

Year Three	Autumn 1		Autumn 2
RE	Domestic Church– Family: Homes	Belonging: Promises	Loving: Visitors
	What does home mean to you? How is God present in my life?	Prior learning: signs and symbols used in Baptism	Prior learning: Advent: four weeks of preparation for the celebration of the birth of Jesus at Christmas
	Prior learning: God is present in every beginning	This Topic: learning outcomes	This Topic: learning outcomes
	This Topic: learning outcomes	Know and understand: Belonging to a group involves promises and rules	Know and understand: The demands and joys of visitors
	Know and understand: The joys and sorrows of being a family at home .	Explore The meaning of the promises made at Baptism	Explore Advent: waiting for the coming of
	Explore God’s vision for every family	Reveal Acquire the skills of assimilation, celebration and application of the above	Reveal Acquire the skills of assimilation, celebration and application of the above
	Reveal Acquire the skills of assimilation, celebration and application of the above	Respond Vocabulary Rite of baptism, Godparents, sponsors, baptism promises, call to belong to the Church, lighted candle, Our Father	Respond Vocabulary Joys, demands, visitors, Isaiah, Messiah, Advent, Annunciation, The Visitation, Magnificat, Joyful Mysteries, Nativity
PSHE incl RSHE	Relationships: Safe Relationships	Relationships: Families and Friendships	Relationships: Respecting Ourselves And Others
	What is appropriate to share with friends, classmates, family and wider social groups including online. To understand what privacy and personal boundaries are, including online and basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. To recognise that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved. To learn about bullying online, and the	To recognise and respect that there are different types of families, including single parents, same sex parents, step-parents, blended families, foster and adoptive parents and that being part of a family provides support, stability and love. To recognise the positive aspects of being part of a family, such as positive aspects together and caring for each other and about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. To identify if/when something in a family might make	To recognise respectful behaviours e.g. helping or including others, being responsible and how to model respectful behaviour in different situations e.g. at home, at school, online. To understand the importance of self-respect and their right to be treated respectfully by others. To understand what it means to treat others, and be treated, politely and the ways in which people show respect and courtesy in different cultures and in wider society.

	similarities and differences to face-to-face bullying and what to do and whom to tell if they see or experience bullying or hurtful behaviour.  Vocabulary: Online, internet, appropriate, report, privacy, supervision, consequences.	someone upset or worried and what to do and whom to tell if family relationships are making them feel unhappy or unsafe.  Vocabulary Friendship, relationships, safe, respect, blended families, stability, love	Vocabulary Respectful, responsible, self-respect, courtesy, culture, society
English	<b>Coming to England</b> Letter in Role  Writing Outcomes: <ul style="list-style-type: none"><li>Plan writing by discussing the structure, vocab and grammar of similar writing</li><li>Discuss and record ideas Compose and rehearse sentences orally</li><li>Build an increasing range of sentence structures In narratives, create settings, characters and plot.</li><li>Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li><li>Assess the effectiveness of writing Use the first two or three letters of a word to check it in a dictionary.</li></ul>	<b>Winter’s Child/Ice Palace</b> Write a Fantasy Story  Writing Outcomes: <ul style="list-style-type: none"><li>Plan writing by discussing the structure, vocab and grammar of similar writing</li><li>Discuss and record ideas</li><li>Compose and rehearse sentences orally</li><li>Build a varied and rich vocabulary</li><li>Assess the effectiveness of own and others’ writing</li><li>Propose changes to grammar and vocabulary to improve consistency</li><li>Proof-read for spelling and punctuation errors</li><li>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>	
	<b>English Shared Reading Extracts</b>	<b>Reading Skills</b> Kindness is Catching Scarlett Macaw What is a Volcano? A Happy Accident Alice Ball’s Discovery	<b>Reading Skills</b> Knock, Knock! Legionary Life Buzzing Bees A Hammer for Thor The Lost Friend
Maths	<b>Place Value</b>  Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex	<b>Addition and Subtraction</b>  Pupils practise solving varied addition and subtraction questions. For mental calculations with two digit numbers, the answers could exceed 100 .	<b>Multiplication and Division</b>  Recall multiplication and division facts for the 3, 4 and 8 multiplication tables.

