Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Events	Black History Month (October) National Poetry Day Anti-Bullying week introduced	End: Anti-Bullying week		World Book Day Science Week	SATs	Summer Performance
Literacy	Fiction 4 weeks – problem resolution (flat Stanley/famous five) Information texts: (black history month – Rosa Parks)	Fiction – 4 weeks – lost and found (Bill's new frock). Non – fiction 3 weeks – instructions (Playground games and recipes)	Fiction – 4 weeks – speech punctuation (The Twits) Poetry- shape poetry, kennings etc.	Fiction – 4 weeks – Myths and legends – Perseus and Medusa defeating a monster story. Non – fiction - Information texts (Dragons)	Fiction - Warning story The Minpins (3 weeks) Explanation Texts – 3 weeks Extinction of animals (possible link to science)	Non- fiction Letters of complaint- 2 weeks Descriptive poems. 'The Magic Box' Fiction – Quest/journey story - 3 weeks St George and the Dragon
Science	Forces and magnets Trip idea: Feel the force science museum	Animals including humans	Rocks	Plants	Light	Animals including humans
Creative Curriculum	Stone, Bronze and Iron Age His/geo		Rivers and Mountains Geo/his		The Roman Empire and its impact on Britain His/geo	

MFL	Classroom Instructions Greetings Animals (Grammar and language structure) Gender High frequency verbs (j'ai, je suis, j'adore, je deteste, je voudrais)		Colours Saying names and ages Numbers 1 – 15 (Grammar and language structure) Definite and indefinite articles (le, la, les, un, une) C'est		Simple opinions Days of the week (Grammar and language structure) Gender High frequency verbs (j'ai, je suis, j'adore, je deteste, je voudrais) Definite and indefinite articles (le, la, les, un, une) C'est	
Computing	E-Safety SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW
PHSE	New Beginnings Rights and responsibilities at school.	Good To be me Nutrition linked with science curriculum.	Getting on and Falling out: Accepting differences.	Going for goals: Self Esteem.	Relationships: Other people's lives.	Changes Different jobs.
RE	Judaism – Beliefs about God Trip – Sukkat Shalom Synagogue	Christianity – Advent and Christmas around the world	Islam – The Prophet Muhammad	Hinduism – The Mandir	Judaism – celebrations in a Jewish home.	Sikhism – Guru Nanak and the Gurdwara
Music	Music appreciation/ Singing/instruments					

Art/DT	Linked to Topic (Stone Age jewellery)	Linked to advent	Linked to Islam and Prophet Muhammad	Linked to Rivers and Mountains	Linked to the Romans	Linked to the Romans
Visits/Visitors						

YEAR 3

Switched on Computing	Title/Focus	Switched on Computing suggestion in scheme	What we have to use:	Objectives (DfE skills)
<mark>3.1</mark>	**Programmers – programming an animation**	Scratch/PowerPoint	<mark>**Scratch**</mark> **Espresso Coding** **PowerPoint** **J2E (LGfL)** **Hour of Code: Tynker**	• design, write and debug programs that accomplish specific goals • solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct error in algorithms and programs
<mark>3.2</mark>	**Bug fixers – correcting bugs in programs**	Scratch/PowerPoint	<mark>**Scratch**</mark> **Espresso Coding** **PowerPoint** **J2E (LGfL)** **Hour of Code: Tynker**	
3.3	**Presenters – videoing performance**	Movie Maker/iMovie		• be discerning in evaluating digital content • use technology safely, respectfully and responsibl • select, use and combine a variety of software (including internet services) on a range of digital devic to accomplish given goals, including collecting,

				analysing, evaluating and presenting data and information
3.4	**Network Engineers – exploring computer networks inc the internet**		**! needs further investigation**	
==3.5==	**Communicators – e safety**	Email system, video conferencing software, presentation software	**! needs further investigation** **LGfL solution** **Could discuss/model safe use of Skype, FaceTime, Google Hangouts**	• 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 • use technology safely, respectfully and responsibly
3.6	**Opinion pollsters – collect and analyse data**	Google Forms, Google Sheets and Google Slides/ InspireData/Excel, Word	**2Investigate** **Excel (enable forms view)** **Word** **J2E (LGfL)** **Google Forms demo** **SurveyMonkey demo – other online tools**	• communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collectir analysing, evaluating and presenting data and information • use search technologies effectively • collecting, analysing, evaluating and presenting data and information
Switched on ICT Unit 3.1	*Researchers – see new Unit 2.4*	*FreeMind, Linkbunch, PowerPoint*	***2Connect*** ***PowerPoint***	• use search technologies effectively, appreciate how results are selected and ranked, and be discerning i evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collectir analysing, evaluating and presenting data and information

Switched on ICT Unit 3.2	*Comic writers*	*Comic Life / Publisher*	**2 Publish+** **Publisher** ***free online comic tools***	• be discerning in evaluating digital content • use technology safely, respectfully and responsibly • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals
Switched on ICT Unit 3.3	*Animators – see new Unit 3.1*			• design, write and debug programs that accomplish specific goals • solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct error in algorithms and programs
Switched on ICT Unit 3.4	*Opinion pollsters –see now unit 3.6*			• communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Switched on ICT Unit 3.5	*Communicators – see new unit 3.5*			• 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 • use technology safely, respectfully and responsibly
Switched on ICT Unit 3.6	*Presenters- see new Unit 3.3*			• be discerning in evaluating digital content • use technology safely, respectfully and responsibly • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collectin

				analysing, evaluating and presenting data and information