

HEALEY FOUNDATION PRIMARY SCHOOL
YEAR 3 - YEARLY PLAN

| | AUTUMN | | SPRING | | SUMMER | |
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| | 1 | 2 | 1 | 2 | 1 | 2 |
| MATHS | ONE SESSION EACH DAY following the National Curriculum 2014 and Power Maths | | | | | |
| LITERACY | ONE SESSION EACH DAY following the National Curriculum 2014 (WITH ADDITIONAL HANDWRITING, SPELLING AND EXTENDED WRITING) | | | | | |
| SCIENCE | <p>Rocks</p> <ul style="list-style-type: none"> 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. | <p>Forces</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between 2 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 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | <p>Animals incl humans</p> <ul style="list-style-type: none"> 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 | <p>Animals incl humans</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection + movement. <p>Light</p> <ul style="list-style-type: none"> Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. <p>Light</p> <ul style="list-style-type: none"> 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. | <p>Light</p> <ul style="list-style-type: none"> Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. <p>Plants</p> <ul style="list-style-type: none"> 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 | <p>Unit 3.1 Coding</p> | <p>Unit 3.2 Online safety</p> <p>Unit 3.3 Spreadsheets</p> | <p>Unit 3.4 Touch Typing</p> | <p>Unit 3.5 Email (inc email safety)</p> | <p>Unit 3.6 Branching Databases</p> <p>Unit 3.7 Simulations</p> | <p>Unit 3.9 Presenting</p> |

| RELIGION | Believing | | Expressing | | Living | |
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| | What do different people believe about God? Christianity/Islam | | Why do people pray? Christianity/Islam | | What does it mean to be a Christian/ Muslim in Britain today? | |
| HISTORY | Changes in Britain from the Stone Age to the Iron Age | | Ancient Egypt | | | History of The Co-op Movement and the Rochdale Pioneers |
| GEOGRAPHY | | Locational knowledge – UK | | Mountains in the UK | Study of an European city - Paris | |
| MUSIC | <u>Ballads</u> Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad. | <u>Traditional instruments and improvisation (Theme: India)</u> Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing. | <u>Pentatonic melodies and composition (Theme: Chinese New Year)</u> Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece. | <u>Creating compositions in response to an animation (Theme: Mountains)</u> Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation. | <u>Jazz</u> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion. | <u>Haiku, music and performance (SWAPPED WITH YEAR FOUR)</u> To describe the festival of Hanami using words and sounds, represent a blossom tree using sounds and identify different musical features. To work as a group to create a piece of music to celebrate Hanami and perform. |

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| ART AND DESIGN | Knowledge of artist Keith Haring Graffiti Art Developing an awareness of a different type of artist and their style Producing a graffiti tag in different ways (bubble, wild-style and bars) | Craft and Design Ancient Egyptian scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. | | Drawing Growing Artists Developing an understanding of shading and drawing techniques to create botanical inspired drawings. | | |
| DT | | D & T Pop-up book | | D & T Make a healthy sandwich | | |
| PHSCE | Think Positive Having a positive attitude and recognising and managing negative thoughts | Safety First Identifying how we can be responsible and understanding 'risk' hazard' and 'danger' | New Responsibilities Identifying how we can be responsible and getting help | Relationships – Be Yourself Expressing yourself and feeling proud of yourself | Relationships - TEAM Inequality Stereotypes Fair Trade Climate Change | Aiming High Celebrating achievements and setting goals for the future |
| MODERN FOREIGN LANGUAGES (FRENCH) | A basic introduction to the language and culture in France | | | | | |

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| PE | Intro to Target Games (playing) | Moving Intro to Gymnastics | Playing—Intro to Net & Wall games | Competing—Intro to Net and Wall Games | Competing—Intro to Invasion Games (Basketball & Football) Playing | Intro to JagTag |
| | Intro to Invasion Games (Hockey & Tag-Rugby) | Intro to Dance | Intro to Yoga | Yoga | Intro to Striking and Fielding | Competing-Intro to Athletics |
| EDUCATIONAL VISITS | <p>Spring Term – Bolton Egyptian Museum Summer Term- Rochdale Town Centre visit</p> <p>To be confirmed - Church visit?</p> | | | | | |