



Year 3

Science

Autumn	Spring	Summer
<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Explore the 5 key food groups. • Learn about the nutrition in the food we eat. • Learn about the different types of skeletons. • Learn about the human skeleton. • Learn about animals and their skeletons. • Explore the role of muscles. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • Explore the formation and properties of igneous rocks. • Explore the formation and properties of sedimentary and metamorphic rocks. • Weathering and the suitability of rocks for different purposes. • Explore how water contributes to the weathering of rocks. • Understand how fossils are formed. • Explore different types of soil. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p><u>Light</u></p> <ul style="list-style-type: none"> • Identify the difference between light sources and non-light sources. • Explore the light that comes from the sun and how to stay safe. • Explore materials which are reflective. • Discover how shadows are formed. • Investigate how shadows change throughout the day. • Investigate how you can change the size of a shadow. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Use straightforward scientific evidence to answer questions or to support their findings.

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Plants - 2022

- Compare the effect of different factors on plant growth.
- Describe the functions of different parts of a flowering plant and how they are used in photosynthesis.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants.
- Understand the pollination process and the ways in which seeds are dispersed.
- Compare the effect of different factors on plant growth.

Working scientifically

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests.

Forces and Magnets

- Explore contact and non-contact forces.
- Compare how things move on different surfaces.
- Explore different types of magnets.
- Explore the properties of magnets and everyday objects that are magnetic.
- Understand that magnetic forces can act at a distance.
- Explore the everyday uses of magnets.

Working Scientifically

- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Scientific enquiry - 2022

- How can a solar oven be made more effective: posing questions and writing predictions?
- How can a solar oven be made more effective: recording and presenting results?
- Cleaning coins: writing a conclusion.
- Making a cake: fair testing, controls and variables.
- Making a cake: scientific enquiry.

Working scientifically

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests.

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Year 3

History

Autumn	Spring	Summer
<p>Stone Age to Iron Age To introduce the definition and time scale of human prehistory To find out about early humans and the Palaeolithic period. To find out about people who lived in the Mesolithic period. To find out how people lived in the Neolithic period. To find out about how people lived in the Bronze Age. To find out about how people lived in the Iron Age. To recap and summarise the prehistory of Britain.</p>	<p>Invaders and Settlers: Romans To understand the terms 'invade' and 'settle' and to place the Romans on a timeline. To find out why and how the Romans successfully invaded Britain To find out who was in Britain when the Romans invaded and learn about their way of life To explore who Boudica was from different points of view To find out about the results of Boudica's revolt To find out about life in Roman Britain To know how the Romans have influenced our lives today</p>	<p>Why did Henry VIII marry six times? To locate the Tudors on a timeline and to learn about Henry's six wives. To learn what Henry VIII was like through portraits and written sources. To learn about the roles, responsibilities and importance of a Tudor monarch. To find out about Henry's marriage to Catherine of Aragon and the reasons for their divorce. To learn about the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour. To learn about the reasons for and results of Henry VIII's marriage to Anne of Cleves. To find out answers to specific questions using primary and secondary sources.</p>

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Year 3

Geography

Autumn	Spring	Summer
<p><u>Rainforests</u> To find out what a rainforest is and where they are found. To explore the layers of vegetation in a rainforest. To investigate the climate of the rainforest. To find out about the people and settlements of the rainforest. To explore why the rainforest is under threat and the measures taken to protect it.</p>	<p><u>Our European neighbours</u> To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a European country.</p>	<p><u>Investigating India</u> To explore India and where it is in the world. To explore the mountain ranges found in India. To explore some of the major rivers in India. To explore the human and physical features of cities in India. To explore India's culture and its influence on other countries. To be able to compare India to the United Kingdom.</p>

