

Chancellor Park Primary School – Year 3

Subject	<u>Autumn</u> Topic: Mountain/Volcanoes	<i>IDEAS</i>	<u>Spring</u> Topic: Romans	<i>IDEAS</i>	<u>Summer</u> Topic: Rainforests	<i>IDEAS</i>
Science	<p>Sc3/3.1 Rocks</p> <p>Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognise that soils are made from rocks and organic matter.</p> <p>Sc3/4.1 Light</p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun</p>	<p>Natural History Museum.</p> <p>Shadow stories.</p> <p>Collecting light data from around the school.</p>	<p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance to surfaces</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel</p>	<p>Trojan horse - development forces and magnets.</p> <p>Roman Roads and testing a structure</p>	<p>Sc3/2.1 Plants</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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</p> <p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Sc3/2.2 Animals including humans</p> <p>Sc3/2.2a identify that animals, including humans, need the right types and amount of</p>	<p>Identifying plants. Animal, habitats, ecology.</p> <p>Tribes – humans in the rainforest.</p> <p>Botanical gardens. Colchester zoo. Rainforest cafe.</p>

	<p>can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>		<p>each other, depending on which poles are facing.</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.9 using straightforward scientific evidence to</p>		<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	
--	---	--	--	--	--	--

	Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		answer questions or to support their findings.			
Geography	<p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p>	Firework Makers Daughter – Book. Natural History Museum	Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Roman invasion. Look at maps. Castles/forts trip. Roman speaker day.	<p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p>	Comparison of local forests to SA rainforest. Produce from the rainforest. Deforestation. City life vs. Tribal life.

Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Ge2/1.3 Human and Physical Geography

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Ge2/1.4 Geographical Skills and Fieldwork

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b use the 8 points of a compass, 4

	<p>and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>				
History	<p>Hi2/1.1 Pre-Roman Britain</p> <p>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> b. <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> c. <i>Iron Age hill forts: tribal kingdoms, farming, art and</i> 	<p>2 week intro at end of term in preparation for Roman topic.</p>	<p>Roman Britain. Pupils should be taught about the Roman Empire and its impact on Britain. This could include Julius Caesar's invasion of Britain 55/54BC, The Roman Empire by AD42 and the power of its army. Successful invasion by Claudius and Conquest including Hadrian's Wall, British Resistance eg Boudicca, Romanisation of Britain, sites such as Caerwent and the impact of</p>		

	<i>culture</i>		technology, culture and beliefs, including early Christianity.			
Computing	<p>We are programmers -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>We are bug fixers -Debug programs that accomplish specific goals -use sequence, selection, and repetition</p>	Light data collection.	<p>We are presenters -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -work with variables and various forms of input and output -use technology safely, respectfully and responsibly</p> <p>We are network engineers -understand computer networks including the internet; how they</p>		<p>We are communicators -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>We are opinion pollsters -select, use and combine a variety of</p>	Rainforest videos.

	<p>in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	
<p>Design and Technology</p>	<p>DT2/1.1 Design</p> <p>DT2/1.1 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.2 Make</p> <p>DT2/1.2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	<p>Pop up book on mountains – fiction and non-fiction.</p> <p>Design a menu, rock cakes.</p>	<p>Create a shell or frame structure, strengthen frame with diagonal struts. Make structures more stable by giving them a wide base. Prototype frame and shell structures. Cut slots. Use lolly sticks/ card to make levers and linkages.</p>	<p>Mosaics, shields. Repeated patterns and printing. Make a fort.</p>	<p>DT2/2.1 Cooking & Nutrition</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting</p>	<p>Textiles / sewing – animals –costumes.</p>

	<p>prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped</p>				<p>and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>Repetition of refined in Term 1 and 2 for DT. Develop sensory vocab/knowledge using, smell, taste, texture and feel. Follow instructions. Make healthy eating choices from an understanding of a balanced diet. Work safely and hygienically. Measure to nearest 100g using scales. Explore fastenings and recreate some. Eg. Sew buttons on. Prototype a product using J cloths. Understand the need for patterns.</p>	
--	--	--	--	--	--	--

shape the world

**DT2/1.4
Technological
Knowledge**

DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT2/1.4b understand and use **mechanical systems** in their products

DT2/1.4c understand and use **electrical systems** in their products

DT2/1.4d apply their understanding of computing to programme, monitor and control their products.

ACROSS 3 TERMS

Investigate similar products to the one to be made to give starting points for a design.
(Teacher led Y3)

Draw/sketch products to help analyse and understand how products are made when asked.

