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| **Year 3** | **Maths**Herts suggested | **English**Herts suggested | **Science** | **Computing** | **Art** | **DT** | **Geography** | **History** | **Music** | **Performing Arts** |
| **Term 1:** Place value and regrouping; counting on and back in 1s, 10s, 100s; estimation, magnitude, rounding (incl. measures); mental fluency addition/subtraction; fact families; inverse; written addition/subtraction; word problems; bar charts/tables; angles/right angles incl. estimation; perpendicular/parallel lines/vertical and horizontal lines; 2D shapes (properties and drawing); perimeter incl. problem solving | **Term 1****Narrative:** Traditional Tales – Fables**Non-Fiction**: Recount**Poetry:** free verse/limericks  | **Working Scientifically –** practical learning at every opportunity | **Using Technology Safely** | **Cultural Understanding** | **Cultural Understanding** | **Cultural Understanding** | **Cultural Understanding** | **Cultural Understanding** | **Mime Project: Telling a simple story**Use facial expressions and whole body expression |
| **Stripsody Project**-explore differences in dynamics, pitch and tempo through composition(eg) use stripsody to map out an exciting event such as a walk through the jungle or a pirate attack  |
| **Plants**- flowering plants parts and function-life requirements-water transport-life cycle incl. pollination, seed formation, seed dispersal | **Movement Project using Scratch**- block based programming-sequence and repetition skills | **Chalk, Charcoal and Pastels Project**- master pattern and texture techniques through the work of an artist  | **Pivot Product Project**- design and create a quality product using linkage(eg) moving paper puppet | **Fieldwork**- outdoor learning at every opportunity |
| **Term 2:** 3, 4, 5 times tables incl. counting; division using 1,2,3,5,4,8 times tables; pictograms/scaled bar charts; multiplication/division word problems; fractions (discrete/continuous quantities; ordering and comparing; adding/subtracting with the same denominator; problem solving); multiples of 10; formal written multiplication | **Term 2****Narrative:** - Traditional Tales: fairy tales (alternate versions)**Non-Fiction:** -Explanation- Report**Poetry:** free verse, haiku, tanka, kennings | **Animals, including Humans**-nutrition-skeletons-muscles | **Magazine Project**- present information using a variety of software- graphic design-photography-word processing | **Watercolour Project**- explore tint and tones and develop paint techniques through the work of an artist  | **Iron Worker Project**- construct a quality product using wire (eg) iron age jewellery  | **Re-Imagining Stevenage Project**- explore types of settlement and land use by designing a new and improved area of Stevenage(eg) maps with more greenspace/ 3D models of town centre etc.  | **Archaeology Project**- carry out a local history study(eg) archaeological dig/ Verulanium/ visiting archaeologist | **Recorders Project**- treble clef staff notation-rhythm and melody(eg) play simple songs for a concert | **Drama Project: Film Trailer**Work collaboratively to produce a video performance |
| **Rocks**- physical properties- fossils-soil | **Food Project**- Plan and prepare a healthy savoury dish- Explain where the ingredients come from |
| **Term 3:** division (problem solving; 2 and 3 digit numbers by 1 digit; halving); long division; scaling and correspondence problems; time (hours, mins, secs, days, weeks, months, years, analogue/ digital, duration); securing the four operations; place value and decimals (10x greater/smaller; regrouping; estimation; comparing; rounding; measuring incl problem solving; 3D shape building/properties  | **Term 3****Narrative:** Adventure Stories**Non-Fiction:**-Persuasion**Poetry:**Take one poet | **Light**- reflection-shadows-seeing/darkness-safety | **Quiz Project using Scratch**- explicit teaching of search engine technology- block based programming- selection skills | **Collage Project**- explore collage techniques through the work of an artist | **Mechanic Project**- explore and build with gears and pulleys(eg) fairground ride/working well/tree-house delivery system | **Natural Disasters Project**- Volcanoes- Earthquakes(eg) become aid workers/ emergency planners/journalists | **Prehistoric Project**- explore changes in Britain from the Stone Age to the Iron Age | **Musical Theatre Project**- use voices with increasing accuracy, fluency, control and expression(eg) West End; Broadway; Disney | **Puppetry Project: Use of puppets**Work collaboratively to produce a puppet show |
| **Forces and Magnets**-attract/repel-group magnetic/non-magnetic materials-poles | **Printing Project**- explore printing techniques through the work of an artist |  **Woodland Project**- conduct a field study of the woodland area on the school grounds(eg) environmentalists/ zoologists/ bug hotel designers etc | **Roman Invasion Project**- Roman Empire and its’ impact on Britain |

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| **Year 3** | **RE****Herts Scheme****Christianity****Hinduism** | **PSHCE****Jigsaw Scheme** | **Languages****SPANISH** | **PE** |
