Year 3 – Autumn

English – The owl that was afraid of the dark (transition text) Jill Tomlinson, Alice in wonderland Lewis Carroll

Guided Reading – The Hodgeheg Dick King Smith

Class text – The Christmasaurus Tom Fletcher

	National Curriculum objective(s)	Success criteria	Project work	**Key vocabulary** (All pupils **must** be exposed to this) **Tier 2**	**Key vocabulary** (All pupils **must** be exposed to this) **Tier 3**	Links to previous and future learning
History	• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	• I know Stoke-on-Trent is famous for the pottery industry • I can tell you 2 significant people from Stoke-on-Trent and how they contributed to the pottery industry (Josiah Wedgwood, James Brindley, Emma Bridgewater)	• Visit to local pottery site (Etruria Museum, Gladstone, Middleport, Wedgwood) • Research the life of Josiah Wedgwood and another, and create a fact file (social media page, video recording)	Mould Canal Timeline Significant Industry Production	Bottle oven/Bottle kiln	KS1 work on the 7 continents and 5 oceans.
Geography	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • use the eight points of a compass,	• I know the countries of the United Kingdom and their capital cities • I can tell you some of the bordering counties to Staffordshire • I can name and locate cities of the Midlands • I can use the eight points of a compass to identify the location of London, Manchester etc. in relation to Stoke-on-Trent • I can locate key landmarks in the local area on a map	• Make a concentric circle model to show where my school is (Weston Coyney,S-O-T, Staffs, England, UK, Europe) • Explore my locality using a computer e.g. Google Earth • Use a compass to locate the cities around Stoke-on-Trent. • Use a map/atlas to locate the neighbouring counties to Staffordshire.	Bordering/neighbouring Canal Coast Compass Landmarks Map Town City	Counties Atlas	
Art and Design	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • to learn about great artists, architects and designers in history.	• I know 2 great artists, architects and designers in history. (e.g Arcimboldo, Van Gogh) • I can create a piece of art in the style of a great artist • I can choose the correct materials and design techniques to create my art work	• Using pastels, create a piece of artwork inspired by Van Gogh's Wheat Fields. • Using pictures of seasonal fruit and vegetables, create a collage representing a portrait in the style of Arcimboldo.	Technique Texture Seasonal Perspective Portrait	Collage	

Design and Technology	• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • prepare and cook a variety of [predominantly savoury] dishes using a range of cooking techniques	• I can research and develop a design for a jam tart • I can make a jam tart choosing and using the appropriate tools and techniques • I can evaluate my ideas and design and think of ways to improve it	• Research existing jam tart products available and evaluate. • Generate and carry out a survey to investigate fillings. • Design a jam tart based on research and survey findings. • Make product. • Evaluate product.	Ingredients Survey Quantity Investigate Evaluate Sieve Dough Knead Product		Y5 - seasonal produce. Y6 - Build on the culinary skills used in Y6 (WW2 rationing).
R.E.	What does it mean to be a Christian in Britain today? Local agreed syllabus	• I can describe some ways in which Christian express their faith through hymns and modern worship songs • I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes • I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	• Design a weekly calendar for a Christian family. • Create 3 church windows and draw what I may see on a Sunday morning, week day, evening for a Christian family. • Listen to and appraise a selection of spiritual music/hymns. • Research the significance of Rosa Parks' actions.	Stained glass Calendar Spiritual Worship Belief	Hymn Altar Communion Pray/prayer	Y4 Christianity - Who was Jesus? Y5 – What would Jesus do?

P.S.H.E/R.S.E	**Teams** **It's My Body**	• I can talk about changes and how they might make me feel • I can explain how and why we should work well as a team • I can describe how my actions and behaviour affect my team • I can pay attention to and respond considerately to others • I can describe why disputes might happen • I can talk about my responsibilities towards my team • I know I can choose what happens to my body and how to say no • I know how to keep my body healthy • I know why it is important to get enough sleep • I know how good hygiene helps to stop the spread of disease • I know how to take medicine safely and keep safe around drugs • I know how to make better choices	• Role play of scenarios linked to teamwork • Teamwork activities • Playing emotion games: show me happy, show me sad, charades • Exploring scenarios linked to falling out and how to resolve them • Pass it on – how can we share positivity • Red, orange, green zones – where are your safe spaces on your body? • Create a new healthy snack for children • Beat the disease game – matching the disease to the ways to prevent it • Role-play how to respond to an emergency	Medicine Emotions Behaviour choices responsibilities Medicine/drugs Hygiene emergency health/healthy disease		

