



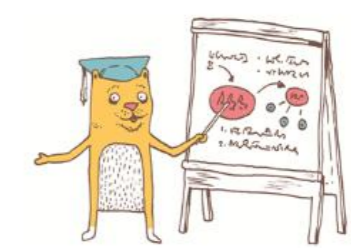


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English and SPaG	 Year 3 Memoir	 Year 3 Fairy Tales	Instructions - picture to be added	 Year 3 Fables	 Year 3 Poetry: Animals & Pets	 Year 3 Information
	Throughout this term we will be writing about a memory of our choice - 'The day I....'	Throughout this term, we will be creating our own set of instructions.	Throughout this term, we will be focusing on Fairy Tales and creating our own.	Throughout this term, we will be focusing on Fables and creating our own.	Throughout this term, we will be focusing on poetry and creating our own poems based on animals.	Throughout this term, we will be focusing on information books and non-fiction.
Maths	Representing and partitioning numbers to 1000 Finding 1, 10 and 100 more or less Compare and order numbers to 1000 Adding and subtracting 3 digit numbers with formal written method	Adding and subtracting 3 digit numbers with formal written method Multiplying and dividing by 3, 4 and 8	Multiplying and dividing 2 digit numbers by 1 digit numbers with and without remainders Measuring – metres, centimetres and millimetres Calculating perimeter	Comparing and ordering unit and non-unit fractions Finding equivalent fractions using number lines and bar models Measuring – grams and kilograms Measuring – millilitres and litres	Adding and subtracting fractions Finding fractions of amounts Adding and subtracting pounds and pence Tell the time to the nearest minute	Duration – hours, minutes, seconds Horizontal, vertical, parallel, perpendicular lines Recognising and describing 2D and 3D shapes Interpreting pictograms, bar charts and tables
Science	<u>Rocks and Fossils</u> Can you identify the different properties of rocks?	<u>Skeletons and Movement</u> How do we move?	<u>Forces and Magnets</u> What materials are magnetic?	<u>Light</u> How are shadows made?	<u>Soils</u> Why is soil important?	<u>Plants</u> How can plants grow and thrive?

	We will be learning all about the properties of different rocks through observations and investigations.	We will be learning what bones make up the human skeleton, comparing skeletons and investigating how joints work.	We will be learning how to describe forces as pushing or pulling as well as gaining a greater understanding of friction and gravity. We will also investigate different metals and their magnetic properties.	We will be exploring how shadows are created, setting up our own shadow investigations and learning what opaque, transparent and translucent mean.	We will be looking and the importance of soils, different types and investigating the properties of these.	We will be identifying the different parts of plants and how they function. We will also investigate what a plant needs to grow and thrive.
History	<u>Stone Age to the Iron Age – How did our ancestors live?</u>		<u>Local History – What clues are there about Maidstone’s past?</u>		<u>The Saxons and the Scots – how did the Saxons and Scots influence modern Britain?</u>	
	We will be covering all of the changes that occurred during the Palaeolithic era to the Neolithic era and how humanity developed, as well as identifying the key evidence that can inform us about our past.		We will be looking at the history of Maidstone and many of its famous inhabitants. We will be conducting a walk through the town to explore some of the more significant historical places as well as identifying where key events in our town’s history have taken place.		We will be covering the invasion of the Saxons into Britain. We will be learning about their customs and religious thoughts as well as how they eventually formed the England of today and what notable historical figures lived during this time.	
Geography		<u>Europe – What is it like to live in different European countries?</u>		<u>Local Area – What are different parts of Maidstone used for?</u>		<u>Mountains – How do the Alps compare to Snowdonia?</u>
		We will be learning to locate the countries and capitals of Europe, as well as comparing countries, identifying their similarities and differences. We will also learn about lines of longitude and latitude.		We will be looking at the local environment of Maidstone with a focus on congestion, traffic pollution and littering. We will consider what certain places are used for.		We will learn about how mountains are formed, locate mountain ranges using atlases and research and compare two famous mountain ranges.
PSHE	<u>Be yourself</u> How can we be comfortable in our own skin?	<u>Team</u> How can we work effectively with others?	<u>Britain</u> What does it mean to be a British citizen?	<u>Aiming High</u> How can we always have high expectations for ourselves?	<u>Money Matters</u> How can we ensure we are sensible with money?	<u>Safety</u> How do we protect ourselves and others from harm?
	We will be identifying what different things make us feel proud, how to describe different emotions and how they make us feel as well as how to cope with uncomfortable feelings.	In TEAM, we will be learning about changes and how they make us feel, how to work well as a team and why this is a good thing. We will also be looking into how our actions affect our teammates.	In Britain, we will be learning how to describe what it is like to live in the British Isles and about which laws and responsibilities we have. We will also be covering concepts such as Liberty, Democracy and British values.	In Aiming high, we will be learning about our own achievements and our personal goals. We will be identifying what jobs we may want to do when we grow up and what skills we would need to achieve this.	In Money Matters, we will be learning about why people go to work and the different ways in which people pay for things. We will also be covering borrowing and the consequences associated with this.	In safety, we will be learning about hygiene and how to protect yourself from becoming ill. We will be learning how to respond in an emergency and how to help a casualty.
RE	<u>What does it mean to be a Christian in Britain today?</u> <u>How do people from religious and non-religious communities celebrate key festivals?</u>		<u>What do different people believe about God? (Christians and Hindus)</u> <u>Why are festivals important to religious communities?</u>		<u>Why do people pray?</u> <u>Why is the Bible so important for Christians today?</u>	
	We will be looking at the different roles that the church plays in today’s society. We will be covering different quotations from the bible and how these messages can relate to our lives. We will also be covering different ways that Christians worship.		We will be identifying what is similar and what is different in relation to different people’s belief in God. We will also be covering how Christianity contrasts to followers of the Hindu faith. We will be covering what similarities and differences there are between religious festivals focusing on Easter celebrations and Diwali.		We will be covering how different faiths worship and what prayer looks like across different cultures as well as different religious celebrations. We will also be identifying why the Bible is so important to Christians today and why some people feel the bible can help them in their daily lives.	
PE	<u>Basketball and Gymnastics</u>	<u>Dance and OAA</u>	<u>Tag Rugby and Dance</u>	<u>Netball and OAA</u>	<u>Tennis and Athletics</u>	<u>Gymnastics and Cricket</u>