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Year 3

PE

Autumn	Spring	Summer
<p>Complete PE – Basketball</p> <p>SSL 1 Introduce dribbling: Keeping control</p> <p>SSL 2 Introduce passing and receiving</p> <p>SSL 3 Combine dribbling and passing to create space</p> <p>SSL 4 Develop passing, moving and dribbling</p> <p>SSL 5 Introduce shooting</p> <p>SSL 6 Level 1 tournament</p> <p>Complete PE – Hockey</p> <p>SSL 1 Introduce dribbling keeping control</p> <p>SSL 2 Introduce passing and receiving</p>	<p>Complete PE – Dance & Gymnastics (weather / symmetry & asymmetry)</p> <p>SSL 1 Thematic dance: Responding to stimuli, the weather Introduction to symmetry</p> <p>SSL 2 Thematic dance: Responding to stimuli, extreme weather Introduction to asymmetry</p> <p>SSL 3 Developing thematic dance into a motif Application of symmetrical and asymmetrical learning onto apparatus</p> <p>SSL 4 Extending dance to create sequences with a partner Sequence formation</p> <p>SSL 5 Developing sequences with a partner Sequence completion</p> <p>SSL 6</p>	<p>Complete PE – athletics</p> <p>SSL 1 Sprinting: Explore running for speed</p> <p>SSL 2 Sprinting: Explore acceleration</p> <p>SSL 3 Introduce relay: Running for speed in a team</p> <p>SSL 4 Develop relay: Running for speed in a team</p> <p>SSL 5 Throwing: Accuracy vs distance</p> <p>SSL 6 Jumping for distance: Standing Long Jump</p> <p>Complete PE – Football</p> <p>SSL 1 Introduce dribbling: Keeping control</p> <p>SSL 2 Develop dribbling: Keeping control</p>

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<p>SSL 3 Combine dribbling and passing to create space</p> <p>SSL 4 Develop passing, receiving and dribbling</p> <p>SSL 5 Introduce shooting</p> <p>SSL 6 Level 1 tournament</p>	<p>Finalising our performance Performance</p> <p>Complete PE – Outdoor & adventurous activities (Communication & tactics)</p> <p>SSL 1 Creating and applying simple tactics: Noughts and Crosses</p> <p>SSL 2 Developing leadership : Noughts and Crosses</p> <p>SSL 3 Developing communication as a team: Rock, Paper, Scissors</p> <p>SSL 4 Communicating as a team: Code Breakers</p> <p>SSL 5 Communicating to collaborate effectively as a team: Island Hopping</p> <p>SSL 6 Communicating to create defending and attacking tactics as a team: Capture the Flag</p>	<p>SSL 3 Introduce passing and receiving</p> <p>SSL 4 Combine dribbling and passing to create space</p> <p>SSL 5 Develop passing, moving and dribbling</p> <p>SSL 6 Level 1 tournament</p>
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Year 3

Music

Autumn	Spring	Summer
<p><u>How does music bring us closer together?</u> Home is where the heart is Hallelujah Chorus from Handel's Messiah Let's work it out together The Loco-Motion Please be kind</p> <p><u>What does music tell us about the past?</u> Love what we do Let's groove When the saints go marching in Jaws: main theme My bonnie lies over the ocean</p> <p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • In the key centres of: C major, F major, G major and A minor. • In the time signatures of: 2/4, 3/4 and 4/4. • Find and keep a steady beat. • Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C <p>Listening: Respond/Analyse</p>	<p><u>How does music help to make the world a better place?</u> Your imagination Disco fever You're a shining star Amazing Grace Music makes the world go round</p> <p><u>How does music help us to get to know our community?</u> Friendship song A night on bare mountain Family Double beat song Come on over</p> <p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • In the key centres of: C major, F major, G major and A minor. • In the time signatures of: 2/4, 3/4 and 4/4. • Find and keep a steady beat. • Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C 	<p><u>How does music make a difference to us every day?</u> He's got the whole world in his hands Porgy and Bess: Act 1 – Summertime Why does music make a difference? The young persons guide to the orchestra Panda extravaganza</p> <p><u>How does music connect us with our planet?</u> Michael row the boat ashore The Nutcracker Suite – Dance of the Reed Flutes The dragon song The Firebird Suite Follow me</p> <p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • In the key centres of: C major, F major, G major and A minor. • In the time signatures of: 2/4, 3/4 and 4/4. • Find and keep a steady beat. • Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise

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- Share your thoughts and feelings about the music together.
- Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music.
- Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song.
- Talk about the style of the music.

Notation

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers

Playing Instruments

- Whole class instrumental tuition – African Drumming
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.

