



Theme Intent:

We will develop a greater **sense of identity** by exploring how our earliest ancestors lived and how this has helped shape our **wider world**. Our value for the term is **generosity** and we will be considering how we can offer our time, thoughts and ideas to support others. In our first year in the juniors and with new classmates, we will learn to build new **relationships** and gain a better understanding of our **school environment**.

Year 3, Term 1: Wild Way Home

<p>WRITING: Instructional writing (How to catch a woolly mammoth model text, 3 weeks) Outcome – instructional book Narrative – journey/adventure (Wild Way Home model text, 4 weeks) Outcome – narrative journey</p>	<p>SPAG: Fronted adverbial phrases, noun phrases, word class, conjunctions, adverbs, develop detail of character/setting/plot</p>	<p>READING: Texts extracts taken from Fortunately the Milk & Stig of the Dump. Class reader: Frostheart. We will also be reading a selection of the LPBD books Fortunately, The Milk</p>	<p>MATHS: Number and place value, Geometry: Properties of shapes</p>
<p>SCIENCE: Rocks & Soils Can I compare and group rocks based on their appearance and physical properties giving a reason? Can I explain how fossils are formed? Can I explain how soil is made? Can I explain the difference between sedimentary, metamorphic and igneous rock? <u>Working Scientifically</u> Can I suggest questions for investigations, e.g. <i>Why does my shadow change during the day? Where does a fossil come from?</i> Can I use basic equipment correctly, safely and accurately? Can I group information according to common factors?</p>	<p>Geography: Volcanoes Can I summarise the key aspects of volcanoes? Can I recall some of the world’s most famous volcanoes? Can I use maps to reach an informed conclusion about where volcanoes are located?</p>	<p>HISTORY: Stone Age Can I create a timeline from the stone age to the iron age? Can I explain what people learnt from stone aged paintings? Can I explain how stone age people hunted for their food and what they ate? Can I describe what a typical day would have been like for a stone age man, woman or child?</p>	<p>MFL: German Greetings and Feelings Can I have a short conversation saying 3-4 things? Can I give a response using a short phrase? Can I read and understand a short passage using familiar language? Can I say what I like/dislike about a familiar topic?</p>
<p>ART: Cave art Can I create a background using a wash? Can I use a range of brushes to create different effects in painting? Can I recognise when art is from different historical periods?</p>	<p>P.E. SWIMMING (x10 daily 30 min lessons) Can I swim competently, confidently and proficiently over a distance of at least 25m? Multi-Sports and Alternative Sports (Move More Coach) Can I use running, jumping, throwing and catching in isolation and in combination? Can I play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] Can I apply basic principles suitable for attacking and defending? Can I compare their performances with previous ones and demonstrate improvement to achieve their personal best?</p>	<p>R.E. GOSPEL What do Christians learn from the creation story? Make sense of belief: Can I make clear links between Genesis 1 and what Christians believe about God and Creation REAL DANCE Unit 1 (5 weeks) <u>Creative</u> Can I make up my own rules and versions of activities? Can I respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression? Can I improvise freely and translate ideas from a stimulus into movement? Can I share and create phrases with a partner and small group? Can I repeat, remember and perform phrases? ?</p>	<p>PSHE: SCARF unit- Me and My Relationships</p>



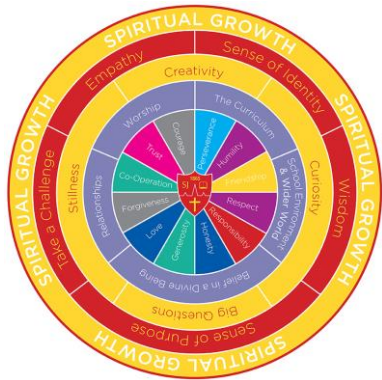
Theme Intent:

Asking **big questions** will be what drives our theme as we begin to consider how our world has changed during Britain's early history, giving us greater **wisdom** of our wider world.