Think ahead about the order of their work and decide upon tools and materials – Y3 f=given

	<p>steps by CT.</p> <p>Record the plan by drawing and simple labels.</p> <p>Propose suggestions as to how they can achieve their design ideas.</p> <p>Add notes to drawings to help explanations.</p> <p>EVALUATING</p> <p>Identify the strengths and weaknesses of their design ideas.</p> <p>Decide which design idea to develop, with CT guidance.</p> <p>Consider and explain how the finished product could be improved, with CT guidance.</p> <p>Discuss how well the finished product meets the design criteria (developed as a class) and how well it meets the needs of the user.</p>					
Art	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and</p>	<p>Introduction to sketch books for year 3.</p> <p>Mountain scenes – painting.</p> <p>Silhouettes</p>	<p>Printing:</p> <p>To create a printing block using string, card and other textured materials.</p> <p>Experiment printing</p>	<p>Gladiators.</p> <p>Trip to castle.</p> <p>Roman Gods.</p> <p>Roman speaker day.</p>	<p>See previous skills – Repetition.</p> <p>Sculpture – To cover another medium with modroc to create sculpted work. Y3 cover clay.</p>	<p>Animals plant.</p> <p>Textiles/craftmaking – pattern or design on rainforest features – print onto clothing.</p> <p>Clay models.</p> <p>Drawing – different viewpoints/perspective</p>

	<p>design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Drawing – Explore how pressure can create light and dark effects. To draw an outline lightly then fill in with more detail afterwards.</p> <p>Painting- understand and explore what warm and cold colours are. To explore the use of light and dark to create one colour paintings.</p>		<p>a printing block with different coloured paper and inks to create a two colour block print. Cut out and rearrange prints made to create a picture. Collage: To convey meaning through collage eg places visited, likes and dislikes. To create symmetrical patterns by folding and cutting. To make and use rubbings to create pattern, texture and shape.Hi2/1.2</p>			s.
RE	<p>Christianity Jesus' Teaching</p> <p>describe how stories, including religious stories, sometimes contain messages</p> <p>describe how Jesus used stories to teach how people should treat others</p>		<p>Moses, Exodus and Festival of Pesach</p> <p>explain in very simple terms how, having been given the 'promised land', the Hebrews came to be slaves in Egypt</p> <p>retell stories about Moses</p>		<p>Islam Mosque and Prayer</p> <p>identify different things to do with the religion of Islam using the correct words</p> <p>describe how some religious beliefs, practices and stories are linked</p>	

	<p>describe how Jesus used stories to teach people about God</p> <p>Living as a Christian</p> <p>describe the Christians special book and what it is like</p> <p>describe things that are important for me and make links with what's important for others</p> <p>use correct religious words to identify the different parts of the Christian Bible</p> <p>identify parts of the Bible that are the same for Christians and Jews</p> <p>identify the different types of writing I use and the way these can influence others.</p>		<p>give thoughtful answers to questions about my own and others' experiences and feelings of identity</p> <p>retell the story of the Hebrews as slaves in Egypt</p> <p>give thoughtful answers to questions about slavery and persecution</p> <p>describe how beliefs about the sacred/holy are expressed through the removal of shoes/the covering of the head</p> <p>link things that are important to me with the way I behave</p> <p>retell the different episodes in the story of Moses</p> <p>give thoughtful</p>		<p>describe different ways in which religious beliefs are expressed</p> <p>use the correct religious words to</p> <p>describe some important features of the mosque</p> <p>identify things that are important in different religions (the importance of prayer five times a day to Muslims)</p> <p>say how the lives of Muslims are affected by their religion</p> <p>identify some of the things that are similar for people who belong to different religions</p> <p>use the correct religious words to</p> <p>describe some important features of different religions, identify things that are the same and things</p>	
--	---	--	---	--	--	--

	<p>compare some of the things that influence me and the way Christians are influenced by the Bible</p> <p>describe different ways Christian beliefs are expressed through stories</p> <p>talk about how Christians use the Bible in church and at home</p> <p>identify why prayer is important for Christians</p> <p>describe how the Lord's Prayer is linked with Jesus' teaching in the Bible</p> <p>describe how important it is for Christians to pray and the impact this has on their lives</p> <p>Hinduism Hinduism(Puja and Divali)</p>		<p>answers to questions about the experiences and feelings of the Egyptian families</p> <p>ask important questions about religious beliefs, eg whether the plagues were natural disasters or sent by God</p> <p>identify features of the Pesach celebration</p> <p>describe how religious beliefs, practices and stories are linked in the celebration of Pesach</p> <p>describe how Jews express their beliefs through story and rituals at Pesach</p> <p>suggest meanings for the terms 'slavery' and 'freedom' and how these are expressed</p>		<p>that are different</p> <p>describe some similarities and differences between religions</p> <p>Sikhism</p> <p>Guru Nanek, Guru Gobind Digh and the Khalsa</p> <p>make links between my own and others' experiences</p> <p>describe how stories about Guru Nanak as a boy show him as a special person</p> <p>begin to describe the impact religion has on believers' lives</p> <p>identify the groups to which I belong and how this influences me</p>	
--	---	--	---	--	--	--