	<p>problems, building on work in year 2 (for example, <math>146 = 100 + 40</math> and <math>6, 146 = 130 + 16</math>)</p> <p>Using a variety of representations, including those related to measure, pupils should continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.</p> <p><b>Vocabulary</b></p> <p>Compare, continue, forward, backwards, greater than, less than, multiple of, nearest ten, number facts, numeral, one-digit number, partition, place value, two-digit number, three-digit number</p>	<p>Pupils use their understanding of place value and partitioning, and practice using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent.</p> <p><b>Vocabulary</b></p> <p>Answer, calculation, digit, number line, equals, estimate, hundreds, inverse operation, methods, multiple, number fact, add, subtract, take away.</p>	<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Vocabulary</b></p> <p>Multiply, Times, groups of, lots of, repeated addition, product of, multiplied by, array, group, grouping, sharing, half, halves, share equally, share, equal groups.</p>
<b>Computing</b>	<p><b>Email</b></p> <p>To 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>To 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>Children will understand the difference between data and information and be able to effectively use a spell checker and save and retrieve work online, on the school network and their own device.</p>	<p><b>Programming</b></p> <p>Children will design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Pupils will use sequence in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information.</p> <p>Understand how an algorithm is implemented using a sequence of precise instructions. Children will predict the outcome of a sequence of precise instructions and repeatedly test a program and recognise when they need to debug it.</p>	

	<p>Children consider their responsibilities and actions to others online, understand how to use a search engine responsibly and safely.</p> <p><b>Vocabulary</b></p> <p>Email, malicious, phishing, social media, networks, internet, world wide web, webcam, keyboard</p>	<p>Pupils will detect a problem in an algorithm, which could result in a different outcome to the one intended and understand what inputs and outputs are and how they can be used.</p> <p><b>Vocabulary</b></p> <p>Sequence, selection, repetition, input, output, algorithm, programming, debugging, computational thinking, costumes, tinker.</p>
<b>Science</b>	<p><b>Rocks</b></p> <p>Comparing Rocks, Fossil Formation</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><b>Animals Including Humans</b></p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<b>Geography / History</b>	<p><b>Fieldwork/Local Area</b></p> <p>Houses and Buildings in Immediate Local Area and Sefton Park Area</p> <p>Fieldwork Identify and sequence different human environments, such as the local area and contrasting settlements such as a village. Recognise the main land uses within urban areas and the key characteristics of rural areas. Recognise that some regions are different from others. Follow a route on a map with some accuracy. Locate places using a range of maps including OS &amp; digital.</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map (moving to a 4 figure grid reference) Try to make a map of a short route experiences, with features in current order Use</p>	<p><b>Changes in Britain</b></p> <p>Stone Age to Iron Age</p> <p>Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age</p>

	standard symbols, and understand the importance of a key Compare and contrast maps of the two areas	
<b>Art / DT</b>	<p align="center"><b>Drawing</b></p> <p>Gestural Drawing with Charcoal Children discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p>Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>	<p align="center"><b>Mechanical Systems: Making a slingshot car</b></p> <p>Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis.</p> <p>Vocabulary Aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure.</p>
<b>Music</b>	<b>Instrumental Scheme</b> South Africa	<p align="center"><b>Creating Compositions in Response to Animation Mountains</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Verbalise how the music makes them feel.</li> <li>• Create actions or movements appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent the section of animation they are accompanying.</li> </ul>
	<p align="center"><b>Instruments</b></p> <p align="center">Recorders – Stage 1</p>	<p align="center"><b>Instruments</b></p> <p align="center">Recorders – Stage 2</p>
<b>MfL French</b>	<p align="center">Introduction to Greetings with Puppets</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.</li> </ul>	<p align="center">Colour, Size and Shape</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Listen carefully to build correct sequences of three to four blocks.</li> <li>• Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.</li> <li>• Link actions or pictures to the new language, both in spoken and written form.</li> <li>• Imitate the pronunciation of sounds.</li> <li>• Take turns to speak and use appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise cognates.</li> <li>• Use please and thank you.</li> <li>• Listen carefully to instructions.</li> <li>• Describe some of the shapes in their work using language of colour, size or shape.</li> <li>• Listen and then select the correct decoration according to its colour.</li> </ul>
<b>PE</b>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>Gymnastics In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p style="text-align: center;">Vocabulary</p> <p>Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics.</p>	<p style="text-align: center;"><b>Dance</b></p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.</p> <p style="text-align: center;">They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p style="text-align: center;">Vocabulary</p> <p>Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance.</p>