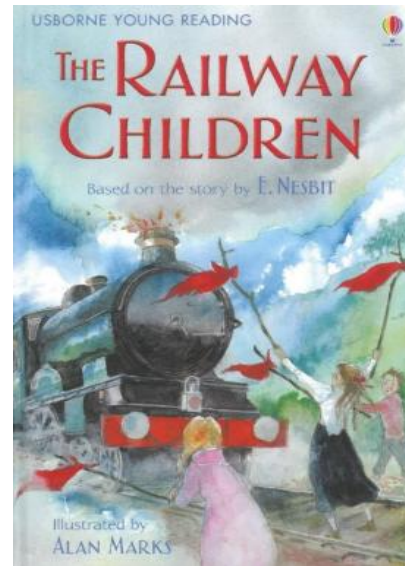


Year 3 English: *The Railway Children* by E.Nesbitt- Approximately 3-week of learning

Terminology	Definition
Expanded noun phrases	Add more detail to a noun by adding one or more adjective
First person	Pronouns referring to the person speaking or writing e.g. I, me, my
Third person	Any text written from the pint of view of an outsider
Diary entry	A Daily Personal record
Adverbial phrases of time	Words or phrases that tell us when a sentence is taking place, e.g. next, before, later
Adverbial phrases of place	Used to give specific details about the location of an action, event or object



Prior learning	Pupils have read a range of texts, including narratives in KS1. They have practiced giving and following instructions
Reading	They key themes are, family friendship and resilience. The children will learn to: Identify the third person perspective and how the choice of narrative supports the story telling. Justify predictions with evidence from the text.
Writing	Within the context of diary writing, children will learn to: Use ideas from the text to develop their own writing Use first person viewpoint and adverb consistently and accurately. Understand conventions of diary writing and the non-chronological nature of the individual entry
Grammar	Within both the reading of the novel and writing opportunities, children will learn to identify and use: Expanded noun phrases to develop detailed descriptions at pace Adverbs of time and place in simple sentences
Oracy	Hot seating on the railway children. Ask relevant questions about how and why Peter chose to steal coal Use empathy to express feelings and emotions in role Speak with confidence in front of peers Move in and out of role understanding the change in tone and register

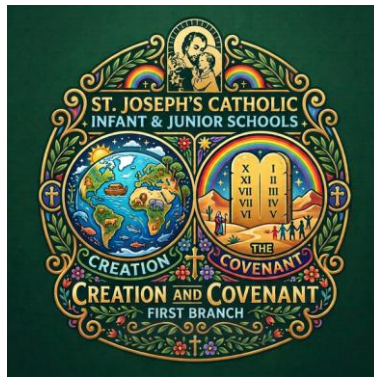
Year 3 RE: Creation and Covenant (Approximately 5-weeks of learning)

Learning sequenced under each lens			
Hear	Believe	Celebrate	Live
• Genesis 1:1–2:4 — The first account of Creation. • Genesis 2:3 — The day made holy. • Genesis 1:26–31 — Human beings created in God’s image; stewardship foundations. • Psalm 8 — Praise of Creation. • Psalm 19 — Praise of Creation. • Laudato Si’ 66 & 88 — Relationships with God, neighbour, and Earth; ecological virtues.	• Genesis 1:27 — Human beings made “in the image of God”. • Genesis 1:26–31 — Human dignity and equality rooted in Creation. • YouCat 2 — God creates out of “free and unselfish love”. • Laudato Si’ 66 — Rupture of relationships (sin) and God’s loving intention. • Laudato Si’ 88 — Ecological virtues and care for Creation. • Ephesians 2:10 — “We are His workmanship... created for good works.” • Romans 8:22 — “The whole creation has been groaning...” (Creation’s longing for renewal).	• Psalm 8 — Used in liturgy and praise of Creation. • Psalm 19 — Praise of Creation. • St Francis’ Canticle of the Creatures (LS para 87 referenced in teaching). • Offertory Prayers — Praise of God’s gifts in Creation. • A Prayer for Our Earth (Laudato Si’).	• Genesis 1:26–31 — Stewardship: caring for God’s world and each other. • Laudato Si’ 66 — Repairing relationships with God, neighbour, and Earth. • Laudato Si’ 88 — Ecological virtues lived out in daily life. • Ephesians 2:10 — Living out good works prepared by God. • Romans 8:22 — Awareness of Creation’s suffering and our responsibility.