Our value for the term is **love** and we will be thinking about how everyone matters and has a **purpose**. In our reading and writing, we will be developing our **creativity** through poetry.

Year 3, Term 2: Wild Way Home

<p>WRITING: Free verse Poetry (A Rock is Lively model text, 2 weeks) Outcome – Poetry piece using ideas from model Descriptive Piece (based on Iron Man, 3 weeks) Shape poetry linked to the Stone Age/Iron Age using vocabulary linked to stone age/iron age topic (2 weeks)</p>	<p>SPAG: Fronted adverbial phrases, noun phrases, conjunctions, develop detail of character, suggest improvements to grammar and vocabulary, Read aloud using appropriate intonation, tone and volume, similes, metaphors</p>	<p>READING: Texts extracts taken from Pebble in My Pocket & The Iron Man Class Reader: Podkin One-Ear. We will also be reading a selection of the LPBD books</p>	<p>MATHS: multiplication and division: Multiplication tables, Addition and subtraction: mental methods for addition/subtraction</p>
<p>SCIENCE: Animals including humans Can I explain the importance of a nutritious, balanced diet? Can I explain how nutrients, water and oxygen are transported within animals and humans? Can I describe the skeletal system of a human? Can I describe the muscular system of a human? Can I explain the purpose of the skeleton in humans and animals? <u>Working Scientifically</u> Can I use diagrams, keys, bar charts and tables? Can I describe what has happened making comparisons where appropriate?</p>	<p>DT: Stone Age pouch Can I prove that my design meets some set criteria? Can I follow a step by step plan, choosing the right equipment and materials? Can I work accurately to measure, make cuts and make holes? Can I make a textile product that combines fabric? Can I design a product and make sure it looks attractive?</p>	<p>HISTORY: Stone Age/Iron Age Can I recall many of the differences between the stone, bronze and iron ages?</p> <p>Computing: E-safety Can I use technology respectfully and responsibly? Can I talk about different ways I can get help if I am concerned? Can I discern where it is best to use technology and where it adds little or no value?</p>	<p>MFL: German Animals and Colours Can I name and describe a place? Can I name and describe an object? Can I have a short conversation saying 3-4 things? Can I give a response using a short phrase? Can I read and understand a short passage using familiar language? Can I say what I like/dislike about a familiar topic?</p>
<p>ART: clay pinch pots Can I sculpt clay and other mouldable materials?</p>	<p>P.E. REAL PE Unit 1 (Move More Coach) <u>Personal</u> Can I explain where I am with my learning and begin to challenge myself? Coordination: Footwork Can I hopscotch forwards and backwards, alternating hopping leg each time? Can I move in a 3-step zigzag pattern forwards? I can move in a 3-step zigzag pattern backwards? Static Balance – one leg On both legs: Can I stand still for 30 seconds with eyes closed? Can I complete 5 squats? Can I complete 5 ankle extensions? REAL GYM Unit 1 <u>Social</u> Can I show patience and support others, listening well to them about our work? Can I happily show and tell them about my ideas? Balance: Can I hold a balance for 3 seconds with control and keep the supporting foot still? Flight: Can I use accurate footwork patterns to take off and land? Can I create a clear shape during flight? Travel: Can I travel with good posture using an accurate movement pattern, landing quiet and balanced? Rotation: Can I maintain an accurate shape throughout rotation, remaining balanced and controlled?</p>	<p>R.E. PEOPLE OF GOD What is it like for someone to follow God? Understanding the impact: Can I make links between the story of Noah and how we live in school and the wider world?</p>	<p>PSHE: SCARF unit - Valuing Difference</p>
<p>MUSIC: Glockenspiels (Charanga) Can I play clear notes on instruments? Can I create repeated patterns with different instruments? Can I improvise a short piece using one, two or three notes?</p>			



Theme Intent:

To develop greater *wisdom* of our local area, being *curious* about why are home exists and giving us greater understanding of our local *school environment*. Our value for the term is *courage* and we will be understanding how we can show this through our school *curriculum* and in our *relationships*. Through our reading, we will be developing *Empathy* and our *belief in a divine being*.

