

Year 3

Autumn 1

IT'S NOT FAIR

Maths

Place value

Addition and subtraction

See subject overview.

PHSE & RSE

See subject overview.

MfL

I am learning French

See subject overview.

Physical Education

Outdoor Adventurous Activity

Dance

See subject overview

Computing

Coding

See subject overview

Culture, Diversity and Equality

How fairtrade support people around the world.

Impact of food miles on our environment.

Exploitation of people through trade.

Mindful Moments

Understand the difference between wants and needs of human beings.

Consider what humans need for a healthy body and mind.

Describe simple ways to take care of mental health and why it is important.

Develop a simple understanding of mental ill health.

Develop an understanding of the impact of factors such as poverty and loneliness on mental wellbeing.

English

The Journal of Lliona, a young slave girl—diary

My Strong Mind—Instructions

The True Story of the Three Pigs—Narrative

Key poem —*Song of the banana Man* by Evan Jones

Geography

Locate topographical features of Britain, such as rivers, hills, mountains or coasts, describing the impact on the physical and human geography of these places.

Compare the same topographical features of different places.

Name and locate the countries of Europe, North and South America.

Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime Greenwich Meridian.

Compare how different areas of the world have benefitted from the human and physical geographical features in their area.

Discuss the positive and negative impact of human activity on the environment.

Locate geographical features on a map, OS maps, atlases and digital/computer mapping

Religious Studies

What did Jesus teach?

Introduce the idea of Jesus teaching by his own example and through parables.

The lost sheep, the prodigal son, the unforgiving servant.

What do these stories tell us?

Can people change and so deserve for-

Enrichment Experience

Black Country Museum

Science

Animals Including Humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Music

Drums—Dudley Performing Arts

See subject overview.

Key piece of music—*Day—O (Banana Boat Song)* by Harry Belafonte

My Favourite Things from The Sound of Music

Design Technology

Banana Bread

See subject overview.

Learning through Nature

Art

Use sketching techniques to collect information about nature.

Explore ways of recording colours found in nature.

Learn how to record colours and shapes from nature.

Find textures in the outdoor area and explore how these can be recorded using resist technique.

Use a view finder to explore composition when drawing plants.

Explore shape and form by sketching and making a clay tree spirit.

Maths

Addition and Subtraction

Multiplication and Division

See subject overview.

PHSE & RSE

See subject overview.

MfL

Vegetables

See subject overview.

Physical Education

Outdoor Adventurous Activity

Dance

See subject overview

Computing

Sequence in Music

See subject overview.

Culture, Diversity and Equality

Cyrille Regis (Footballer)

Denise Lewis (OBE, sprinter)

Text: And Tango Makes Three

Text: Health Heroes – the people who took care of the world

Mindful Moments

Pupils will understand how hobbies and other activities are rewarding and enjoyable.

Pupils will learn that perseverance with an interest can have long term rewards.

Identify places locally where we can go for activities and hobbies to support good mental wellbeing.

Year 3

Autumn 2

HISTORY OF DUDLEY AND BLACK COUNTRY

English

Street beneath my feet—explanation

Autumn is here— poetry

Wolves in the Wall— Narrative

Key poem— Into the Sun or

Lines on Dudley Market, Ben Boucher

History

Show developing understanding of placing events and objects in Chronological order, divided into different periods of time.

Choose, select and combine Information from different sources to answer questions from the past using a range of sources.

Recognise some similarities and differences between time periods .

Religious Studies

Can we treat animals just as we like?

Do animals belong to us?

Can we treat them in any way we feel like?

How do you treat animals?

St Francis and the wolf? What message does this story have?

Enrichment Experience

Residential Visit

Science

Asking relevant questions and using different types of scientific enquiries to answer them.

Setting up simple practical enquiries, comparative and fair tests.

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Identifying differences, similarities or changes related to simple scientific ideas and processes.

Music

Drums—Dudley Performing Arts

See subject overview.

Key piece of music: Music by UB40

Art

Working with Shape and Colour:

Printmaking

See subject overview

Key piece of art: Black Country Glow by Ken Wood.

Learning through Nature

Outdoor Adventurous Activity

To use clear communication strength and flexibility to complete a task.