Creating: Improvising and composing

Listening: Respond/Analyse

- Share your thoughts and feelings about the music together.
- Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music.
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Playing Instruments

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Creating: Improvising and composing

- Explore improvisation within a major scale
- Create music and/or sound effects in response to music and video stimulus.

simple melodic patterns using the notes:
C, D, E G, A, B F, G, A A, B, C

Listening: Respond/Analyse

- Share your thoughts and feelings about the music together.
- Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music.
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Creating: Improvising and composing

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<ul style="list-style-type: none">• Explore improvisation within a major scale• Create music and/or sound effects in response to music and video stimulus.• Use music technology, if available, to capture, change and combine sounds.• Compose over a simple chord progression. Compose over a simple groove.• Compose over a drone.• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.• Create a simple melody using crotchets, minims and perhaps paired quavers: <p>Performing</p> <ul style="list-style-type: none">• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.• Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.• Talk about what the song means and why it was chosen to share.• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	<ul style="list-style-type: none">• Use music technology, if available, to capture, change and combine sounds.• Compose over a simple chord progression. Compose over a simple groove.• Compose over a drone.• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.• Create a simple melody using crotchets, minims and perhaps paired quavers: <p>Performing</p> <ul style="list-style-type: none">• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.• Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.• Talk about what the song means and why it was chosen to share.• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	<ul style="list-style-type: none">• Explore improvisation within a major scale• Create music and/or sound effects in response to music and video stimulus.• Use music technology, if available, to capture, change and combine sounds.• Compose over a simple chord progression. Compose over a simple groove.• Compose over a drone.• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.• Create a simple melody using crotchets, minims and perhaps paired quavers: <p>Performing</p> <ul style="list-style-type: none">• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.• Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.• Talk about what the song means and why it was chosen to share.
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		<ul style="list-style-type: none"> • Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.
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Year 3		
French		
Autumn	Spring	Summer
<p><u>Getting to know you</u></p> <ul style="list-style-type: none"> • Hello • What's your name? • How are you? • Goodbye • Counting from 0-10 • How old are you? <p style="text-align: center;"><u>All about me</u></p> <ul style="list-style-type: none"> • Classroom instructions • My body • Actions • Colours • Clothes 1 – What's in your wardrobe? • Clothes 2 – What are you wearing? 	<p><u>Food Glorious Food</u></p> <ul style="list-style-type: none"> • The Very Greedy Dog – story • Please may I have? • Preferences • What colour is it? • What did he eat? • I'm hungry! <p style="text-align: center;"><u>Family and Friends</u></p> <ul style="list-style-type: none"> • Meet my family! • Pets • Alphabet • What's his name? • How do you spell...? • My home 	<p><u>Our School</u></p> <ul style="list-style-type: none"> • What's in the classroom? • What's in your pencil case? • School subjects • PE Lesson • Around school • What do you like to do? <p style="text-align: center;"><u>All about me</u></p> <ul style="list-style-type: none"> • Counting 11-31 • Days of the week • Months of the year • My Birthday! • What's the date today? • Weekend, today, tomorrow

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Year 3

Art

Autumn	Spring	Summer
<p>Vincent Van Gogh</p> <p>To use lines to create depth and texture. To use colours and lines to create shade and tint. To revisit and develop ideas. To use lines to create movement. To develop sketching techniques. To use lines and colour to create portraits in the style of Van Gogh.</p>	<p>Plant Art</p> <p>To develop observational skills To develop observational skills To know how to create tints, shades and tones of colours To know how to create depth in an artwork To create sculptures using clay To plan and create a piece of artwork</p>	<p>Indian Art</p> <p>To explore the history and styles of Indian painting. To explore the art displayed during the Indian elephant festival. To explore and create Mehndi patterns. To explore the Indian block-printing technique. To explore and create rangoli patterns.</p>

Year 3

DT

Autumn	Spring	Summer
<p>Storybooks</p> <p>To investigate and evaluate products with lever and linkage systems. To experiment with a range of techniques to create moving mechanisms. To explore and experiment with a range of different fonts and graphic techniques. To be able to plan and design a storybook. To be able to make a storybook with moving mechanisms using a design. To be able to evaluate a finished product.</p>	<p>British Inventors</p> <p>To investigate the invention of the telephone. To investigate the invention of the World Wide Web. To explore how the invention of reinforced concrete works. To investigate the invention of the mackintosh. To reflect on the impacts that inventions have had on our lives.</p>	<p>Chocolate Packaging</p> <p>To investigate and analyse different types of chocolate packaging. To create packaging design ideas for a new chocolate product. To find out about target audiences and conduct consumer research. To develop and finalise a packaging design for a chocolate product. To evaluate packaging designs for a chocolate product.</p>

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Year 3

R.E.