Year 3, Term 3: Little People, Big Dreams

<p>WRITING: Narrative – Personal growth theme based on text (Edward Tulane model text, 4 weeks) Outcome – narrative A5 book with images Non-fiction, Journalist writing (news article model text based on Cheltenham and 1st parachute landing, 3 weeks)</p>	<p>SPAG: Paragraphing in narrative and persuasive pieces, noun phrases and developing quality of vocabulary in narrative, speech and using grammatically accurately, apostrophes for possession.</p>	<p>READING: Text extracts taken from: The Day the Crayons Quit Graphic novel – Mouse, Snake, Bird, Wolf Class Reader: A Series of Unfortunate Events. We will also be reading a selection of the LPBD books</p>	<p>MATHS: Fractions, Addition: Written Methods, Subtraction: Written Methods.</p>
<p>SCIENCE: Forces & Magnets Can I describe how objects move on different surfaces? Can I explain how some forces require contract and some do not, giving examples? Can I explain how objects attract and repel in relation to objects and other magnets? Can I predict whether objects will be magnetic and carry out an enquiry to test this out? Can I understand how magnets work? Can I predict whether magnets will attract or repel and give a reason? <u>Working Scientifically</u> Can I select from a range of equipment the best items to use? Can I say whether what happened was expected? Can I gather and record information using a chart, matrix or tally chart depending on which is most sensible?</p>	<p>HISTORY: Can I use research skills to find answers to specific historical questions about our locality? Can I explain how our locality has changed over time? Can I place Regency Cheltenham on a timeline? R.E. MUSLIMS How do festivals and worship show what matters to a Muslim? Make sense of belief: Can I identify some beliefs about God in Islam, expressed in Surah 1?</p>	<p>Music: Three Little Birds (Charanga) Can I perform with growing confidence and expression? Can I play clear notes on instruments? Can I create repeated patterns with different instruments? Can I sing a tune with expression? Can I use musical words to describe a piece of music and to say what I like and don't like about it? Can I recognise the work of a familiar musician or composer?</p>	<p>MFL: German Revision of colours, body parts, counting up to 20, short phrases and responses. Can I name and describe people? Can I have a short conversation saying 3-4 things? Can I give a response using a short phrase? Can I read and understand a short passage using familiar language? Can I use a bilingual dictionary or glossary to look up new words with support? Can I write a phrases from memory?</p>
<p>ART: Demonstrate facial expressions in art. Can I use sketches to produce a final piece of art? Can I use different grades of pencil to shade and to show different tones and textures? Can I compare the work of different artists?</p>	<p>Real PE Unit 3 <u>Cognitive</u> Can I understand the simple tactics of attacking and defending? Can I explain what I am doing well and begin to identify areas for improvement? Dynamic Balance: On a Line Can I march, lifting knees and elbows up to a 90° angle? Can I walk fluidly with heel to toe landing? Can I walk fluidly, lifting knees and using heel to toe landing? Can I walk fluidly, lifting heels to bottom and using heel to toe landing? Coordination: Ball Skills In 20 seconds or less: Can I stand with legs apart and move a ball around 1 leg 16 times (right and left leg)? Can I move a ball round waist 17 times? Can I stand with legs apart and move a ball around alternate legs 16 times? REAL GYM Unit 2 <u>Creative</u> Can I make up my own rules and versions of activities? Can I respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression? Balance: Can I hold a balance for 3 seconds with control and keep the supporting foot still? Flight: Can I use accurate footwork patterns to take off and land? Can I create a clear shape during flight? Travel: Can I travel with good posture using an accurate movement pattern, landing quiet and balanced? Rotation: Can I maintain an accurate shape throughout rotation, remaining balanced and controlled?</p>		<p>P.S.H.E: SCARF unit - Keeping Myself Safe</p>



Theme Intent:

We will develop our knowledge of how influential people have had an impact on our **wider world** and show **empathy** towards the struggles they faced in their lives.

