

English

- Narrative – Classic Story
- Non-fiction Information Leaflet/Guide

Music - Charanga

Unit Title: Let Your Spirit Fly

Unit Theme: RnB

Style of Main Song: Afropop, South-African

Supporting Songs: **Let Your Spirit Fly** by Joanna Mangona, Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals), Ain't No Mountain High Enough by Marvin Gaye (Motown), You're The First, The Last, My Everything by Barry White (Soul)

History – Changes in Britain from Stone Age to Iron Age

- Understand what is meant by the Stone Age. *Survival for Early man. Stone Age weapons Mesolithic and Neolithic. Timeline.*
- Understand the significance of Skara Brae.
- To explore the style of Stone Age cave art and understand why it is important as a Historical source.
- To be able to recall important information about Stonehenge.
- To know key facts about Iron Age Hill Forts. *Farming, religion, defence,*

Computing – What is a computer?

- To understand what a network is and to understand our school network.
- To understand how information moves around a network and begin to recognise real world networks.
- To understand how the Internet works and explain a website's journey.
- To explore the role of routers.
- To understand the role of packets

Maths

- Maths No Problem
- Numbers to 1000
- Addition and Subtraction

PE

To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. To perform a feint when passing to outwit a defender. To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.

Year 3 Autumn 1

RE – Christianity (God)

- know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
- identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)
- suggest why these prophets chose to listen to and follow God
- identify Christians who might be described as people who listened to and followed God
- describe how and why some Christians might devote their lives to serving God
- talk about what is meant by a sense of vocation
- identify inspirational people/role models for the world today
- describe the qualities that inspirational people might have
- discuss who makes a good role model and why
- raise and discuss questions about following others – including both positive and negative responses

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- What makes a family? Features of family life.
- Personal boundaries; safely responding to others; the impact of hurtful behaviour.

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

Art – Prehistoric Art

- To understand prehistoric man-made art, earth muted colours and animals.
- To apply and blend charcoal to create tone and texture.
- To experiment with pigments in natural products to make different colours.
- To experiment with techniques to create different textures.
- To be able to develop paint brush skills including adding fine detail using a smaller brush.
- To be able to work in a group to create a large piece of art – hands on a cave wall.

Languages – Spanish

(Jolie Ronde)

- Numbers
- QUE TAL?
- Classroom instructions
- UN or UNA?

English

Folk Tales
Recounts
Biographies

Music - Charanga

Unit Title: Glockenspiel Stage 1

Unit Theme: Exploring and Developing Playing Skills

Style of Main Song: Mixed Styles

Supporting Songs: Easy E, Strictly D, Drive, D-E-F-initely, Roundabout, March of the Golden, Guards, Portsmouth

Geography - My World and Me

- To be able to identify the continents of the world.
- To be able to locate countries on a world map.
- To be able to find out some key geographical features of different continents.
- To be able to locate major capital cities of the world.
- To be able to use a variety of sources to locate human and physical geography of a country.
- To be able to find similarities and differences of different countries and our local area.

Computing – Email

- To understand what an email is used for.
- To understand how to send and edit an email.
- To be able to add an attachment to an email.
- To understand the importance of being kind online and what this looks like.
- To understand that cyberbullying involves being unkind online.
- To understand that not all emails are genuine (fake emails).

Maths

Maths No Problem

- Multiplication and Division
- Further multiplication and Division
- Length

PE

Pupils can think creatively and create their own movement using words as inspiration. Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible. Pupils will demonstrate developing performance skills. Pupils can demonstrate performance skills. Pupils will have created a duet using increased choreographic skills.

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
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 - What makes a family? Features of family life.
 - Personal boundaries; safely responding to others; the impact of hurtful behaviour.

Year 3
Autumn 2

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.

RE- Hindu Dharma

- develop an understanding of the importance of duty and commitment to many religions
- know that following dharma (religious duty) is an important part of Hindu life
- Explore the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family
- describe how and why Hindus might celebrate Raksha Bandhan
- identify aspects of the celebration which remind Hindus of their dharma
- identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)
- identify sources of authority and inspiration
- consider what our 'duties' as human beings are
- reflect on their own duties – to themselves, to their families, to their communities. Discuss who or what they follow – and why

DT – Sewing/Pencil Cases

- To investigate a range of pencil cases.
- To practise and compare sewing stitches.
- To investigate ways of opening and closing pencil cases.
- To be able to sew embellishments to a piece of fabric.
- To be able to design a pencil case.
- To be able to make and evaluate a pencil case based on a design.