Work with others to complete map - reading tasks.

Draw and create a clear route on a map for others to follow.

Work with others and identify what went well and what we could do to improve.

Use the outside of the foot to control the ball and dribble.

Safely take part in trust-based activities.

Maths

Multiplication and Division B
Length and Perimeter
See subject overview

PHSE & RSE

See subject overview.

MfL

Little Red Riding Hood
See subject overview.

Physical Education

Beginners Swimming
Gymnastics
See subject overview

Computing

Email
See subject overview

Culture, Diversity and Equality

Text: Violet the Pilot; Gender stereotypes won't hold us back.

Alan Turing (LGBTQ+)

Text: Understanding Black Lives Matter

Mindful Moments

Pupils will learn about the importance of celebrating differences.

Pupils will look at how music can affect their mood and can be used as a strategy to improve their mental health and wellbeing.

Year 3

Spring 1

TRAILBLAZERS

English

How a Robot Dog works—
Explanation

Flood—Narrative

I asked the little boy who couldn't see—Poetry

Key poem: Eureka! By Joyce Sidman

Geography

Use secondary sources (e.g. aerial photos, texts, stories)

Locate the world's countries using maps. Concentrating on key human and physical characteristics, environmental regions, countries and major cities

Identify and describe what places are like and how their differences affect the people living there.

Religious Studies

How can Christianity influence the lives of people?

Explore the life and work of Mother Teresa of Calcutta.

How did Christianity inspire her work?

Explore the life and work of Martin L King.

How did Christianity inspire his work?

Enrichment Experience

Buddhist Temple

Science

Forces and magnets

Compare how things move on different surfaces

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

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.

Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Music

Developing notation skills

See subject overview.

Key piece of music: Eureka! By Joyce Sidman, Respect. The Explorers track, Jeremy Goldsmith

Design Technology

Paper planes/gliders

See subject overview

Key Piece of Art: South Pole Monu-

Learning through Nature

DT: Structures

Explore cross bars and braces in structures and how they are used to strengthen and stabilize

Explore the functional features of a frame-based structure and how they are joined and made strong.

How parallel structures are joined, designed and strengthened.

Exploring functional features of steps and a structure.

Use and apply learning to create structures for a fantasy world.

PE

Develop and perform simple movement

Maths

Fractions A

Mass and Capacity

See Subject overview

PHSE & RSE

See subject overview.

MfL

Ancient Britain

Physical Education

Beginners Swimming

Netball

See subject overview

Computing

Desktop Publishing

See subject overview

Culture, Diversity and Equality

Indigenous cultures of the world.

Text: The West African Girl

Mindful Moments

They will think about the diets that we follow, and how advances in nutrition and farming techniques have led to healthier and longer lives

Pupils will also consider the relationship between a healthy body and a healthy mind, and think of ways that they can be more mindful of what they eat.

Pupils will think about the foods that

Year 3

Spring 2

PREHISTORIC PLANET

English

Stone Age Boy — Narrative

Skara Brae—Persuasion

The Secret of Black Rock—Narrative

Key Poem— The Neolithic Age: Folkton Drums by Michael Rosen

Bronze Age – The Knowes of Trotty’

Iron Age – ‘The Portesham Mirror’

History

Use vocabulary appropriate to different time periods.

Organise periods of time, noting how historical periods can be classified, remembering key facts and dates.

Compare the similarities and differences between two periods of history

Understand that historical events can have more than one cause

Study source materials in depth, making more sophisticated observations

Conduct research to answer historical question select, organise and record source information to present.

Religious Studies

Is there a heaven?

Discuss and examine their own beliefs about eternal life.

Dealing with loss ‘I’ll always love you’, ‘Badger’s parting gift’, ‘The water bugs and the dragon fly.

Explore the Easter message that life does not continue but that we are changed and live a new, more glorious life.

Enrichment Experience

Sycamore Adventure Centre

Science

Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter .

Music

Enjoying Improvisation

See subject overview.