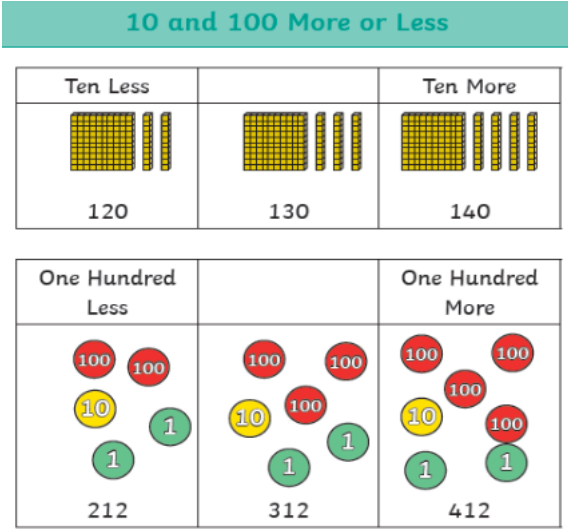
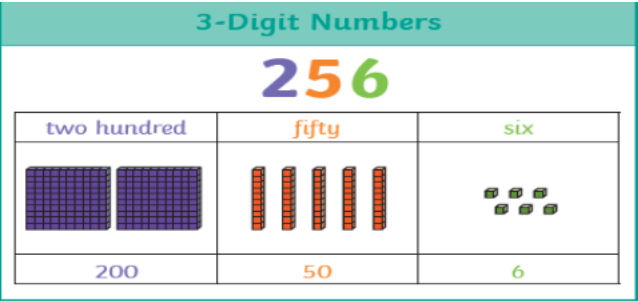
Lessons	
H1	Dialogue and Encounter Discovered
H2	Creation and Covenant uncovered
H3	Creation and Covenant to explore
1	The story of Creation
2	The Holy Trinity creates
3	The seventh day
4	Psalm 8
5	Canticle of Creation
6	Prayer and liturgy of the Church
7	In the image of God
8	Catholic Social Teaching: human dignity
9	Equality and equity
10	Respect for all
11	Laudato Si’
12	God, neighbour and earth
13	Ecological virtues
14	Care for the earth
15	Blessings

Expected Outcomes
Understand
• Revisit and remember the first Creation story from Genesis, recognising the author’s use of poetic and symbolic language to describe how the world was formed. • Encounter the belief that human beings are made in the image of God (Gen 1:27) and explore what this means for human dignity and equality. • Make simple links between the Creation story, the belief that all people are created equal, and the Catholic Social Teaching principle of human dignity. • Use religious vocabulary to describe how a psalm or prayer praises Creation (Psalm 8 or 19). • Recognise Pope Francis’ teaching in Laudato Si’ that humans are called to loving relationships with God, each other, and the world (LS 66). • Describe stewardship, linking Genesis 1:26–31 with people’s actions today and the ecological virtues of Laudato Si’ (LS 88).
Discern
• Wonder why the author of the Creation story suggests a holy day (Gen 2:3). • Suggest meanings for artistic expressions of Creation’s goodness, considering the maker’s intention (e.g., St Francis’ Canticle of Creation). • Think about how all people should be treated equally and give reasons connected to the Creation story. • Imagine how caring for the world could change it for the better, recognising stewardship as part of caring for each other. • Discern the three key relationships highlighted in Laudato Si’: with God, neighbour, and the Earth. • Consider how failing to care for Creation is a way people turn away from God’s love.
Reflect
• Reflect on prayerful words that give thanks for Creation, recognising blessings in their own lives. • Make connections to experiences where people have not been treated equally, considering how this felt and why dignity matters. • Spend time wondering about the blessings of Creation and how they can respond through prayer and action. • Reflect on ways to show care for God’s world as part of caring for each other. • Consider how positive change impacts the intertwined relationships of Laudato Si’ (LS 66, 88).