Languages – Spanish

(Jolie Ronde)

- What is your name?
- Colours
- Numbers
- Christmas

English

- Literacy Shed Unit: The Black Hat
- Stories on a theme
- Poems on a theme

Music - Charanga

Unit Title: Three Little Birds

Unit Theme: Reggae and Animals

Style of Main Song: Reggae

Supporting Songs:

Three Little Birds by Bob Marley Jamming by Bob Marley, Small People by Ziggy Marley, 54-56 Was My Number by Toots and The Maytals, Ram Goat Liver by Pluto Shervington, Our Day Will Come by Amy Winehouse

History - The Roman Empire and its Impact on Britain

- Understand how the Roman Empire expanded over time and the role of the Roman army in the expansion of the Roman empire.
- Evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman invasion.
- To compare the different invasion attempts including Julius Caesar's attempted invasion in 55-54 BC and the successful invasion by Claudius, including Hadrian's Wall.
- Explore the story of Boudicca's rebellion against the Romans.
- To use historical sources to find out about Boudicca.
- To evaluate the impact of the Roman Empire on modern Britain To debate the most important Roman legacies

Computing – Programming with Scratch

- To be able to explore a programming application.
- To be able to use repetition (loop) in a programme.
- To be able to program an animation.
- To be able to use blocks to programme a story.
- To be able to debug a program.
- To be able to explain the purpose of an algorithm.
- To be able to decompose a problem.
- To be able to use an algorithm to code a program.

Maths

Maths No Problem

- Length
- Mass
- Volume

PE

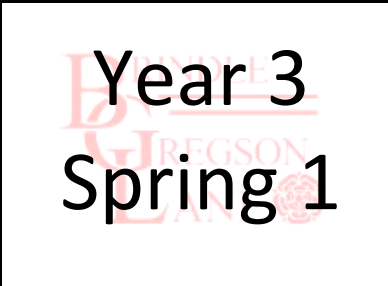
To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. To combine actions of travelling and balance. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with change of direction and speed including apparatus.

RE – Christianity (Jesus)

- know what is meant by discipleship
- know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus
- identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)
- describe how and why Christians might try to follow the example of Jesus through mission and charity work
- describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs
- talk about what it means to have charisma
- describe what makes a good leader and why people might want to follow him/her
- discuss what motivates people to want to make a difference
- reflect on their own leadership abilities
- discuss their own desires to make a difference in the world/in their communities

PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
- The values of rules and laws; rights; freedoms and responsibilities.
- How the internet is used; assessing information online.
- Different jobs and skills; job stereotypes; setting personal goals.



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 an opaque object
- Find patterns in the way that the size of shadows change.

Art – Art and Design Skills

- To be able to draw cartoons in the style of artist – Carl Giles
- To be able to alter the tint and shade of a colour
- To be able to draw from observation adding detail, texture, and colour.
- To be able to use different materials to create a three-dimensional artwork.
- To be able to cut and stick with precision.
- To know the process involved in creating a shadow puppet theatre.

Languages – Spanish

(Jolie Ronde)

- Colours
- Learning about Spain
- Classroom instructions 2

English

Novel as a Theme – The Iron Man
Recount – Diaries

Maths

Maths No Problem
- Word Problems
- Money

PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
- The values of rules and laws; rights; freedoms and responsibilities.
- How the internet is used; assessing information online.
- Different jobs and skills; job stereotypes; setting personal goals.

Music - Charanga

Unit Title: The Dragon Song

Unit Theme: Music from around the world, celebrating differences, being kind

Style of Main Song: pop song that tells a story

Supporting Songs: **The Dragon Song** by Joanna Mangona and Pete Readman, Birdsong – Chinese Folk Music, Vaishnava Java – A Hindu Song, A Turkish traditional Tune, Aitutaki Drum Dance from Polynesia, Zebaidir Song from Sudan

PE

To demonstrate with a partner how to solve trust challenges. To know how to use a control card.
To navigate safely to each control site. To show how to keep a map “set” or “orientated”. To know some of the symbols on a orienteering map.

Geography – Volcanoes and Earthquakes

- To understand what happens when a volcano erupts.
- To explore the features of a volcano.
- To understand what tectonic plates are.
- To understand what is meant by the Ring of Fire.
- To explore life in Volcanic Areas.
- To understand the role of tectonic plates in earthquakes.
- To understand that Tsunamis are caused by earthquakes under the sea floor.



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.

Computing – Journey Inside a Computer

- To recognise basic inputs and outputs.
- To understand that a laptop is made up of many parts. To be able to identify and explain some of the parts of a laptop (hard drive, CPU, RAM, ROM, GPU).
- To be able to understand the purpose of different parts of a computer.
- To be able to use a QR code.
- To recognise a tablet is a computer.
- To be able to decompose a tablet computer.

RE – Islam

- develop and understanding of the importance of founders and leaders for religious communities
- identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)
- describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)
- describe and give reasons for the Islamic practice of Zakah
- suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable
- identify characteristics of a good role model
- discuss how good role models can have a positive impact on individuals, communities and societies
- reflect on their own aspirations for themselves and others
- ask questions and suggest answers about how they can try to make the world a better place

DT – Moving Monsters

- To explore a variety of objects that use air to make them work.
- To explore techniques for making simple pneumatic systems.
- To be able to gather ideas for creating own pneumatic system.
- To be able to design a monster which include a pneumatic system.
- To be able to make a monster with a moving pneumatic part.
- To be able to evaluate the finished part.

Languages – Spanish

(Jolie Ronde)

- Basic food items
- Fruit
- Numbers and objects
- All about me.