Our value for the term is **forgiveness** and we will be understanding about the challenges we can face in our **relationships** in class and across the school. Through our reading and writing focus, we will be developing our **sense of purpose** by focusing on our own dreams and aspirations.

Year 3, Term 4: Little People, Big Dreams

<p>WRITING: Non-fiction, Biographical writing (Model LPBD text (Ada Lovelace) future self and aspirations, 3-4 weeks) Outcome – LPBD autobiography book</p> <p>Poetry Clerihews (2 weeks) Outcome –Clerihew based on a famous LPBD person</p>	<p>SPAG: Paragraphing in narrative and persuasive pieces, noun phrases and developing quality of vocabulary in narrative, speech and using grammatically accurately, apostrophes for possession.</p>	<p>READING: Text extracts taken from:</p> <p>LPBD David Attenborough</p> <p>Wild Robot</p> <p>Class Reader: Truckers. We will also be reading a selection of other books including poetry</p>	<p>MATHS: Multiplication and Division, Measurement Money. P.S.H.E: SCARF unit - Rights and Responsibilities</p>
<p>SCIENCE: Forces & Magnets</p> <p>Can I describe how objects move on different surfaces? Can I understand how some forces require contract and some do not, giving examples? Can I explain how objects attract and repel in relation to objects and other magnets? Can I predict whether objects will be magnetic and carry out an enquiry to test this out? Can I understand how magnets work? Can I predict whether magnets will attract or repel and give a reason? <u>Working Scientifically</u> Can I select from a range of equipment the best items to use? Can I say whether what happened was expected? Can I gather and record information using a chart, matrix or tally chart depending on which is most sensible?</p>	<p>COMPUTING: Digital literacy - creating digital timeline</p> <p>Can I collect information? Can I design and create content? Can I present information? Can I search for information on the web in different ways? Can I use a range of software for similar purposes? Can I use a computer program successfully to present information?</p>	<p>DT: Parachute shell structures</p> <p>Can I produce an annotated sketch of my design? Can I explain how I have improved my original design? Can I make a product which uses a shell structure?</p>	<p>MFL: German Revision of colours, body parts, counting up to 20, short phrases and responses. Can I name and describe people? Can I have a short conversation saying 3-4 things? Can I give a response using a short phrase? Can I start to speak in sentences? Can I read and understand a short passage using familiar language? Can I read a passage independently? Can I use a bilingual dictionary or glossary to look up new words with support? Can I write a phrases from memory?</p>
<p>Music: The Dragon Song</p> <p>Can I use musical words to describe a piece of music and to say what I like and don't like about it? Can I recognise the work of a familiar musician or composer? Can I use different musical elements in my composition e.g. tempo pitch duration? Can I create simple one or two note accompaniments to tunes? Can I create different sounds to create a mood or feeling? Can I improvise a short piece using one, two or three notes?</p>	<p>Real PE Unit 4 <u>Creative</u> Can I make up my own rules and versions of activities? Can I respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression? Coordination: Sending & Receiving Can I strike a ball with alternate hands in a rally? Can I kick a ball with the same foot? Can I kick a ball with alternate feet? Can I roll 2 balls alternately using both hands, sending 1 as the other is returning? Counter Balance: In Pairs Can I hold on and, with a short base, lean back, hold balance and then move back together? Can I hold on with 1 hand and, with a short base, lean back, hold balance and then move back together? Can I perform above challenges with eyes closed? REAL DANCE Unit 1 <u>Cognitive</u> Can I explain what I am doing well and begin to identify areas for improvement? Can I improvise freely and translate ideas from a stimulus into movement? Can I share and create phrases with a partner and small group? Can I repeat, remember and perform phrases?</p>		<p>R.E. JEWISH How do festivals and family show what matters to Jewish people? Make Connections: Can I raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future?</p>

