| **YEAR 3 2023-2024** | | | | | | |
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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Design & Technology** |  | **Shell structures**  Design a desk tidy with key features.  **Design**  Draw and label a desk tidy design using 2D shapes that will create the features - materials, need and colours.  **Make**  Create special features for individual designs.  Make facades from a range of recycled materials.  Construct a range of 3D geometric shapes using nets. | **Food and Nutrition**  Design a healthy pizza.  **Design**  Create a healthy and nutritious recipe for a savory pizza using seasonal ingredients.  **Make**  Know how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.  Follow the instructions within a recipe. |  |  | **Textiles**  Design and make a pencil case.  **Design**  Design and make a template for a pencil case and apply individual design criteria.  **Make**  Follow a design criteria to create a personalised pencil case.  Select and cut fabrics with ease using fabric scissors.  Sew cross stitch to join fabrics.  Decorate fabrics using applique. |
| **Art & Design** | **Painting**  Use a range of brushes and tools to demonstrate increasing control of the types of marks made.Experiment with different effects and textures including blocking in colour, thickening paint to create textural effects. |  |  | **Drawing**  Use different pressures to create hard and soft lines  Use different grades of pencil to shade and create tone and texture  **Sculpture**  Experiment and create different forms with wire and Modroc. | **Collage**  Overlap and over layer paper and other materials to create texture.  Design and make a collage to show a variety of textures and colours or both. |  |
| **History** | **(What was life like for the Early Britons?)**  Changes in Britain from the Stone Age to the Iron Age  Hunter gatherers; Early farming; Bronze Age, and Iron Age | | **(Why were the Romans so powerful and what did we learn from them?)**  Roman Empire and its impact on Britain | |  |  |
| **Geography** |  |  |  | | What’s it like to live in Bootle? | What’s it like to live in the shadow of a volcano? |
| **Spanish** | **I’m Learning Spanish** | **Animals** | **Musical Instruments** | **The Seasons** | Ice Cream | **I Can** |
| **Music** | Whole class ukulele  Ensemble tuition with Mrs Payet | | Whole class ukulele  Ensemble tuition with Mrs Payet  Class assembly The Romans | | Whole class ukulele  Ensemble tuition with Mrs Payet  Ukulele performance for parents | |
| **PE** | Invasion Games | Gymnastics | Dance | Net & Wall | Athletics | Striking & Fielding |
| **Computing** | **Purple Mash, unit 3.2 Online Safety. 2 weeks.**  **Purple Mash programme: 2Connect (Mind Map) 2Blog (Blogging) Writing Templates Display boards**    To understand what makes a strong password and be able to create one and contribute towards a class blog on internet safety. To understand that some websites could be fake and create a spoof page and display to the class. | **Purple Mash, 3.3 – spreadsheets. 3 weeks**  **Purple Mash programme: 2calculate.**    **To create a table on a spreadsheet and to be able to automatically create charts and data. To be able to use more than, less than and equal to when inputting numbers and data and be able to describe a cell location.** | **Purple Mash, unit 3.4 – Touch Typing. 4 weeks.**  **Purple Mash programme: 2type.**    To understand the names of the fingers. To understand what is meant by ‘top row’, ‘home row’, ‘bottom row’ and ‘space bar’. To be able to use two hands and the space bar and be able to type words correctly. | **Purple Mash, unit 3.8 – graphing.**  **Purple Mash programme – 2graph, 2blog, writing templates.**    Children can set up a graph within a given number of fields and can input data. To be able to share results within a graph | **Discovery Education Coding, Level 3 – Sequence and animation. 4 weeks.**  To be able to make things happen in a sequence, creating simple animations and simulations. | **Purple Mash, unit 3.5 – email. 6 weeks.**  **Purple Mash programme: 2eMail.**    To be able to compile a list of different ways of communication and detail the strengths and weaknesses of both. To be able to open email and respond to it and understand the dangers of email. To be able to attach documents to email and understand what CC means. To compile a quiz on internet safety |
| **Science**  **Taught discretely** | **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 | **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 | **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 animals have skeletons and muscles for support, protection and movement | | **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 | **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. |
| **RE** | What does it mean to be a Christian in Britain today? | | What do different people believe about God?  (believing) | | Why do people pray?  (expressing) | |
| **PSHE** | **Healthy Mind**  Code of Conduct  Class Charter - why we have rules  Democracy – Why we vote?  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  Simple self-care techniques. | **Caring Relationships**  Healthy friendships are positive and welcoming and do not make others feel lonely or excluded.  Knowing that bullying has a lasting impact on mental wellbeing | **Online Safety**  About the benefits of rationing time spent online.  The risk of excessive time spent on electronic devices and the impact of positive & negative content online on their own and others’ mental wellbeing.  The importance of knowing the identity of people online. | **Keeping Safe**  The facts about legal and illegal harmful substances and associated risks of smoking.  How to respond safely and appropriately to adults they may encounter whom they do not know.  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other sources.  First aid - Bites and stings | **Healthy Relationships**  How to recognise if family relationships are making them feel happy or unsafe and how to seek help from others if needed. | **Healthy Body**  Characteristics of a poor diet and risks associated with unhealthy eating.  Risks associated with an inactive lifestyle including obesity. |