| **Autumn 1** | *Beliefs and Practices; Ultimate Questions:* marking festivals, traditions and key events | **Being me in my own world** – class charter; facing challenges | GreetingsNumbers 1-20 | - Swimming- Invasion Games |
| **Autumn 2** | *Symbols and Actions; Ultimate Questions:* symbolic expression; advent; Christmas around the world | **Celebrating Difference –** exploring the effect of words on feelings | IntroductionsColoursSongs, poems, storiesChristmas | - Swimming-Gymnastics |
| **Spring 1** | *Identify and Belonging;* family; community; religious leadership | **Dreams and Goals –** identifying steps to success | Simple questions (name/age)AlphabetSpelling | - Swimming-Dance |
| **Spring 2** | *Prayers, worship and reflection; Beliefs and Practices; Ultimate Questions:* sacred prayer; Lent/Holy Week/Salvation; Easter Story; Good Friday | **Healthy Me –** keeping ourselves safe | Classroom commandsClassroom items | - Swimming- Net/Wall Activities |
| **Summer 1** | *Sources of Wisdom; Justice and Fairness; Ultimate Questions:* guidance from sacred texts and stories; trinity, right and wrong | **Relationships** – influences from people around the world | Numbers 1-30Fruits and vegColoursDescribing food | - Athletics- Striking and Fielding |
| **Summer 2** | *Human Responsibility and Values; Ultimate Questions:* values and respect/Jesus | **Changing Me** - talk about why males and females are different and explore family roles  | Members of the familyDateNumbers 1-100+ | -Athletics and Sports Day Activities- OAA |

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| **Rights Respecting School Articles** |
| **Article 1**Everyone under 18 has these rights.**Article 2**All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is,whether they are a boy or girl, what their culture is, whether they have a disability, whether theyare rich or poor. No child should be treated unfairly on any basis.**Article 3**All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.**Article 4**The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.**Article 5**Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.**Article 6**You have the right to be alive.**Article 7**You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).**Article 8**You have the right to an identity – an official record of who you are. No one should take this away from you.**Article 9**You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.**Article 10**If you live in a different country than your parents do, you have the right to be together in the same place.**Article 11**You have the right to be protected from kidnapping.**Article 12**You have the right to give your opinion, and for adults to listen and take it seriously.**Article 13**You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.**Article 14**You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. | **Article 15**You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.**Article 16**You have the right to privacy.**Article 17**You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the informationyou are getting is not harmful, and help youfind and understand the information you need.**Article 18**You have the right to be raised by your parent(s) if possible.**Article 19**You have the right to be protected from being hurt and mistreated, in body or mind.**Article 20**You have the right to special care and help if you cannot live with your parents.**Article 21**You have the right to care and protection if you are adopted or in foster care.**Article 22**You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.**Article 23**You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.**Article 24**You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.**Article 25**If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.**Article 26**You have the right to help from the government if you are poor or in need.**Article 27**You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.**Article 28**You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. | **Article 29**Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.**Article 30**You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.**Article 31**You have the right to play and rest.**Article 32**You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.**Article 33**You have the right to protection from harmful drugs and from the drug trade.**Article 34**You have the right to be free from sexual abuse.Article 35No one is allowed to kidnap or sell you.**Article 36**You have the right to protection from any kind of exploitation (being taken advantage of).**Article 37**No one is allowed to punish you in a cruel or harmful way.**Article 38**You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.**Article 39**You have the right to help if you've been hurt, neglected or badly treated.**Article 40**You have the right to legal help and fair treatment in the justice system that respects your rights.**Article 41**If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.**Article 42**You have the right to know your rights! Adults should know about these rights and help you learn about them, too.**Articles 43 to 54**These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights. |