Year 3 Mathematics: Place Value – Approximately 3-weeks of learning time.

Terminology	Definition
place value	the numerical value of a digit based on its position in a number.
partition	to split a number into its place value parts
digit	any of the whole numbers from zero through nine
zero	being none or nothing in quantity (0)
ones	the place value of the rightmost digit in any number. For example, 37 has 7 ones.
tens	A greater value than a one – a ten is made up of 10 ones
hundreds	100 ones, or ten 10s, make up a hundred



Prior learning	In Year 2, pupils learnt to recognise the place value of each digit in 2-digit numbers.
Math learning objectives	Pupils will be taught to: - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words - solve number problems and practical problems involving these ideas

Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40
0	8	16	24	32	40	48	56	64	72	80

Year 3 Mathematics: Addition and Subtraction – Approximately 4-weeks of learning time.

Terminology	Definition
add	to find the sum of (+) total, plus, sum
subtract	to take away from a larger amount minus, less, take away
difference	the amount by which one number differs from another
exchange	to swap amounts between place value columns (i.e. 10 ones can be exchanged for a ten, 10 tens can be exchanged for a hundred)
estimate	to make an informed guess
inverse operation	the opposite operation in maths (i.e. subtraction is the inverse of addition)

Crossing 10 and 100

368

+73

1

1

368

+73

41

11

368

+73

441

11

441

-73

8

3131

441

-73

68

3131

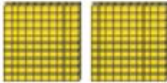
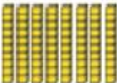
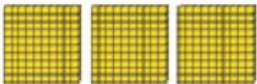
441

-73

368

Add and Subtract 100s

284 + 300 = 584

Hundred	Ten	Ones
		
		

Prior learning

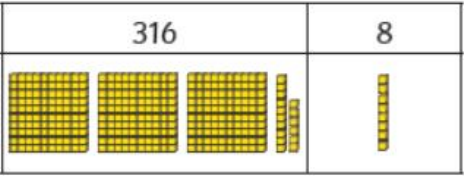
In Year 2, pupils learnt to add and subtract numbers using concrete objects, pictorial representations and mentally.

Math learning objectives

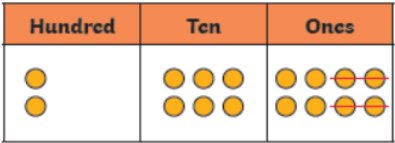
Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

316 + 8 = 324



268 - 4 = 264

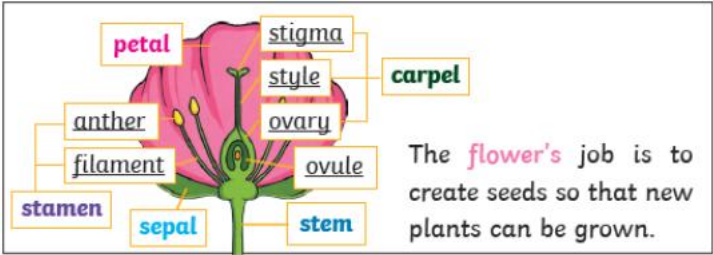
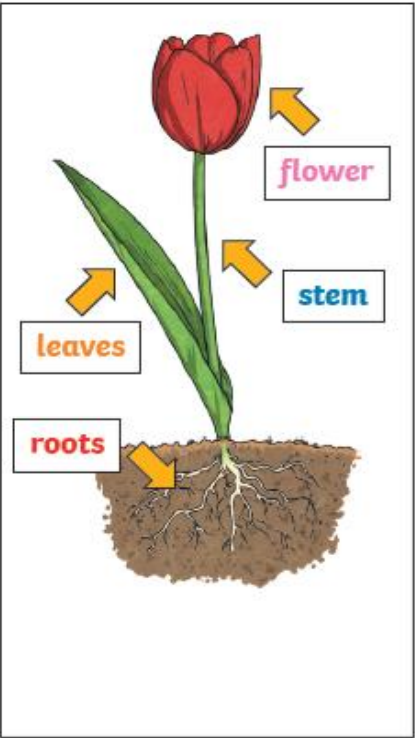


343 + 6 = 349



Year 3 Science: Biology - Plants (Approximately 8-weeks of learning time).