Autumn	Spring	Summer
<p>Symbolism:</p> <ul style="list-style-type: none"> To identify what we would like to learn about symbolism by explaining what we already know. Identify the meaning of common symbols to use them in a class symbol. Explore symbols used by different religions to identify why they are used. Explore Christian symbols to identify why they are used. Investigate light to understand why it is an important religious symbol. Investigate water to understand why it is an important religious symbol. To identify what we would like to know about symbolism by explaining what we have learnt. <p>Festivals:</p> <ul style="list-style-type: none"> Explain what we know about festivals to identify what we would like to know. Describe celebrations to explain why we have them. Describe a festival and how it is celebrated to understand its importance in a religion. Investigate Eid to understand its importance to Muslims. Investigate Holi to understand its importance to Hindus. Investigate Advent to understand its importance to Christians. Explain the events of the Nativity to understand the importance of Christmas to Christians. To identify what we would like to know about festivals by explaining what we have learnt. 	<p>Rites of Passage:</p> <ul style="list-style-type: none"> Explain what we know about rites of passage to identify what we would like to know. Identify rites of passage we have already passed through and those we might pass through in the future. Use information about weddings to explain why people get married. Explore the Christian marriage rite of passage. Identify features of Hindu weddings to make comparisons with Christian weddings. Identify features of Jewish weddings to make comparisons with other marriage rituals. To identify what we would like to know about rites of passage by explaining what we have learnt. <p>Places of Worship:</p> <ul style="list-style-type: none"> Explain what we know about places of worship to identify what we would like to know. Explain what makes places special by identifying my special place. Investigate worship to understand why places of worship are special. Identify key features of a Mosque to explain how Muslims worship. Identify key features of a church to explain how Christians worship. To identify what we would like to know about places of worship by explaining what we have learnt. 	<p>Religion in the Community:</p> <ul style="list-style-type: none"> Consider what it would be like to be alone on a desert island to begin to understand the importance of communities. Identify communities we are part of to understand the benefits and responsibilities of belonging to them. Identify advantages of belonging to a community to understand their importance. Investigate worship in a mandir to understand its importance to Hindu communities. Identify key features of a puja tray to understand how Hindus worship in their family community. <p>Right and Wrong:</p> <ul style="list-style-type: none"> Explain what we know about right and wrong to identify what we would like to know. Show through role play and discussion how we know what is right and what is wrong. Explore rules to understand more about our ideas of right and wrong. Explore the Ten Commandments to begin to understand how Christians and Jews try to live their lives. Use the parable of the Good Samaritan to begin to understand how Christians try to live their lives. To identify what we would like to know about rites of passage by explaining what we have learnt. To identify what we would like to know about right and wrong by explaining what we have learnt.

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Year 3

PSHE

Autumn	Spring	Summer
<p>Rules – I’m in Charge! Understand why rules are needed in different situations & recognise that rules may need to be changed</p> <p>Thinking Ahead Understand why it is important to plan ahead and think of potential consequences as a result of their actions</p> <p>Taking the Lead – Learning Time Understand it is important to behave responsibly Recognise that actions have consequences</p> <p>Online Safety – Self Image and Identity Explain what is meant by the term identity, how people can represent themselves in different ways online and ways in which someone might change their identity depending on what they are doing online and why (avatars, social media, online gaming)</p> <p>Online Safety – Online Relationships Describe ways people who have similar likes can get together online, what it means to ‘know someone’ online and how this is different to knowing someone offline and explaining the difference between liking someone online and trusting them, including what information to share</p> <p>Online Safety – Online Relationships Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. Explain how someone’s feelings can be hurt by what is said or written online. Explain the importance of giving and gaining permission before sharing things online.</p>	<p>Online Safety – Online Reputation Explain how to search for information about others online, can give examples of what anyone may or may not be willing to share about themselves online and explain the need to be careful before sharing anything personal. Explain who someone can ask if they are unsure about putting something online.</p> <p>Online Safety – Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>A Balanced Approach – Define: Healthy Understand the meaning of the word ‘healthy’</p> <p>Physical Exercise – Active Kids? Know the risks associated with an inactive lifestyle (including obesity) Know the recommended guidelines for physical activity and understand the reasons for these</p> <p>Lifestyle Choices – It’s Your Choice Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>How to Help – Who to Call Recognise and manage risk in everyday activities</p> <p>Emergency Calls – Calling 999 + Ambulance, Now! Know how to make a clear call to emergency services if necessary Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>Online Safety – Privacy and Security Describe simple strategies for creating and keeping passwords private, give reasons why people should share information with people they choose to and can trust and explain if they are not sure or feel pressured how to report to a trusted adult. Describe how connected devices can collect and share anyone’s information with others.</p> <p>Online Safety – Managing Online Information + Copyright and Ownership Demonstrate how to use key phrases in search engines to gather accurate information, explain what autocomplete is and how to use the best suggestion and explain how the internet can be use to buy and sell things. Explain why copying</p>

