

Year 3

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Why aren't all rocks the same?	What makes Forest Hill unique?	How was a Stone Age child's life different to mine?	How can I keep a plant alive?	How does life in Ancient Egypt compare to life today?	How can important people and places help us learn about Ancient Egypt?
STEM	Maths					
	See separate document					
	Science					
	Rocks and Soils Children will learn about rocks and soils through comparing their appearance and simple physical properties. They'll become detectives when looking at fossils and discover how they were formed. The children will also compare and group rocks, describe rock formation and recognise how soil is made.	Light Children will discuss how we need light in order to see things (when it is reflected off surfaces) and that dark is the absence of light. They will recognise that light from the sun can be dangerous and that there are ways to protect your eyes. They will investigate how shadows are formed when light is blocked and find patterns in the way that the shadows change.	Animals, including humans Children will learn about skeletons and muscles and how humans and some other animals have these for support, protection and movement. They will identify that animals, including humans, need the right types and amount of nutrition, and that they get this nutrition from what they eat.	Plants Through dissecting flowers, children will identify and describe the functions of different parts of a flowering plant. They will explore what plants need to live and grow and investigate the way in which water is transported within plants. They will learn about the importance of flowers in the lifecycle of flowering plants including pollination, seed formation and seed	Forces and Magnets After comparing how things move on different surfaces, children will learn that some forces need contact between two objects, but magnetic forces can act at a distance. They will observe how magnets attract or repel each other and attract some materials and not others. They will learn about the function of the poles of magnets.	
	Computing					
	Computing Systems and Networks After beginning with a focus on online safety, children will learn how digital devices function. They will recognise how digital devices can change the way that we work. They will learn how a computer network can be used to share information and explore how digital devices can be connected.	Sequencing sounds Children will explore a new programming environment; identify commands that have an outcome and explain that a programme has a start. They will recognise that a sequence of commands can have an order; change the appearance the appearance of a project and create a project from a task description.	Stop-Frame Animation Children will explain that animation is a sequence of drawings or photographs and relate animated movement with a sequence of images. They will plan and improve an animation while identifying the need to work consistently and carefully.	Branching databases Children will identify what information needs to be collected about an object and create questions with yes/no answers. They will go on to plan and create a branching database and explain why it is necessary to be well structured. Finally, they will independently create an identification tool.	Desktop publishing Children will recognise how text and images convey information and how text and layout can be edited. They will also choose appropriate page settings, add content and match layout to purpose.	Events and actions in programs Children will create a programme that moves a sprite; adapt and develop programmes and create a maze-based challenge.
	D.T.					
		Mechanisms: Levers and linkages Children will investigate and evaluate products which have a range of lever and linkage mechanisms, using questions to develop their understanding. After recreating basic lever and linkage mechanisms they will develop their own "Greetings from Forest Hill" moving greeting card.	Food: Healthy and varied diet Children will use the 'Eatwell Plate' to investigate food products, as well as carrying out sensory investigations. They will use a range of utensils and techniques to prepare ingredients. They will design their main healthy sandwich or wrap product, planning the stages needed and preparing the product, evaluating as they go and considering improvements.		Structures: Shell structures Children will investigate a collection of different shell structures including packaging, evaluating designs against intended users. They will practise making nets out of card and explore ways of strengthening these. They will design a gift box for an Egyptian scarab, considering appearance, and will work with accuracy to complete their final product.	
	History					
			The Stone Age The children will develop their historical inquiry skills and explore the concepts of change and continuity through an exploration of the Stone Age. They will investigate Stone Age life, starting with the question of whether early humans were solely hunters and gatherers, focused on survival and how life changed when farming began, examining the transition from nomadic lifestyles to settled communities. The children will study Skara Brae, a fascinating archaeological site that provides insights into the daily lives and dwellings of Stone Age people. Through hands-on activities and investigations, they piece together the story of this ancient era, discovering both its challenges and	The Bronze Age to the Iron Age The children continue to develop their historical inquiry skills as they explore various sources and a range of activities. They look to answer questions such as the purpose of Stonehenge and learn to decipher the clues left behind by our distant ancestors. By studying the Iron Age, they discern the extent of societal transformations during this period. The 52 skeletons of Maiden Castle become a captivating mystery to solve, offering insights into the lives of people from the past.	Ancient Egyptian Civilisation Starting by defining when and where the Ancient Egyptian Civilisation took place, children will then learn about the lives of Ancient Egyptians. This will include comparing different members of society, Ancient Egyptian beliefs and how these affected daily lives, and the importance of building pyramids and mummifying bodies. Alongside will run work around historical sources and how these teach us about the past.	Ancient Egyptian Civilisation The children continue to explore Ancient Egypt, developing their historical inquiry skills. They look deep into the past, seeking answers to questions and to uncover the commonalities between Ancient Egypt and other civilizations of that era, drawing comparisons to gain a deeper understanding. Through the exploration of various sources of evidence, they will investigate the reasons behind the survival of these sources and gain insights into the impact of these discoveries on our understanding of Ancient Egypt.