Key piece of music: ‘Sabre Dance’ by Aram Khachaturian

Art

Gestural Drawing with Charcoal

See subject overview

Key piece of art: Lascaux Cave Paintings in Bordeaux, France

Learning through Nature

Science: Rocks

Compare different kinds of rocks on the basis of their simple, physical properties

Use rocks to make a sculpture.

Understand how rocks become soil or sand.

Investigate soil to find out what it is made from

Look at sand and investigate what it is made from

How volcanic rock is formed

Understand what a fossil is, how it is made, replicate how fossils were discovered.

Looking at properties of rocks and their ability to retain water.

Year 3
Summer 1
PLANET SOS

Maths

Fractions

Money

Time

See subject overview.

PHSE & RSE

See subject overview.

MfL

Presenting Myself

See subject overview.

Physical Education

Intermediate Swimming

Tennis

See subject overview

Computing

Stop Frame Animation

See subject overview

Culture, Diversity and Equality

Environmentalists:

Savonala Horne

Chantel Johnson

Christopher Bradshaw

Omar Freilla

<https://www.greenpeace.org/usa/8-black-environmentalists-need-know/>

Mindful Moments

Understand that we all look different but underneath we are all the same.

Recognise what makes each of us an individual.

How can pupils make sure that they treat others with the respect that they

English

The Happy Prince—Narrative

Earthquakes— Non-Chronological Report

Key poem: 'Names' by Brian Moses

Geography

Compare and explain the human geographical features of places

Discuss the positive and negative impact of human activity on the environment.

Use secondary sources (e.g. aerial photos, texts, stories) .

Identify and describe what places are like and how their differences affect the people living there.

Religious Studies

Who was Buddha?

Who was Siddatta Gotama?

The Buddhist way of beliefs and symbols.

Read the story 'The Buddha and the wounded swan'.

What can we learn from the story?

Enrichment Experience

Sycamore Adventure Centre

Science

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

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

Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Music

Sharing Musical Experiences

See subject overview.

Key piece of music: Is this the world we

Art

Cloth, Thread, Paint: Landscape

See subject overview

Key Piece of Art: Café terrace at Night – Vincent Van Gogh

Learning through Nature

English—Poetry

Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Listen to and discuss a wide range of poetry.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Identify how language, structure and presentation contribute to meaning.

Retrieve and record information from non-fiction books and articles.

Maths

Time

Shape

Statistics

See subject overview.

PHSE & RSE

See subject overview.

MfL

At The Tearoom

Physical Education

Intermediate Swimming

Athletics

See subject overview

Computing

Branching Databases & Graphing

See subject overview

Culture, Diversity and Equality

Black figures in classic Greek art.

<https://blogs.getty.edu/iris/an-investigation-of-black-figures-in-classical-greek-art/>

Text: Amazing Grace

Mindful Moments

Pupils will recognise when they have felt different emotions and will learn different things that they then can do when they are struggling to cope with changing emotions.

Pupils will recognise the feelings of a Spartan Boy soldier and use specific vocabulary to describe these.

Pupils will understand how feelings may change as the child soldier grows into an adult.

Year 3

Summer 2

ZEUS

English

The Magic Paintbrush—Narrative

Skeleton's Muscles—Non-Chronological Report

Theseus and the Minotaur—myth

Key poem: How the Tortoise got its shell, Judith Nicholls

History

Show developing understanding of placing events and objects in Chronological order, divided into different periods of time.

Choose, select and combine Information from different sources to answer questions from the past using a range of sources.

Recognise some similarities and differences between time periods.

Religious Studies

What rules should we live by?

Why do we have rules?

What rules are really important?

Where do rules come from?

Moses and the Ten Commandments.

The Golden Rule.

We shall not lie. Why is it wrong to lie?

Enrichment Experience

Client Hills— field trip.

Science

Light

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the size of shadows change.

Music

Learning More about Musical Styles

See subject overview.

Key piece of music: God Only Knows, The Beachboys and Go the Distance,

Design Technology

Marble Mazes

See subject overview

Key piece of Art: Venus De Milo sculpture, Alexandros of Antioch

Learning through Nature

Art

Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks.

Pupils will take inspiration from an artist. They will become familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an artwork.

They will forage from school grounds or their local environment to find the materials to make the artwork.

Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.