	<p>identify religious objects</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts</p> <p>say how the lives of religious people are affected by their religion</p> <p>link things that are important to me with the way I think and behave</p> <p>identify religious rituals.</p> <p>describe different ways in which religious beliefs are expressed through rituals</p> <p>give simple explanations of religious practices</p> <p>retell religious stories (Rama and Sita)</p> <p>describe how religious beliefs are</p>		<p>through symbols in the celebration of Pesach</p>		<p>describe the story told by Sikhs of the foundation of the Khalsa</p> <p>Identify some/all of the 5Ks worn by Sikhs</p> <p>describe the 5Ks as symbols worn by Sikhs</p> <p>make links between the wearing of the 5Ks and being a member of the Sikh Khalsa</p>	
--	---	--	---	--	---	--

	expressed through stories.					
Music	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing songs from memory, with control of breath, dynamics, rhythm and pitch, improving pronunciation and phrasing.</p> <p>Play and perform in ensemble contexts, using their voices with increasing accuracy and control.</p>	XMAS	Mu2/1.6 Develop an understanding of the history of music. Listen to others performances and give simple feedback.	Soldiers/armies	<p>Mu2/1.4 use and understand staff and other musical notations.</p> <p>Play simple pieces from short musical patterns and symbols, with increased skill and control.</p> <p>Appreciate a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.</p>	Tribal Rainforest sounds. Carnival.
Physical Education	<p>Games</p> <p>Make up and play small sided games. Select and use appropriate skills. Describe and evaluate effectiveness of</p>	.	PE2/1.1b play competitive games , modified where appropriate, and apply basic principles suitable for		<p>PE2/1.1 Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing and catching</p>	

	<p>performance. Work cooperatively with others.</p>		<p>attacking and defending To consolidate and improve quality and consistency of their hitting skills. To develop the range of skills used. To select and use a range of simple tactics. To adapt , make and keep to the rules for net games.</p>		<p>in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. (AS FOR OTHER TERMS). Perform dance actions with greater control, fluency and co-ordination. Improvise freely, translating ideas from a stimulus into movement. Create and link dance phrases using simple dance structure. Perform dances with</p>	
--	---	--	---	--	---	--

					<p>an awareness of rhythmic, dynamic and expressive qualities. Describe and evaluate how they might improve their dances. Shape movement into a whole dance with a simple structure. Translate into movement ideas initiated by the stimulus. Perform dance actions with greater control, fluency and co-ordination. Shape movement into a whole dance with a simple structure. Observe each other dancing and use a range of descriptive language.</p>	
<p>Physical Education</p>	<p>Dance/Gym Understand/Identify/ use flexible pathways. Travel along different pathways using appropriate movements. Construct sequences which use planned variations in speed, level and pathways. Adapt and transfer what they have learned onto appropriate apparatus. Improvise freely. Develop different ways of travelling, jumping and turning and create dance phrases. Perform the basic actions and dances clearly and fluently. Work with a partner.</p>		<p>Soldier Dance Gym.</p>		<p>Athletics To link, remember and repeat combinations of actions with more consistency and control. To understand what equipment is needed for different challenges and be able to choose appropriately. Describe how their bodies feel when doing different exercises. Understand and describe what others are doing. Consolidate and improve the quality and range of the techniques they use. Develop their ability to</p>	

	Observe themselves and others dancing.				use simple tactics. Describe how the body reacts to different types of activity. Describe and evaluate the effectiveness of performances.	
French	<p>FL2/1.2</p> <p>Speaking Perform simple communicative tasks using single words, phrases and short sentences; ask and answer simple questions; begin to understand and begin to express simple opinions</p> <p>Repeat words and phrases modelled by the teacher; recall, retain and use vocabulary; remember a sequence of spoken words</p> <p>Speak clearly and confidently; pronounce accurately the most commonly used characters, letters and letter strings; imitate pronunciation of sounds; read aloud a familiar sentence, rhyme or song</p> <p>Perform simple rhymes and sing songs; join in with story-telling; practise new language with a partner</p>		<p>FL2/1.1</p> <p>Listening & Comp Listen with care to spoken language and use physical response, mime and gesture to convey meaning and show understanding</p> <p>Begin to identify patterns and specific sounds, phonemes and words through listening and responding to simple songs, rhymes and stories; and make links between some phonemes, rhymes and spellings of familiar words</p>		<p>FL2/1.3</p> <p>Reading & Comp. Recognise some familiar words in written form; understand words displayed in the classroom; identify and read simple words; read and understand simple messages</p> <p>Discuss language-learning and share ideas and experience; appreciate simple songs, poems and rhymes in the language</p> <p>Begin to develop vocabulary; use the context of what they see/read to determine some of the meaning; use a word bank</p>	

	<p>FL2/1.4</p> <p>Writing Experiment with the writing of simple words; write simple familiar words using model; write some single words from memory</p> <p>Make simple sentences using single word or phrase cards; use a reference to briefly describe people or things orally and in writing</p> <p>Begin to understand some basic grammar appropriate to the language being studied, including (where relevant): recognise main word classes; recognise question forms and negatives; recognise that languages describe familiar things differently; compare the language with English.</p>					