	Geography					

Humanities	Volcanoes, mountains and earthquakes Children will learn about the structure of the earth: the way the crust is split into tectonic plates and how this has formed mountain ranges and volcanoes and causes earthquakes. After recapping continents and oceans, they will use map skills to locate the world's most famous volcanoes, tallest mountains and biggest earthquakes using latitude and longitude. They will investigate the structure of a volcano and the five deadly features of a volcanic eruption.	Forest Hill – local area and mapping Children will explore their local area, expanding their understanding of its geographical features. They'll refine their mapping skills, creating more detailed maps and using the eight points of the compass. They'll explore how the local area has changed over time, and the impact of these changes on the community. They'll also learn to use grid references and symbols in their maps, enhancing their spatial awareness and geographical vocabulary.			River Nile: Water Irrigation and land use (farming) Children will learn about the River Nile, focusing on its role in water irrigation and land use. They'll understand how the river's annual flooding contributes to Egypt's fertile land, enabling agriculture to flourish in the area around the Nile. They'll study ancient and modern irrigation methods, and how these impact land use. They'll also examine the river's influence on the development of Egyptian civilization, enhancing their understanding of human geography.	
	RE					
	Peace Children will discover how peace is shown across two significant religions, seeing how they are similar in some of their beliefs. They'll explore worship looking at peaceful reflection, meditation and prayer.	Christianity 5: The Bible Children will learn about the Bible as a source of Christian belief and teaching, that some Christians read the Bible every day and find it helpful for their everyday lives. They will learn about the Old and New Testaments and how these include many books with different genres. They will listen to some gospel stories and see that these tell about events in Jesus' life, and parables which show Jesus' teaching. They will consider the Ten Commandments, with particular focus on 'Love God' and 'Love your neighbour'.	Sikhism 1: Sikh Beliefs Children will learn that Sikhs believe in one God who created all things and is symbolised by the Ik Onkar symbol. They will learn about Gurus: - There were 10 human Gurus. - Guru Nanak was the first Guru. - Guru Nanak's life and teaching. - Guru Nanak's teaching that all people are equal. - Celebration of Guru Nanak's birthday.	Sikhism 2: Sikh Teaching and Life Children will learn about the three important Sikh rules: - Work honestly. - Share food with the needy. - Remember God. They will hear stories about how the Gurus showed how to put teachings into practice in their lives. When learning about Sikh Life they will find out about special celebrations including naming, how Sikhs worship at home and in the Gurdwara, how the Guru Granth Sahib teaches Sikhs how to live and how Sikhs share and show that everyone is equal in the Gurdwara.	Buddhism 1: The Buddha Children will learn about the Buddha's life and search for truth and that Buddha means the 'awakened one'. The Buddha became free of suffering and was able to help others to 'awaken themselves'. When learning about the teachings of the Buddha, children will learn the Four Noble Truths. They will hear the story of Siddhartha and the Swan.	Buddhism 2: Living as a Buddhist Children will learn about The Buddhist Community Sangha and how this lives out the teachings of the Buddha. They will learn that Buddhists meditate to help them understand the teachings of the Buddha by developing awareness and mindfulness. Children will learn about Buddhist places of worship: the home shrine and a Temple or Buddhist Centre.
The Arts	Art					
	Gestural drawing with charcoal Children will see how artists use charcoal in their work. They will talk about the marks produced, and how they feel about their work. They will experiment with the types of marks they can make with charcoal, using their hands as well as the charcoal. They will work on larger sheets of paper, and will make loose, gestural sketches using their body. They will learn what Chiaroscuro is and how they can use it in their work. They will use light and dark tonal values in their work, to create a sense of drama.			Telling stories through drawing and making Children are enabled to make sculptural equivalents of characters from film and literature. The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.		Cloth, Thread, Paint Children will explore how artists combine media and use them in unusual ways to make art. They will share their response to their work. They will use their sketchbook to make visual notes capturing ideas that interest them. They will also use it to test ideas and explore colour and mark making. They will use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. They will then use thread and stitching to create textural marks over the top of their painted canvas, creating interesting marks which reflect their response to the landscape.
