

Year 3 R.E. –Energy- Approximately 4 weeks of learning

Terminology	Definition
Power	The ability or capacity to do something or act in a particular way
Holy Spirit	The third person of the Trinity; God as spiritually active in the world
Rosary	A form of devotion in which five decades of Hail Marys are repeated, each decade preceded by an Our Father and followed by a Glory Be
Pentecost	The Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter

Scripture

Acts 1:6-11

Acts 1:12-26



Prior learning The children understand the Liturgical calendar and the key events that happen during the year, including Lent and Easter

RE objectives

- Pupils will understand the power of the Holy Spirit
- Pupils will continue to recognise the Holy Spirit as a gift and understand how Christians use this gift to do the work of God
- Pupils will be able to retell the story of the Ascension and Pentecost
- Pupils will begin to make links with scripture and their own life experiences
- Pupils will know the energy of fire and wind
- Pupils will know the wonder and power of the Holy Spirit



Age related standards

Describe those actions of believers which arise as a consequence of their beliefs (AT1)

Describe religious symbols (AT1)

Make links between beliefs and sources (AT1)

Make links between beliefs and like (AT1)

Use a range of religious vocabulary (AT1)

Ask and respond to questions about own and other experience (AT2)


Use a given source to support a point of view (AT3)

Express a point of view (AT3)

Year 3 R.E. – Choices- Approximately 4 weeks of learning time

Terminology	Definition
Reconciliation	The act of causing two people or groups to become friendly again after an argument or disagreement
Confession	A sacrament instituted by Jesus in his love and mercy to offer sinners forgiveness for offenses against God
Penance	Any act or a set of actions done out of repentance for sins committed
Consequences	A result or effect, typically one that is unwelcome or unpleasant
Repentance	Sincere regret or remorse

Scripture
 Matthew 21:28-31
 Thessalonians 5:12-18



Prior learning	The children have completed a topic on <i>Journeys, Listening and Sharing</i> and <i>Elements</i>
RE objectives	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • To understand that choices have consequences • To read Matthew 21:28-31 and understand how the role of conscience in making choices • To understand the steps involved in the Sacrament of Reconciliation and give reasons for each step • To describe the work of the People of God today (Maximillian Kolbe/ Thessalonians 5:12-18) • To use a given source to express a preference or viewpoint



- Age related standards*
- Retell a narrative (AT1)
 - Religious symbols and steps involved in the sacraments (AT1)
 - Describe those actions of believers which arise as a consequence of their beliefs (AT1)
 - Make links between beliefs and sources (AT1)
 - Make links between beliefs and like (AT1)
 - Use a range of religious vocabulary (AT1)
 - Use a given source to support a point of view (AT3)
 - Express a point of view (AT3)
 - Express a point of view (AT3)

Year 3 English: Why the Whales Came by Michael Morpurgo (approximately 4 weeks of study)

Terminology	Definition
Narrative	A piece of writing that focuses on telling a story
Retrieve	To get something back or bring something back to you.
Curious	Wanting to learn and explore.
Resourceful	Being good at solving problems or finding new ways to do things, even when things are tough.
Relief	The feeling of being freed from pain, distress or worry.
Conflict	A disagreement or problem that happens when two or more people have different ideas or want to do different things.



Prior learning	The children have read four books this year and have developed their grammatical knowledge of expanded noun phrases, direct speech and subordinate clauses.
Grammar and Punctuation	Children will learn to: <ul style="list-style-type: none"> • Use sentences for effect, utilising subordinate clauses to add detail and atmosphere. • Accurately employ adverbs of time and place as part of their description.
Reading	The children will learn to: <ul style="list-style-type: none"> • Independently identify the 5 parts of the narrative structure • Use appropriate terminology when discussing narrative structure and feel confident with the plot, characters and setting. • Discuss dilemmas in novels and make predictions about resolutions.
Writing	Children will learn to: <ul style="list-style-type: none"> • Make judicious choices about vocabulary to describe their island. • Consider purpose and audience in the choices made to create tension and suspense.
Oracy	Children will learn to: <ul style="list-style-type: none"> • Speak fluently in sentences using a variety of subordinating conjunctions • Make precise language choices to build tension and suspense. • Consider the pace and tone of the different parts of their narrative. • Utilise a drop in cadence independently at the end of their story. • Select one or two gestures for effect. • Listen carefully to other children, and begin to suggest changes to improve their work.