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<p><u>Friendship – Best Features</u> Know and understand the features of a good friend Understand why it is important to be positive in relationships with others</p> <p><u>Friendship – Circles Time</u> Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Know and understand the features of a good friend Understand why it is important to be positive in relationships with others</p> <p><u>Friendship – Falling Out</u> Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><u>Friendship – The BAFAs</u> Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Understand why it is important to be positive in relationships with others</p> <p><u>Clear Messages – Dot Dot Dash</u> Recognise that there are many ways to communicate & understand the need to communicate clearly</p>	<p><u>Sleep – Sweet Dreams</u> Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p><u>A Balanced Diet – Plant or Animal? / Balancing Act</u> Know what constitutes a healthy diet (including understanding calories and other nutritional content) Know where different foods come from Know what constitutes a healthy diet (including understanding calories and other nutritional content) Know about and understand the function of different food groups for a balanced diet</p> <p><u>Online Safety – Health, Wellbeing and Lifestyle</u> I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>someone’s work from the internet without permission isn’t fair and what problems this may cause.</p> <p><u>Online Safety – Managing Online Information</u> Explain the difference between an opinion, a belief and a fact and explain where these may be shared online. Explain not all opinions shared may be accepted as fair or true by others. Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p><u>Working Together – Build It Up</u> Understand why it is important to work collaboratively</p> <p><u>Shared Goals – Better Places</u> Know how to identify ways to improve the environment Know how to spot problems and find ways of dealing with them</p> <p><u>Different Communities – My Community</u> Understand why it is important to be part of a community</p> <p><u>School Communities – School Swap</u> Understand why it is important to be part of a community</p> <p><u>Building Courage and resilience</u> Understand the meaning and importance of resilience and courage</p>
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<p><u>How to Listen – Listen Up!</u> Understand why it is important to listen to others</p>	<p><u>Physical, Emotional and Mental – I Am Who I Am!</u> Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know and understand the difference between the terms physical, emotional and mental Become more self-aware Understand why setting goals is important <u>Loss / Separation – Lost + Found</u> Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use</p>	<p>Recognise and know how to deal with situations involving peer pressure</p>
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Year 3		
Computing		
Autumn	Spring	Summer
<p><u>Email</u> To understand how people communicate with each other. To understand and respond to an email. To compose and send an email. To send an email attachment. To learn how to use email safely. To explore simulated email scenarios.</p> <p><u>Route Planners</u> To create simple commands in 2Go to move the turtle along a route. To create commands in 2Go in which the turtle turns using rotation. To plan algorithms and write 2Go code that uses angles of turn.</p>	<p><u>Branching Databases</u> To understand the concept of using 'Yes' or 'No' questions to sort objects. To understand and use a branching database effectively. To plan and create a branching database. To test and debug branching databases to correct errors.</p> <p><u>Spreadsheets</u> To understand the concept of using 'Yes' or 'No' questions to sort objects. To understand and use a branching database effectively. To plan and create a branching database.</p>	<p><u>Coding</u> To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers. To understand how to use the repeat command. To understand the importance of nesting when coding, testing and debugging. To design a program. To use design documentation to code a program.</p>

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To use 90° and 45° angles in 2Go.
To use the repeat algorithm and coding in 2Go.

To test and debug branching databases to correct errors.

Presentations – PowerPoint

To learn how to open PowerPoint, add text and change how it looks.
To learn how to add slides, change slide designs and insert pictures into a presentation.
To add animations to pictures and text, and transitions between slides.
To create an effective presentation.

To complete and present a slideshow to an audience.

Touch Typing

To learn correct finger positioning on the keyboard and understand when to use the left or right hand.
To learn how to type numbers accurately and to use the shift key for capital letters.
To practise typing punctuation marks and symbols and build accuracy with simple words.
To practise typing sentences using capital letters, spaces, and full stops.

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