (you are).	To be able to correctly pronounce verb phonemes in Spanish.
Half Term							
Autumn 2	To be able to say simple classroom commands in Spanish.	To be able to write simple classroom commands in Spanish.	To be able to correctly pronounce phonemes in Spanish.	To be able to identify Spanish phonemes to the correct grapheme.	To be able to explain how to spell a word in Spanish.	Assessment: Recapping learning from the Autumn term.	To explore the significance of Christmas in Spanish culture.
Christmas Holidays							
Spring 1	To recap on saying numbers to 10 in Spanish, and to learn how to say the numbers from 10 to 20.	To be able to write the numbers from 10 to 20 in Spanish.	To be able to say the names of colours in Spanish.	To be able to identify colours in Spanish, using Ser (to be (vb) and Es (it is)	To be able to say the names of different types of fruit in Spanish.	To be able to identify different types of fruit and their colours in Spanish, using Ser (to be (vb) and Es (it is)	
Half Term							
Spring 2	To explore the grammatical gender of fruit in Spanish (Un kiwi, Una manzana)	To be able to express an opinion in Spanish, using Gustar (to like (vb), Me gusta and Te gusta	To explore singular and plural noun agreement in Spanish (Me gusta - me gustan)	To apply my knowledge of singular and plural noun agreement to write an opinion about what I like and dislike.	Assessment: Recapping learning from the Spring term.	To explore the significance of Easter in Spanish culture.	
Easter Holidays							
Summer 1	To learn to say the names for the days of the week in Spanish.	To be able to write the names of the week in Spanish.	To learn to say the names of the months of the year in Spanish.	To be able to write the names of the months in Spanish.	To be able to say my birthday in Spanish, and ask others for theirs.	To be able to write my own birthday in Spanish, and the birthday's of others.	LO: To explore an aspect of Spanish culture.
Half Term							
Summer 2	To be able to say today's date in Spanish.	TO be able to write today's date in Spanish.	To learn the names for types of weather in Spanish.	To learn about the names of the seasons in Spanish, and to say what the weather is like today.	To be able to say and write the names for numbers over 20 in Spanish.	Assessment: Recapping learning from the Summer term.	LO: To explore aspect of Spanish culture.
End of the Year							

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 3	Reading Notation 1: Rhythm and Tempo	Exploring Staff Notation 1: High and Low (Glockenspiel)	Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder)	Composition Skills 1: Pitch, Rhythm and Structure	Exploring Musical Theatre: Forte and Piano	Becoming Musicians 1: Dynamics and Tempo

Overview

Year 3 marks a transition to a more structured music curriculum. Pupils continue to refine their musicianship skills by walking, moving, or clapping to a steady beat, maintaining coordination, and performing actions to songs and rhymes.

Pitch exploration advances with more complex singing games and pitch recognition through dot notation. Pupils become more independent in responding to pitch changes in short melodic phrases. They also begin to explore basic notation and symbols in music, by introducing the staff.

Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> • Read and perform simple rhythms confidently with note values such as crotchets and paired quavers. • Maintain a steady beat and adjust the speed of the beat in response to the music or a leader. 	<ul style="list-style-type: none"> • Begin to read and perform pitch notation within a limited range (e.g. C–G), recognising higher and lower pitches. • Interpret and perform music with basic dynamics markings. 	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression. • Perform simple actions and sing in time to action songs. 	<ul style="list-style-type: none"> • Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range. • Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato). 	<ul style="list-style-type: none"> • Begin to improvise on a limited range of pitches using simple musical features. • Create short musical responses using limited note ranges in improvisation. • Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.

Music

Reading Notation 1: Rhythm and Tempo (Autumn 1)

In Year 3, pupils embark on their musical journey by delving into reading notation with a focus on rhythm and tempo. This unit corresponds to the development of rhythmic skills as outlined in the national music curriculum. Students learn to read and understand basic rhythmic patterns, setting a strong foundation for future musical exploration. Building upon their prior experience with pulse and basic rhythm in Key Stage 1, this unit helps them establish a firm grasp of rhythm and tempo, essential for more complex musical endeavours in subsequent years.

Exploring Staff Notation 1: High and Low (Glockenspiel) (Autumn 2)

Continuing their musical exploration, Year 3 students venture into the world of staff notation, with a particular focus on pitch, using the glockenspiel. This unit corresponds to the gradual introduction of pitch notation in the national music curriculum. Pupils learn to further differentiate between high and low pitches and start reading simple melodies. This stage of their musical education prepares them for more intricate staff notation and melodic exploration while reinforcing their understanding of rhythm and tempo, which are essential skills for the years ahead.

Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder) (Spring 1)

Year 3 marks the beginning of students' development of ensemble skills, as they engage in call and response activities using the glockenspiel or recorder. This unit aligns with the curriculum's aim of nurturing collaborative musical experiences. Pupils learn to actively listen, respond, and cooperate with peers in a musical context, a fundamental skill that will continue to grow as they progress through Key Stage 2. Their instrumental proficiency is strengthened, laying the groundwork for more complex ensemble work and ensemble notation reading in the future.

Composition Skills 1: Pitch, Rhythm, and Structure (Spring 2)

In the spring term, Year 3 students delve into the creative realm of composition, encompassing pitch, rhythm, and musical structure. This unit corresponds with the curriculum's focus on fostering composition and improvisation skills. Pupils begin crafting their musical pieces, combining the notation skills introduced in previous years. They explore fundamental aspects of musical structure, preparing them for more intricate composition and improvisation tasks in subsequent years.

Exploring Musical Theatre: Forte and Piano (Summer 1)

During the summer term, Year 3 students immerse themselves in the expressive elements of Musical Theatre, with a particular focus on dynamics, including forte or piano. This unit aligns with the curriculum's emphasis on enhancing musical interpretations through dynamics. Pupils learn to convey emotions through their singing and playing, enriching their musical expression. This phase further develops their musicianship skills, setting the stage for more advanced dynamic markings and nuanced musical interpretations in subsequent years.

Becoming Musicians 1: Dynamics and Tempo (Summer 2)

The summer term marks a significant milestone in students' musical journey, as they deepen their understanding of dynamics and tempo. This unit corresponds to the curriculum's goal of fostering musicianship development. Pupils refine their ability to perform with varying degrees of volume and speed, enhancing their musical expressiveness. This phase builds upon their previous work in musical expression and prepares them for more intricate musical interpretations and performances in coming years.

Keywords

- Call and response
- Pulse
- Rhythm
- Tempo
- Pitch
- Dynamics
- Rhythm names
- Dot notation
- Singing names
- Crotchets
- Quavers
- Tonset
- Ostinato

Listening

- Baroque
- Romantic
- 21st Century
- Funk
- India (Indian classical)
- Handel
- Tina Turner
- Mussorgsky
- A.R. Rahman
- James Brown