Terminology	Definition
roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	this holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators (such as bees).
petal	A brightly coloured part of the flower that attracts insects to the plant.
nutrients	Substances needed by living things to survive and grow.
evaporation	When a liquid turns into a gas.



The **flower's** job is to create seeds so that new plants can be grown.

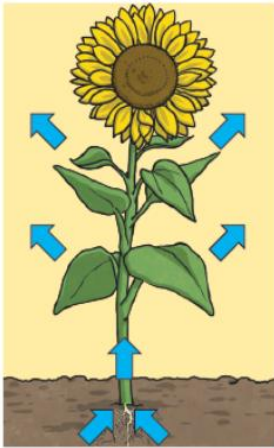
Science
objectives

Pupils should be taught to:

- 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.

How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



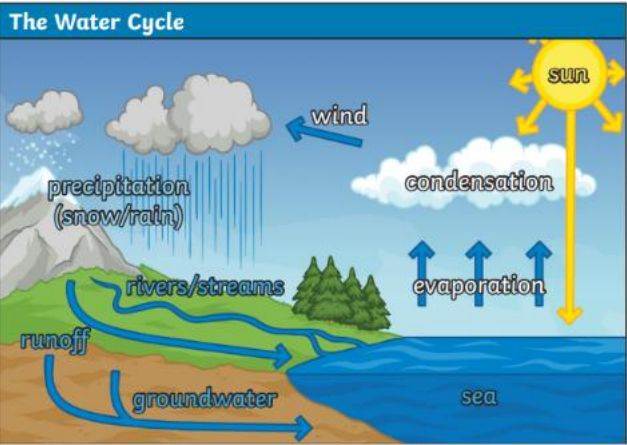
The water is sucked up the **stem** like water being sucked up through a straw.

Prior learning

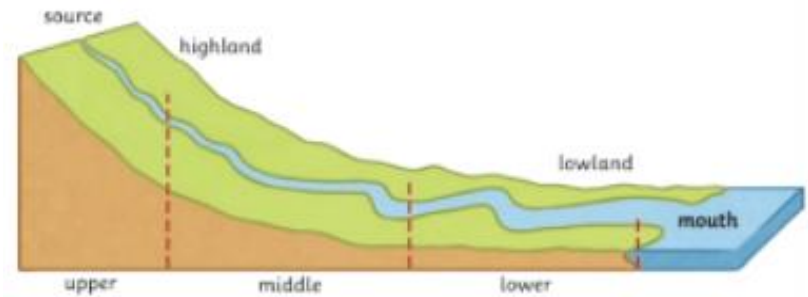
Children will have existing knowledge of plants from Key Stage 1. They learnt to identify and name a variety of plants in Year 2, and they learnt what plants need to survive. Pupils have observed plants growing from bulbs or seeds.

Year 3 Geography: Rivers – Approximately 8 weeks of learning time.

Terminology	Definition
river	a large natural stream of water flowing in a particular course toward a lake, ocean, or other body of water
channel	the part of the river that contains water and has banks on both sides
tributary	a river or stream that joins and flows into a larger river or stream
stream	a flowing body of water (narrower/shallower than a river)
irrigation	the supplying of water to land by man-made means
dam	a wall built across a river or stream to keep the water from flowing and to raise the water level behind it
reservoir	a place where water is collected and stored.