	<p><u>Basketball</u></p> <p>We will be focusing on football in PE this term and will be learning about the core rules of the game and enhancing our skills through passing, dribbling and shooting drills.</p> <p><u>Gym</u></p> <p>In Gym, we will be learning a series of organised movements that work on balance, core strength, agility and coordination.</p>	<p><u>Dance</u></p> <p>In Dance, we will be learning how to creatively express ourselves and how to move our bodies in tandem with music and each other.</p> <p><u>OAA</u></p> <p>OAA (Outdoor Adventurous Activities) allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.</p>	<p><u>Tag Rugby</u></p> <p>We will be focusing on Rugby in PE this term. We will be learning about the core rules of the game and enhancing our skills through passing, kicking, throwing and catching.</p> <p><u>Dance</u></p> <p>In Dance, we will be learning how to creatively express ourselves and how to move our bodies in tandem with music and each other.</p>	<p><u>Netball</u></p> <p>Netball is our focus this term. We will be enhancing our skills through lessons around throwing, catching, shooting and positioning.</p> <p><u>OAA</u></p> <p>OAA (Outdoor Adventurous Activities) allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.</p>	<p><u>Tennis</u></p> <p>In this unit, we will be focusing on Tennis. We will be enhancing our hitting, striking and coordination skills.</p> <p><u>Athletics</u></p> <p>In Athletics during these terms, we will be focusing on how to move our bodies in the most efficient manner to increase our speed and technique.</p>	<p><u>Gymnastics</u></p> <p>In Gym, we will be learning a series of organised movements that work on balance, core strength, agility and coordination.</p> <p><u>Cricket</u></p> <p>In Cricket we will be developing the skills of batting, catching, throwing and fielding.</p>
Musi c	<p><u>Baroque Music</u></p> <p>How can moods be expressed without words?</p> <p>We will be listening to a selection of music from different genres and learn how composers manage to express different moods. We will learn how to structure musical ideas to create music with a beginning, a middle and an end. We will sing a variety of songs, responding to changes in tempo and dynamics, and perform various rhythms on untuned percussion instruments, using graphic and staff notation.</p>	<p><u>Pop/ Xmas Music</u></p> <p>Can we create a Christmas concert?</p> <p>We will learn songs with a wider pitch range, controlling our voices more accurately, and responding to changes to tempo and dynamics. We will sing a variety of songs, responding to changes in tempo and dynamics. This will link to the learning of our Christmas songs.</p>	<p><u>Musical Traditions</u></p> <p>How do musical traditions change from country to country?</p> <p>We will explore Spanish musical traditions. We will compose song accompaniments using instruments and perform them as a whole class or in small groups. We will explore the production of sound and changes in pitch, and sing and perform unison songs of varying styles.</p>	<p><u>Western Classical Traditions in film</u></p> <p>Is music different in musicals?</p> <p>We will listen to music and identify percussion instruments, using short extracts of Western classical tradition and film – focusing on musicals. We will discover how the environment has inspired composers throughout history and use this knowledge to structure our own musical ideas to perform on percussion instruments.</p>	<p><u>Pop Music</u></p> <p>Is popular music still the same as it was 70 years ago?</p> <p>We will listen to popular music and learn how the composers manage to express different moods. Using the seasons and the environment as a stimulus, we will become more skilled in improvising, to invent short ‘on the spot’ responses, to be played on available instruments. We will explore the 1950s and Rock ‘n’ Roll music.</p>	<p><u>Music Traditions</u></p> <p>How do musical trends change during different festivals?</p> <p>We will listen to musical trends popularised at music festivals across the world. We will compose song accompaniments on tuned percussion instruments, and play and perform them as a carnival band. We will sing unison songs of varying styles tunefully and with expression, and move or clap to a steady beat.</p>