Year 3 Mathematics: Revision – Approximately 3 weeks of learning time.

Terminology	Definition
Place Value	The numerical value that a digit has by virtue of its position in a number
Addition	The action or process of adding something to something else
Subtraction	The process or skill of taking one number away from another number
Multiplication	The process or skill of multiplying
Division	The action of separating something into parts

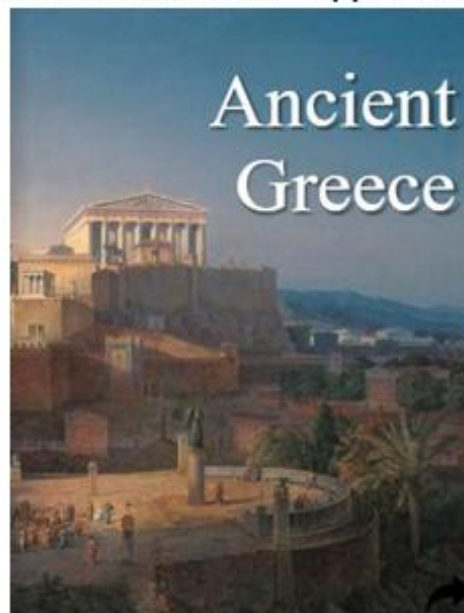
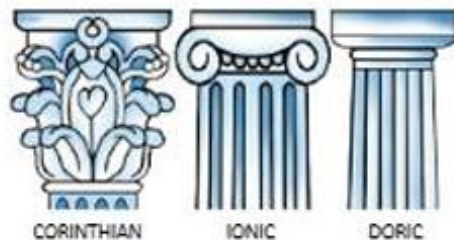
Prior learning	The children have covered all topics this year
Math learning objectives	<ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Multiplication and division • Geometry- properties of shape • Fractions • Statistics • Measurement



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Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths

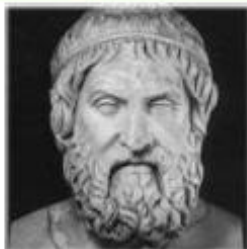


Year 3 History – Ancient Greece- Approximately 6 weeks of learning time



Terminology	Definition
Democracy	The people have the power of the polis.
Pericles	An important and respected leader in the Athenian democracy.
Plague	A serious disease, usually spread by infected fleas on rodents like rats.
Allies	Someone who helps and supports you, especially when you are facing a challenge or disagreement.
Frieze	The part on top of the columns of the temple which is usually decorated with sculptures telling a story.
Pediment	Above the frieze on the temple which was usually decorated with sculptures.
Satire	A type of play that pokes fun at real people and real events.
Gestures	A movement of your body, like your hands or face, that you use to show how you feel or what you mean without using words.
Odyssey	One of Homer's epics.
Cyclops	A one eyed giant from the epic, Odyssey.
Philosophy	Always trying to understand the world and how things work. Comes from the Greek word meaning love of wisdom.
Socrates	The first important Greek philosopher.
Plato	Socrates' student who did not believe in democracy.

Prior learning	Pupils studied Ancient Egypt, Cradles of Civilization, The Indus Valley and Persia and Greece so have some knowledge of BCE era.
History objectives	<ol style="list-style-type: none"> Democracy We are learning Cleisthenes' idea of democracy for Athens Peloponnesian War We are learning the reasons for the Peloponnesian Wars Parthenon We are learning some of the features of Greek architecture Greek Literature We are learning about Greek literature Odyssey We are learning Homer's epic called 'The Odyssey' Philosophy We are learning about the Greek's love of philosophy



Sophocles wrote plays.



Homer wrote epic poetry.

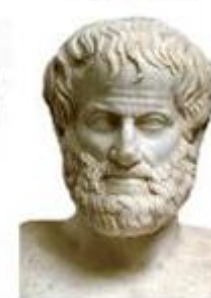
Socrates
470-399 B.C.