Computing	Magpie Scheme – Coding/Online Safety/Spreadsheets • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Coding • I can describe what I did to make our vehicles change angle • I can explain what a variable is in programming • I can show how my character repeats an action. • I can debug simple programmes E-safety • I understand what makes a good password • I know ways that the internet can help us to communicate • I know that some information on websites may not be accurate • I can identify some effects of playing/watching inappropriate content/games • I can relate cyberbullying to bullying in the real world Spreadsheets • I can use a spreadsheet programme to create charts and graphs from data • I can describe a cell location in a spreadsheet using a letter and number	• Create programs with sequencing, loops and events. (using Code.org) • Investigate different problem-solving techniques through coding tasks. (using Code.org) • Make a concept map of ways the internet helps us to communicate. • Contribute to a class blog. • Create a spoof website. • Create a table of data on a spreadsheet. • Use <, > ,= and spin tool to calculate maths problems.	Object Action Output Control Event Simulate Variable Accurate Restrictions Inappropriate cell	Algorithm Debugging Blog Screenshot spreadsheet	

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. **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	• I can identify different sources of light • I can say how a shadow is formed • I can investigate how shadows change size • I know that when a light source hits a surface it changes direction • I can say how we need light to see things and that dark is the absence of light • I know that light from the sun can be dangerous and I can say how to protect my eyes • I can name different forces • I can say which force is acting in a particular movement between two objects • I know that a magnetic force can act at a distance • I can describe magnets as having two poles • I know the difference between magnets attracting and repelling each other • I can group objects made from an everyday material (metal) on the basis of whether they are attracted to a magnet	• Sort light sources in to natural and man made groups • Carry out an investigations to find out how shadows change (moving light source) • Carry out an investigation to find out how light can change direction • Carry out mini investigations to observe what happens when the light source is removed or blocked. • Design sun safety glasses • Take part in a series of movements and comment on which forces they are experiencing • Use two magnets to find out which poles are attracted to each other and which poles repel each other • Conduct a science investigation to observe and record which materials are attracted to the magnets and which are not • Carry out an investigation to find out which metals are attracted to magnets	Light Dark Reflection Shadow Investigation Observe Record Experiment Force Material	Transparent Translucent Opaque Magnet Magnetic Poles Attract Repel	Y5 – The Earth and Moon including day and night. Y6 – Design and Technology – seasonality and healthy eating.
Music	• **See Charanga scheme** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• I can sing as a group. • I understand the importance of posture, following a conductor and listening to one another. • I can perform and appraise how performances could be improved. • I can develop and perform songs for Christmas performances.	• Follow a beat on an instrument • "Clap" the beat back • Learn the lyrics and tune to a number of songs • Rehearse and perform the songs as a group	Pitch Tempo Volume	Crotchets Paired quavers Minims Allegro Adagio Forte Piano (quiet) notation	

Languages	• The focus of study in modern languages will be on practical communication	• I can say and understand these greetings in Spanish: hello, goodbye, how are you? • I can answer the register and introduce myself in Spanish • I can follow classroom instructions • I can label classroom objects • I can count from 0 to 20 in Spanish. • I know about how the Spanish celebrate Christmas	• Match English vocabulary to Spanish vocabulary • Role play conversations • Interactive whiteboard games •	See Scheme for Spanish translations of: Good morning/afternoon Hello/goodbye How are you? My name is… What is your name? Pencil case contents Numbers 0-20	Epiphany	Y5 – numbers to 100.
P.E	**Hockey** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best	• I can correctly hold and control a hockey stick • I can begin to dribble a hockey ball • I can pass the ball accurately • I can use the hockey skills in a small sided game • I can perform different balances • I can travel in different ways • I can create a variety of movement patterns • I can mirror and match my partners movement in a small sequence	• Play 'Stick up, stick down' • Play 'Train and Carriage' (similar to follow the leader, focus on dribbling skills) • Penalty shoot out • Small sided games (2v2, 3v3) • Display a variety of different balances • Travel in different ways around the room/across a mat • Combined the balances and travelling movement to create a short pattern of movement • Work with a partner and incorporate elements of balance and travel to create a mirrored sequence	Control Technique Attack Defend Strike Pass Balance Travel Mirror Movement Pattern Flexible Control Technique Strength	Gymnast Gymnastics	