DT		Food (design a healthy sandwich) What makes a balanced meal?		Mechanical systems, levers and linkages How do we use levers in everyday life?		Textiles, 2D to 3D shape What materials make a good product?
		In this unit, we will be conducting market research as to what people's favourite sandwiches are. We will be learning about what a balanced meal looks like and how to ensure that we are being hygienic when we are handling food. We will then be creating a sandwich using seasonal produce and evaluating it.		We will be learning about levers and linkages with the intention of creating an iron man hand or mouth. We will be conducting research on current products that already contain levers as well as understanding different examples of mechanisms that we use on a daily basis.		In this unit, we will be learning about the different types of textiles used in purses in order to be able to create our own drawstring purse. We will be researching which materials make the most robust product.
Art	Earth Art Artist: Andy Goldsworthy Can anything be used to create art?		Printing Artist: Andy Warhol How can we make repeated patterns interesting to look at?		Observation drawing How can we accurately capture the world around us?	
	We will be covering how Andy Goldsworthy created his artwork and will be experimenting with the techniques that he used. We will then be creating some natural art work inspired by this.		In this unit, we will be exploring Andy Warhol and creating our own pop art inspired repeated patterns. Our patterns will be of vegetables which is linked to our learning in Spanish.		In this unit, we will be drawing important landscapes in Maidstone. This is related to our Geography topic and also draws upon our Term 4 learning: The History of Maidstone.	
Computing	Coding How can we communicate with computers?	Online Safety and Spreadsheets How can we make sure to stay safe on the internet?	Graphing and Touch Typing Can you use the keyboard with confidence?	Email Can we use the internet to communicate with others?	Branching Databases and Simulations How do we store information on computers?	Presenting and Microbits Can we communicate with an intelligent microchip?
	In this unit, we will be using the coding website <i>Purple Mash</i> to introduce the children to their version of block coding. Children will learn the basics of coding, and explore how to make their own as well as fix bugs in their own program.	In this unit, we will learn how to differentiate between fact, opinion and belief online. We will recognise that digital devices communicate with each other to share personal information. Explore social media and understand the age restrictions given to social media platforms. Then we will discuss and explain how to deal with upsetting online content.	In our touch typing unit, we will be expanding on the children's ability to fluently type out words on the computer, to allow them to deepen their abilities. In graphing, we will be learning how to present data more accessibly through the use of computers.	In our emailing unit, we will learn how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. In our journey inside the computer unit, we will be assuming the role of computer parts and creating paper versions of computers which will help consolidate the understanding of how a computer works, as well as identifying similarities and differences between various models.	In our databases unit, we will be using the theme of a 'Comparison card game' (based on the game Top Trumps), to enable us to understand what a database is by learning the meanings of records, fields and data.	Our Microbits unit will see the children applying their coding skills once again. They will learn how to code a program that can be read by a small physical computer that they can interact with.
MFL	Spanish Phonics I'm Learning Spanish How do people in Spain greet each other?	Seasons How can we talk about the weather in Spanish?	Vegetables What food do Spanish people eat?	Musical Instruments How is music different in Spain?	Ice Creams Can we describe flavours in Spanish?	Little Red Riding Hood Are fairytales the same in different countries?

	<p>In this Unit, we will be learning all about Spanish Phonics and how to pronounce each individual letter. We will then be applying that through learning simple words and phrases in our I'm Learning Spanish unit.</p>	<p>In this unit, we will be covering the four different seasons in Spanish and learning about the different holidays that occur in Spain in each season.</p>	<p>During Term 4, we will be learning about vegetables in Spanish. We will be learning about what makes a healthy balanced meal as well.</p>	<p>In this unit, we will be learning about different instruments and their Spanish names. We will be learning some Spanish songs and singing them together. This will draw on Music from last term.</p>	<p>In term 5, we will be learning about Ice Creams and different flavours in Spanish. We will be learning about the beach and what you can do on a Spanish holiday.</p>	<p>In this unit, we will be learning about the traditional tale; Little Red Riding Hood. We will be practising each part in Spanish and learning how to retell the story.</p>
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