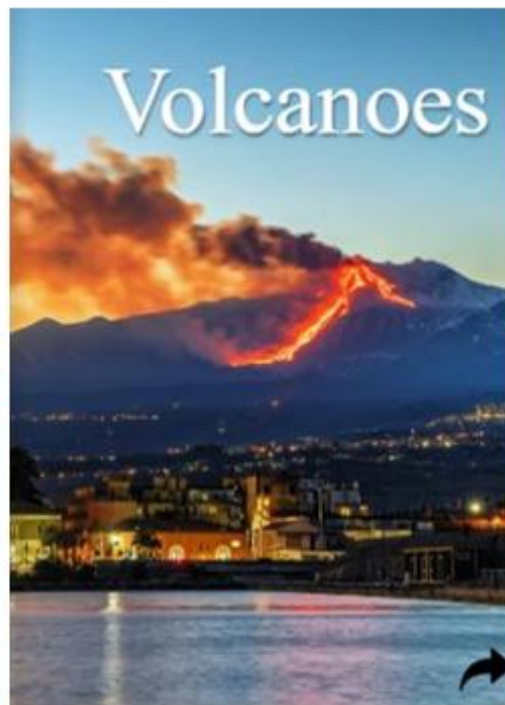
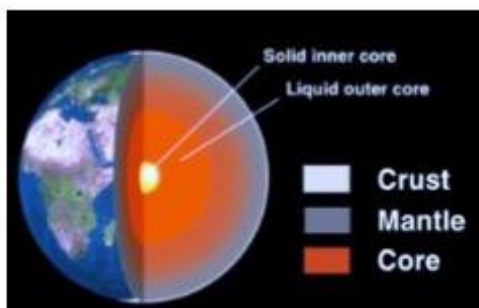
Plato
428-348 B.C.



Aristotle
384-322 B.C.



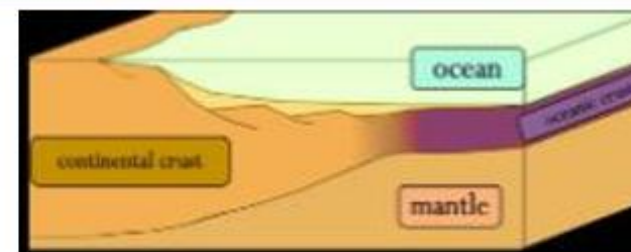
Year 3 Geography – Volcanoes - Approximately 6 weeks of learning time



Terminology	Definition
Mantle	The mostly solid bulk of Earth's interior
Oceanic Crust	The outer layer of the Earth that carries the ocean.
Continental Crust	The outer layer of the Earth that carries the land.
Composite	Steep sided volcanoes that are made up of layers of ash and cool, viscous lava.
Shield	Gently sloping sided volcanoes with runny lava.
Solidify	To make something firm or hard.
Crater	When a huge explosion blows off the top of a volcano, it creates a crater.
Active	Volcanoes that have erupted recently and will most likely erupt again.
Dormant	Volcanoes that are inactive at the moment but might erupt again.
Extinct	Volcanoes that are unlikely to erupt again.
Geologist	A scientist who studies rocks.

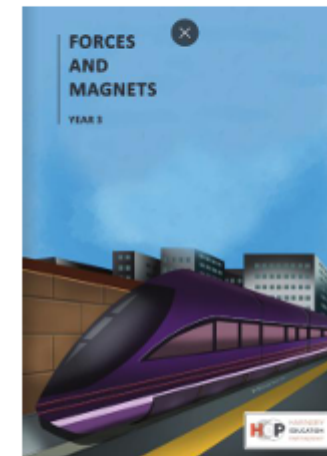


Prior learning	Pupils studied Rivers, Mountains, Settlements and Agriculture.
Geography objectives	1. The journey that no one will make. We are learning the layers of the earth
	2. What happens when a volcano erupts? We are learning what happens when a volcano erupts
	3. How are volcanoes formed? We are learning how volcanoes are formed
	4. Active, dormant and extinct volcanoes. We are learning the difference between active, dormant and extinct volcanoes
	5. Mount Etna. We are learning what makes Mount Etna interesting to a geographer
	6. Why do people choose to be near a dangerous volcano? We are learning why people choose to live near volcanoes



Year 3 Science: Physics- Forces and Magnets (Approximately 6 weeks of learning time).