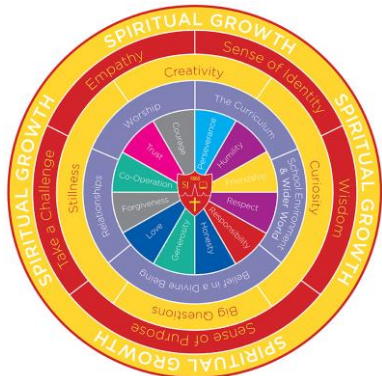


Theme Intent:

Our **knowledge of the wider world** and our place within it will drive our theme. Through this we will be developing our **sense of identify** and be **curious** about the countries and cultures around us, and how they are different from our own. Our value for the term is **friendship** and we will be understanding our **relationships** with one another in class and across the school. Through our reading and writing focus, we will be asking **big questions** and developing **creative sparks**.

Year 3, Term 5: Around the World

<p>WRITING: Quest narrative (Journey, by Aaron Becker, model text, 3-4 weeks). Outcome – Quest Narrative Non-fiction Persuasive advertisements and posters (model advertisement text linked to topic, 3 weeks) Outcome – advertisement filmed piece</p>	<p>SPAG: Paragraphing in narrative and persuasive pieces, noun phrases and developing quality of vocabulary in narrative, speech and using grammatically accurately, apostrophes for possession.</p> <p>Begin to organise paragraphs around a theme, use simple organisational devices for non-fiction, use nouns and pronouns for clarity and cohesion.</p>	<p>READING:</p> <p>Greek myth text</p> <p>Selection of poems</p> <p>Class Reader: The Night Bus Hero</p>	<p>MATHS: Fractions (of an amount), Measurement: Time.</p>
<p>SCIENCE: Plants Can I understand the function of different parts of flowering plants and trees? Can I explain what different plants need to help them survive? Can I explain how water is transported within plants? Can I understand plant life cycle, especially the importance of flowers? <u>Working Scientifically</u> Can I set up a fair test with different variables? Can I make a prediction where there is a plausible reason as to why I have done so? Can I use a thermometer and know there are two main scales?</p>	<p>COMPUTING: Programming Can I design a sequence of instructions, including directional instructions? Can I write programs that accomplish specific goals? Can I work with various forms of input? Can I work with various forms of output?</p> <p>Geography: Europe Can I categorise a country by saying whether it is in the northern or southern hemisphere? Can I identify and recall the names of at least 6 European countries? Can I identify and recall the names of the capital cities of at least 6 European countries? Can I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map, atlas or globe? Can I use a map, atlas or globe to explain the location of European countries? Can I use a map, atlas or globe to identify European cities and to help me classify if it is a capital city?</p>	<p>History: Can I create a time-line that includes ancient Greece? Can I explain some of the things that the Greeks gave the world? Can I locate Greece on a map? Can I understand that Greeks were responsible for the birth of the Olympics? Can I understand that the Greek Gods were an important part of Greek culture? Can I talk about the struggle between the Athenians and the Spartans?</p> <p>ART: Can I recognise when art is from different cultures?</p>	<p>MFL: Birthday's and numbers, asking questions. Can I have a short conversation saying 3-4 things? Can I give a response using a short phrase? Can I start to speak in sentences? Can I read and understand a short passage using familiar language? Can I read a passage independently? Can I write a phrases from memory?</p>
<p>MUSIC: (Charanga) Bringing us together Can I improvise a short piece using one, two or three notes? Can I use musical words to describe a piece of music and to say what I like and don't like about it?</p>	<p>Real PE unit 5 <u>Physical Application</u> Can I perform and repeat longer sequences with clear shapes and controlled movement? Can I select and apply a range of skills with good control and consistency? Agility: Reaction & Response From 1, 2 and 3 metres: Can I react and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg? Static Balance: Floorwork Can I hold full front support position? Can I lift 1 arm and point to the ceiling with either hand in front support? Can I transfer cone on and off back in front support?</p> <p>REAL DANCE Unit 2 <u>Physical Application</u> Can I perform and repeat longer sequences with clear shapes and controlled movement? Can I select and apply a range of skills with good control and consistency? Can I improvise freely and translate ideas from a stimulus into movement? Can I share and create phrases with a partner and small group? Can I repeat, remember and perform phrases?</p>	<p>R.E. GOSPEL What kind of world did Jesus want? Understand the impact: Can I Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways?</p>	<p>P.S.H.E: SCARF unit - Being My Best</p>