Prior learning	This unit builds on knowledge from previous year groups, where pupils have had experience of using globes, maps and atlases to identify areas. They have also used basic geographical vocabulary to refer to rivers, seas and oceans.
Geography objectives	Locational knowledge: - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 Human and physical geography: describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

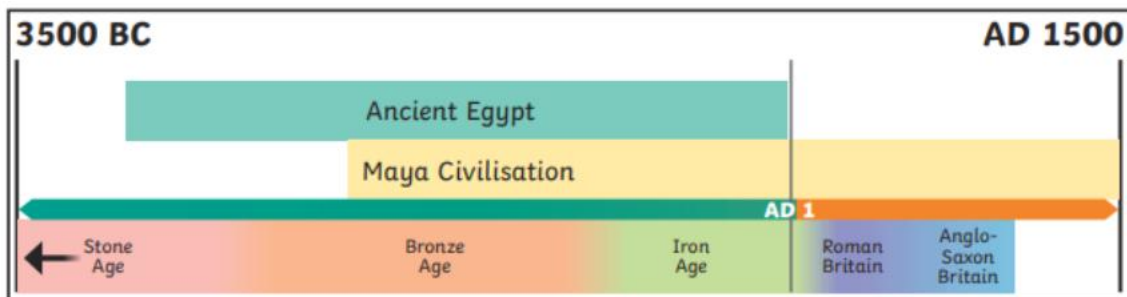


Year 3 History: Ancient Egypt – Approximately 8 weeks of learning time.

Terminology	Definition
archaeologist	a person who works in the field of archaeology, the study of past human life and culture
tomb	a structure built to hold the bodies of one or more dead persons
hieroglyphics	pictures of symbols used to represent sounds or words
Nile	a river in Egypt
pharaoh	a king of ancient Egypt
underworld	a place where ancient Egyptians believed the spirits of people who died went to be judged and where some gods resided.
mummification	the process of preserving a dead body using chemicals and cloth.



Tutankhamun's death mask



Prior learning

This unit builds on knowledge from previous year groups, where pupils have had experience of using globes, maps and atlases to identify areas. They have also used basic geographical vocabulary to refer to rivers, seas and oceans.

Geography objectives

- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To show understanding of how our knowledge of the past is constructed from a range of sources.
- To describe and explain life and achievements of the ancient Egyptians.

Year 3 Art Ancient Egyptian Scrolls and Cartouches - Approximately 8-weeks of learning time.

Terminology	Definition
Papyrus paper	A material used in ancient times as a writing surface
Scroll	A roll of paper or parchment, used for writing or drawing
Cartouche	A hieroglyph showing an oval frame which surrounds the hieroglyphs that make up the name of an Egyptian God or royal person
Sketch	A quick or rough design, outline, or draft for a written work
Pattern	An arrangement of shapes, lines, letters, numbers, or colours that can be repeated
Composition	The way the parts of something are put together; order or structure

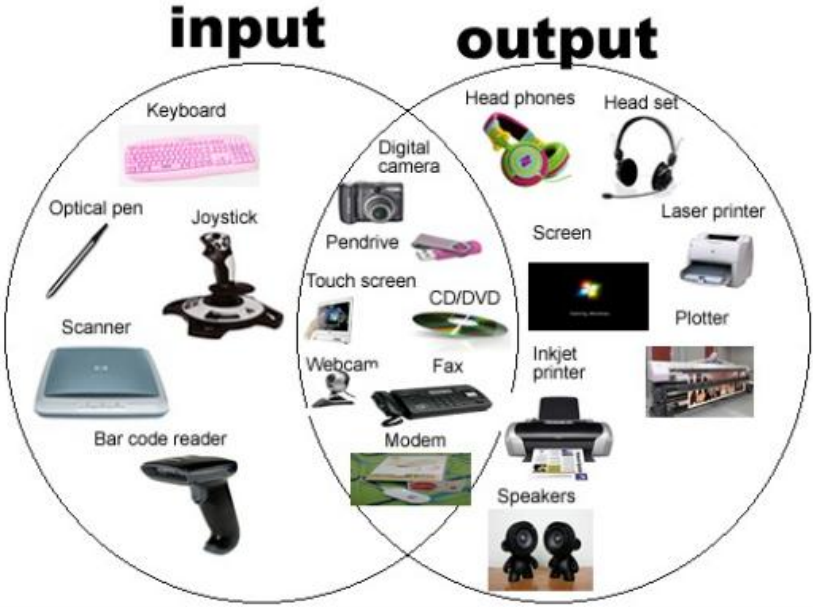
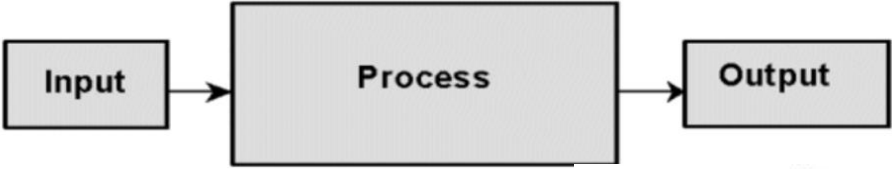