	Music					
	The Orchestra Learning about the orchestral families and their instruments. They will listen to famous orchestras playing. Children will explore timbre, develop musicianship and perform as part of an ensemble. They will develop aural skills relating to pitch, rhythm and timbre. Children will explore many pieces of music written by a famous classical composer. They will begin looking at and exploring written notation as well as exploring the Zones of Regulation in depth and in relation to music.	Christmas Production Practicing for the Christmas performances, learning how to sing accurately and in tune.	World Music Children will learn about the music of different cultures around the world. They will explore the instruments, rhythms and characteristics of the music of different parts of the world.	Caribbean Music Children will learn about the history of the Caribbean Music. They will learn about the instruments used and the different styles of the Caribbean music. They will look at Bob Marley and they will learn songs from the Caribbean.	Boomwhackers Children will learn about the colourful tubes that are called boomwhackers. They will learn how they work, how to make can make sounds and they will learn how to play simple tunes with them.	
	PSHE					

Wellbeing	Keeping Safe Leaning Out of Windows Looks at the dangers of heights and various dangers we may find in our homes and communities. (includes 'What I've Learnt' - end of module assessment) Keeping Healthy Medicine Looks at why we take medicine and the dangers of taking medicine without a trusted adult's permission. (includes 'What I've Learnt' - end of module assessment) Zones of Regulation Recap <i>Kilmorie Quality (Independence)</i>	Computer Safety Making Friends Online (includes What I've Learnt - end of module assessment) 'Making Friends Online' looks at the steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life. A World Without Judgement Tolerance (includes What I've Learnt - end of module assessment) (link with pupil parliament voting) Understanding that people may have different beliefs, opinions and ways of living, explaining why it is important to respect and tolerate differences between people. <i>Kilmorie Quality (Empathy)</i>	Being Responsible Stealing (includes What I've Learnt - end of module assessment) 'Stealing' looks at the differences between stealing and borrowing and enables children to identify emotions associated with losing a special possession. Keeping Safe Texting while Driving (includes What I've Learnt - end of module assessment) Understanding how our actions and choices can affect others, recognising how drivers can be distracted. knowing how to help others stay safe <i>Kilmorie Quality (Honesty)</i>	Feelings and Emotions Grief (includes What I've Learnt - end of module assessment) 'Grief' looks at the different feelings we can experience when we lose someone or something we loved dearly and enables children to identify ways they can cope when grieving. Simply RSHE lesson - General Wellbeing topic <i>Kilmorie Quality (Resilience)</i>	Relationships Touch (includes What I've Learnt - end of module assessment) 'Touch' looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they feel uncomfortable in a relationship. Simply RSHE lesson - Respectful Kind Relationships topic <i>Kilmorie Quality (Respect)</i>	Our World Looking After Our World (includes What I've Learnt - end of module assessment) Looks at the ways in which we can help look after and protect our planet. <i>Kilmorie Quality (Collaboration)</i>
	P.E. (Outdoor/Indoor)					
	Gymnastics Children will perform a variety of shapes with good control. They will perform a straight jump with a half turn and a Teddy bear roll, both in isolation. They will develop Point and Patch balances and combine these in a short sequence on mats (using levels directions control). They will also be introduced to a hurdle step onto apparatus.	Groovy Gymnastics Children will perform a variety of shapes with good control. They will perform a straight jump with a half turn and a Teddy bear roll, both in isolation. They will develop Point and Patch balances and combine these in a short sequence on mats (using levels directions control). They will also be introduced to a hurdle step onto apparatus.	Leadership Children should be able to confidently explain what makes a good leader and am confident when communicating in different way. They will be able to create a game with a clearly defined space, objective and with or without equipment. Children will think about how to make a game easier or harder to suit the children playing. They will be able to confidently teach their game to others, showing organisational and leadership skills.	Fitness Children will develop their balance by balancing with control, focusing on preferred and non-preferred leg (when performing exercises). They will complete a variety of fitness exercises successfully and work towards achieving and improving their personal best. They will co-ordinate their body to perform a combination of movements in a variety of exercises. They will learn to take their pulse before exercise and understand how the body is getting stronger when exercising.	Dance - Egyptian Dance from Primary PE Planning Children will be taught contemporary dance by a specialist dance teacher. They will collaborate to make a dance warm up based on those taught. They will use a stimulus to create a dance in unison with a partner and perform in canon with a group. They will perform dances using a range of movements, which will be put together for a class performance at the end of term. They will also develop their innovation and collaboration skills by working in groups.	Dance - Egyptian Dance from Primary PE Planning The children will carry on with their dance which will build their knowledge on Contemporary Dance: choreography; rehearsals and performances within the class group.