English

- Literacy Shed Unit - The Rocketeer
- News Report

Maths

- Maths No Problem
- Picture Graphs
 - Bar Graphs
 - Fractions

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 - Healthy choices and habits; what affects feelings; expressing feelings.
 - Personal strengths and achievements; managing and reframing setbacks.
 - Risks and hazards; safety in the local environment and unfamiliar places.

Music - Charanga

Unit Title: bringing Us Together

Unit Theme: Friendship, hope, unity

Style of Main Song: Disco

Supporting Songs:

Bringing Us Together by Joanna Mangona and Pete Readman, **Good Times** by Nile Rodgers, **Ain't Nobody** by Chaka Khan, **We Are Family** by Sister Sledge, **Ain't No Stopping Us Now** by McFadden and Whitehead, **Car Wash** by Rose Royce

PE

To show a mirrored shape with a partner. To create a sequence of gymnastic actions with a partner. To show a matched balance with a partner. To create a sequence of gymnastic actions with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus.

History- Local History Study – Astley Hall

- To understand the history of Astley Hall house and Grounds. To understand the History of the house in relation to wider events and changes.
- To be able to use primary and secondary sources to learn about the past.
- To learn about the people who lived at Astley Hall in 1851.
- To explore what life was like for a servant at Astley Hall in 1851.
- To understand the History of Astley House and the families who lived there. To understand its significance to the local community. *"The jewel in Chorley's crown"*.

Year 3
Summer 1

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.

Computing – Digital Literacy

- To understand what is meant by a trailer including key scenes, voice over, music, text, storyline
- To be able to use a digital device to take photos/videos to tell a story.
- To be able to import photographs/videos into editing software.
- To be able to edit images using software.
- To be able to add text and transitions to a video.
- To be able to evaluate video editing. To say what makes a video successful/to make recommendations.

RE – Christianity (Church)

- know what Christians mean by the Holy Spirit
- suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities
- identify Christian values exemplified in the gifts of the Spirit
- identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
- describe how and why Pentecost is celebrated
- describe why some Christians might take part in a procession of witness
- describe aspects of being human that we should be proud of
- discuss what it means to be a successful human – and the different measures of success that might be applied
- discuss their own sense of value and what is good/unique about being them
- reflect on the people that they value in their lives – and how they show their appreciation

Art – Formal Elements of Art/Craft

- To be able to identify shapes in everyday objects. To be able to recognise and apply geometry when drawing.
- To be able to create and form shapes using soft modelling wire.
- To be able to apply even layers of pencil tone when shading. To show tone when shading.
- To be able to create a mood board.
- To be able to create tie-dyed materials.
- To understand what is meant by paper weaving. To create a piece of art using this method.
- To be able to weave using a range of materials.
- To be able to sew designs on to a t-shirt

Languages – Spanish

(Jolie Ronde)

- Basic food items
- What time is it?
- The Hungry Caterpillar

English

Classic Poetry
Mystery, Adventure, Fantasy Stories
Explanation Texts

Maths

Maths No Problem
- Angles
- Lines of Shapes
- Perimeter

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 Healthy choices and habits; what affects feelings; expressing feelings.
 Personal strengths and achievements; managing and reframing setbacks.
 Risks and hazards; safety in the local environment and unfamiliar places.

Music - Charanga

Unit Title: Reflect, Rewind and Replay

Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.

Style of Main Song: Classical

Supporting Songs: L'Homme Arme by Robert Morton – Early Music, Les Tricoteuses (The Knitters) – Baroque, The Clock: II Andante by Franz Joseph Haydn – Classical, Piano Concerto: Allegro Maestoso (Tempo Giusto) by Franz Liszt – Romantic, Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century, Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary

PE

To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform pull, push and sling throw. To perform a combination of 5 jumps.

Geography – International Focus – Greece

- To be able to locate Europe on a World Map.
- To identify countries and cities of Europe including capital cities.
- To be able to identify Athens on a map and identify its key human and geographical features.
- To be able to use digital mapping to locate and describe key Greek Tourist Attractions.
- To be able to compare Athens and Preston.
- To be able to compare weather patterns in Athens and Preston.

Year 3
Summer 2

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.

Computing – Databases

- To understand terminology used around databases – field, record, data
- To be able to compare paper and computerised databases.
- To be able to sort, filter and interpret data.
- To be able to represent data in different ways electronically (graphs/tables).
- To be able to sort data for a purpose.

RE- Sikhism

- Develop an understanding of the importance of founders and leaders for religious communities
- Identify Sikh beliefs and values contained within the stories of the lives of the Gurus
- Describe how and why the Guru Granth Sahib is treated with great respect
- Suggest how and why Sikhs might show commitment to their faith
- Identify people and ideas that inspire commitment
- Discuss the different ways that people might show that they are committed
- Reflect on their own commitments and the impact that these have on their lives
- Ask questions about the value of having commitments

DT – Photograph Frames

- Explore free-standing structures and how they are made.
- To find different ways of strengthening paper and card.
- To investigate ways of making a stable free-standing structure.
- To be able to design a photograph frame for a particular purpose.
- To be able to make a stable photograph frame from a design.
- To be able to evaluate the finished product.

Languages – Spanish

(Jolie Ronde)
- Basic food items
- What time is it?
- The Hungry Caterpillar