Art objectives	Pupils will: •Record colours, patterns and shapes through observational drawing. •Choose and use tools and materials confidently. •Begin to experiment with drawing techniques. •Use colours and materials appropriately, showing an understanding of effective composition. •To make 3D forms using modelling clay, showing understanding of how to finish and present their work to a good standard. •Discuss and evaluate the process and outcome of their work.
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Prior learning	Children have experience of drawing and sketching from their work in KS1. They also have experience of using Playdough/clay to make models.
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Year 3 Computing: Online Safety and Connecting Computers - Approximately 8-weeks of learning time

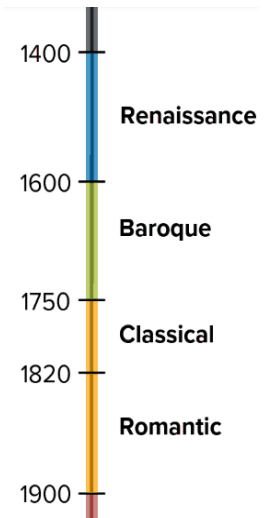
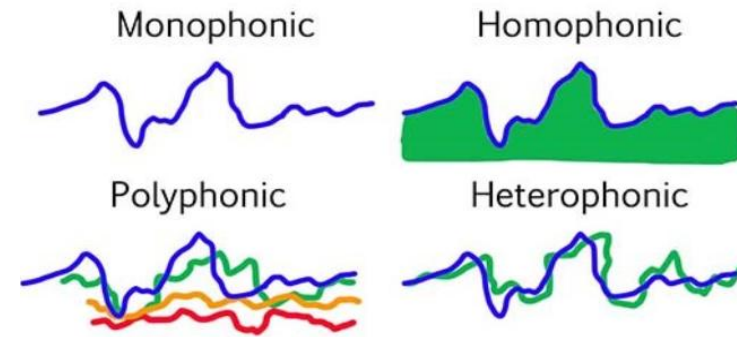
Terminology	Definition
Passwords	A secret word or phrase that must be used to gain admission
Input	The data or instructions that you enter into a computer programme in order to make it run
Process	An instance of a programme running in a computer
Output	The information that a computer or device displays, prints, or transmits to another device
network	Interconnected computing devices that can exchange data and share resources with each other.



Prior learning	In Year 2, children learned about computing systems and networks through exploring IT around them.
Computing objectives	Pupils will learn: •Why passwords are important to keep personal information safe •What it means to know someone and understand this may differ between people online and offline •To develop their understanding of digital devices with an initial focus on inputs, process and outputs •To compare digital and non digital devices •To discover the benefits of connecting devices in a network

Year 3 Music – Baroque, Classical, Romantic - Approximately 8 weeks of learning time

Key Vocabulary	
Baroque	Orchestra
Harpsichord	Structure
Polyphonic	Tonality
Homophonic	Treble Clef
Monophonic	Stave
Unison	Time signature
Accompaniment	Bar line
Tempo	Repeat mark
Timbre	Romantic
Vibrato	Notation
Pizzicato	Verse
Legato	Chorus
Staccato	Intro
Forte	Outro
Piano	Trio
Classical	Duet
Conductor	



Learning Outcomes:

1. To identify composers, dates, instruments and musical features of Baroque, Classical and Romantic periods
2. To be able to use terms such as dynamics, tempo, texture, and timbre when describing a piece of music
3. To understand and compose using musical notation such as a treble clef, stave, and musical notes
4. To appraise a wide range of music stretching from 1600 through to modern