Theme Intent:

Our **knowledge of the wider world** and our place within it will drive our theme. Through this we will be developing our **sense of identify** and be **curious** about the countries and cultures around us, and how they are different from our own. Our value for the term is **respect** and we will be considering how we can show this in our **school environment and wider world**. Through our reading and writing focus, we will be asking **challenging** ourselves to stretch our learning in our final term.

Year 3, Term 6: Around the World

<p>WRITING: Non-chronological reports (model text about Europe/Greece, 3 weeks) Outcome – Non-Chronological report about a European city Narrative - Greek Mythological (Model text Leo and the Gorgon’s Curse, 4 weeks) Outcome – Myth writing written as a scroll</p>	<p>SPAG: apostrophes for possession, suggest improvements to grammar and vocabulary, use extended noun phrases, use nouns and pronouns for clarity and cohesion.</p>	<p>READING: Texts extracts taken from ‘How to Live Forever’ Same, Same But Different. Class Reader: The Wild Way Home</p>	<p>MATHS: Measurements: length, mass and capacity, Geometry: properties of shapes (angles), statistics</p>
<p>SCIENCE: : Light Can I understand that dark is (the absence of light)? Can I understand that light is needed in order to see? Can I understand that light is reflected from a surface? Can I demonstrate how a shadow is formed? Can I explore shadow size and explain changes? Can I understand the danger of direct sunlight and describe how to keep protected? <u>Working Scientifically</u> Can I describe the observations or measurements I need to make and can spot when a plan will lead to an unfair test? Can I use a data logger to check the lightness and darkness of a room? Can I link cause and effect when describing my observations?</p>	<p>DT: Making a national dish from a European Country? Can I describe how food ingredients come together?</p>	<p>GEOGRAPHY: Europe Can I compare the key human and physical features of two or more European cities? Can I reason/speculate why people may be attracted to living in cities? Can I reason/speculate why people may choose to live in one place rather than another? Can I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map, atlas or globe? Can I use a map, atlas or globe to explain the location of European countries? Can I use a map, atlas or globe to identify European cities and to help me classify if it is a capital city? Can I use digital maps to compare how the features of a European city have changed over time?</p>	<p>MFL: German Weather, Seasons/months of the year. Can I name and describe a place? Can I name and describe an object? Can I have a short conversation saying 3-4 things? Can I give a response using a short phrase? Can I start to speak in sentences? Can I read and understand a short passage using familiar language? Can I explain the main points in a short passage? Can I read a passage independently? Can I write 2-3 short sentences on a familiar topic? Can I say what I like/dislike about a familiar topic?</p>
<p>ART: Art & Design techniques Can I use digital images and combine with other media in my art? Can I use IT to create art which includes my own work and that of others? Can I identify the techniques used by different artists?</p>	<p>REAL PE Unit 6 Health and Fitness Can I describe how and why my body feels during and after exercise? Can I explain why we need to warm up and cool down? Agility Ball Chasing Can I chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction? Can I chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction? Can I complete above challenges with tennis ball? Static Balance: Stance Can I receive a small force from various angles? Can I raise alternate feet 5 times? Can I raise alternate knees 5 times? Can I catch ball at chest height and throw it back?</p>	<p>Computing: Can I manipulate and improve digital images? Can I navigate between programs to produce an outcome? Cricket (Gloucestershire Cricket Coach) Can I use running, jumping, throwing and catching in isolation and in combination? Can I play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] Can I apply basic principles suitable for attacking and defending? CCan I compare their performances with previous ones and demonstrate improvement to achieve their personal best?</p>	<p>P.S.H.E: SCARF unit - Growing and Changing</p>