	Hockey Children will learn how to dribble the ball holding the stick in the correct position and will develop their knowledge of performing a pass while looking for a space to receive the ball. They will learn to pass and receive a ball with some control and begin to tackle a player safely, when stationary and moving. This will then lead onto learning to score whilst the ball is stationary/moving and to show this in adapted games while focussing on accuracy. The children will apply all skills learnt to play in game situations, with variations of rules and apply some basic principles for attacking and defending.	Netball Children will learn to pass and receive a ball whilst stationary and, on the move, and be able to develop and investigate throwing in different ways e.g., overhead, bounce, and chest passes. This will then lead into how to shoot a netball into a basket. They will also learn how to perform different stops, stride/jump stops including pivoting. This will lead onto learning to dodge and mark players. They will then put all skills learnt, together to have mini high 5 netball matches.	Multiskills Children will measure their agility, balance and co-ordination skills. They will develop their balance by balancing on various body parts while moving. They will focus on improving their agility by changing direction at speed. They will co-ordinate body to perform a combination of movements and improve coordination through throwing and catching. They will complete a variety of fitness tests successfully and work towards achieving and improving their personal best.	Tag Rugby Children will be taught how to tag people whilst standing and moving. They will be encouraged to move with control, with a ball in thier hands, sometimes using the correct handling position. The children will attempt to pass a ball backwards or sideways whilst either standing or moving. They will build understanding of how to score a try, unopposed, at speed or avoiding a defender. The children will put together all skills learnt in the previous lessons to work as part of a team and play in small sided games.	Athletics Children will learn a variety of different athletic activities based around sports day. They will learn to pump/swing their arms fast (hip to lip) when running and keep their heads still and bodies upright. Children will learn to react quickly and sometimes accelerate over short distances and react quickly while accelerating over short distances.	Rounders Children will learn how to throw under/over arm and catch a ball with control and accuracy. They will learn how to bowl a good ball between the batter's knee and head from a short distance. They will learn to bat a ball using a rounders bat and perform a long barrier moving into position to scoop up the ball. They will use their batting and fielding skills and apply them with confidence in a game.
	Links to Articles from the UN Convention on the Rights of the Child					

Languages	MFL					
	All classes will begin the year by using the UNCRC Articles to create their own Class Charter. ARTICLE 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. RE Article 14: Children will discuss their right to hold different beliefs and to express these. ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. PSHE Article 24: Children will discuss the importance of access to medication and taking medication safely.	ARTICLE 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them. PSHE Article 17: Children will learn about staying safe online.	ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. DT Article 24: Children will discuss the importance of a healthy lifestyle during their DT topic to design and create healthy sandwiches. Science Article 24: This article will be discussed during the topic on keeping healthy.	ARTICLE 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. PE Article 31: Remind children to follow the rules so everyone can join in to enable their right to play.	ARTICLE 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation. PSHE Article 16: Children will discuss the right to privacy when they learn about appropriate touch.	
	English					
Languages	J'apprends le francais In this unit pupils will learn how to: ☐ find France on a map and be able to recall at least 1 Francophone country. ☐ use key greetings. ☐ ask and answer the question 'How are you?' in French. ☐ ask and answer the question 'What is your name?' in French. ☐ count to 10 in French. ☐ read, write, say and recognise 10 colours in French.)	Les animaux In this unit, pupils will learn how to: ☐ Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. ☐ Understand that there are more determiners/ articles in French than in English. ☐ Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	Les fruits In this unit the children will learn how to: ☐ Name and recognise up to 10 fruits in French. ☐ Attempt to spell some of these nouns. ☐ Ask somebody in French if they like a particular fruit. ☐ Say what fruits they like and dislike.	Les saisons In this unit pupils will learn the 4 seasons of the year along with 2 phrases for each season in the foreign language. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and describe it in an extended sentence.	En classe In this unit the children will learn how to: ☐ Remember and recall 12 classroom objects with their indefinite article/determiner. ☐ Replace an indefinite article/determiner with a possessive adjective. ☐ Say and write what they have and do not have in their pencil case	Chez moi In this unit the children will learn how to: ☐ Say whether they live in a house or an apartment and say where it is. ☐ Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. ☐ Tell somebody in French what rooms they have or do not have in their home. ☐ Ask somebody else in French what rooms they have in their home. ☐ Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age)
	See separate document					