Terminology	Definition
Biomechanics	The mechanics of biological and especially muscular activity
Air resistance	The force of acting on an object that is moving through air flowing in the opposite direction
Magnetic force	A consequence of the electromagnetic force, one of the four fundamental forces of nature, and is caused by the motion of charges
Magnetic field	A physical field that describes the magnetic influence in moving electric charges, electric currents, and magnetic materials
Electrostatic force	An attractive and repulsive force between particles are caused due to their electric charges
Compass	An instrument containing a magnetized pointed which shows the direction of magnetic north and bearings from it

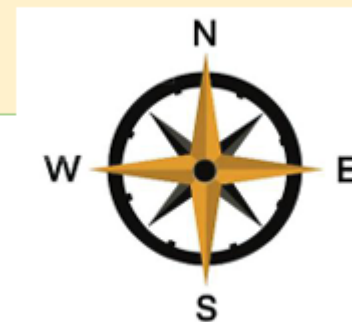
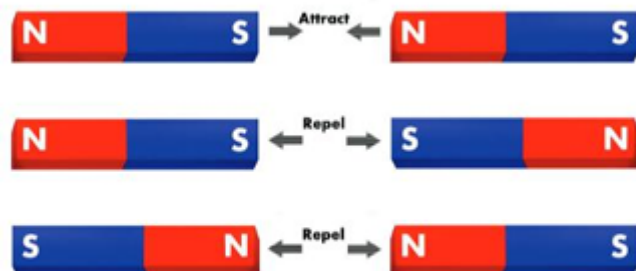


Prior learning

Children will have existing knowledge of simple forces from KS1 such as push and pull

Science objectives

- How do we make things move?
- What are some contact forces?
- What are some non contact forces?
- Are all metals magnetic?
- Can you make magnets stronger?
- Can magnets help us when we are lost?



Year 3 DT: Food Technology - Approximately 6 weeks of learning time.

Terminology	Definition
Climate	The weather conditions prevailing in an area in general or over a long period
Natural	Existing in or derived from nature; not made or caused by humankind
Ingredients	Any of the food or substances that are combined to make a particular dish
Processed	Perform a series of mechanical or chemical operations in order to change or preserve it
Seasonal	Relating to or characteristic of a particular season of the year
Imported	Brought into a country from abroad for sale



Prior learning

The children have completed a topic in RHE about healthy eating so have a basic understanding about which foods are healthy and unhealthy

DT objectives

- Pupils will know that not all fruits and vegetables grow in the UK
- Pupils will know that climate affects food growth
- Pupils will know that vegetables and fruit grow in certain seasons
- Pupils will know that cooking instructions are known as a recipe
- Pupils will know that imported food is food that has been brought into the country



Year 3 Computing: Programming A Sequencing Sounds - Approximately 6 weeks of learning time

Terminology	Definition
Desktop	The working surface of a desk
Template	A pre created document that already has some formatting
Orientation	The positioning or overall layout of an item related to other items
Placeholders	A temporary substitute for data that will be inserted into a program or document at a later time
Application	A computer program designed to carry out a specific task other than one relating to the operation of the computer itself

Prior learning	Children have learnt how to be safe online and how to create a simple stop frame animation
Computing objectives	<ul style="list-style-type: none">• Children will compare scratch to other programming environments• Children will create movement for more than one sprite• Children will design and implement their code and then will create a code to replicate a given outcome• Children will experiment with new motion blocks• Children will apply principles of design to plan and create a project• Children will create their own sequences from given designs• Children will create their own project, including sequences, sprites with costumes and multiple backdrops• Children will create a musical instrument in scratch• Children will learn that code can be copied from one sprite to another, and that projects should be tested to see if they perform as expected



Year 3 Music – Romantic and Tchaikovsky - Approximately 6 weeks of learning time

Terminology	Definition
Rhythm	A strong, regular repeated pattern of movement or sound
Melody	A sequence of single notes that is musically satisfying
Notes	A notation representing the pitch and duration of a musical sound
Composition	A piece of original music that has been created



Prior learning	Last term the students learnt about Mozart and classical music
Music Objectives	<ul style="list-style-type: none">• Learn history of Romantic period.• Act out a story based on a piece of music.• Identify brass instruments in orchestral romantic music• Compare and contrast Baroque, Classical and Romantic periods• Learn about Tchaikovsky and his ballets• Create ballet scene using Nutcracker Act I, Scene I, No II• Perform ballet scene



Terminology	Definition
Teamwork	The combined action of a group, especially when effective and efficient
Control	To exercise restraint or direction over; dominate; command
Accuracy	Being correct and precise.



Prior learning	Last term the children learnt lacrosse and went swimming
PE objectives	<ul style="list-style-type: none"> To run for speed whilst controlling breathing. To throw a ball with accuracy and power To develop balance and increase distance when jumping.

