

Year 3

Theme	Stone Age to Iron Age		Ancient Rome		Carnival	
History	<p>To learn about life in the Stone Age including food, clothing and shelter, how these things changed as life moved into to the Iron Age.</p> <p>Stone Age, Bronze Age, Iron Age, hunter-gather, forage, Neolithic, develop, discover, tools, weapons, farming, agriculture, metal, settled, nomadic</p> <p>I can place the stone age/iron age in a timeline</p> <p>I know that in the Stone Age people found food by hunting and gathering, made clothes from animal skins, made shelters from stone, wood and animal skins.</p> <p>I know that as people discovered different metals tools and weapons improved.</p> <p>I know that as tools and weapons improved in the iron age, people settled down and agriculture began.</p>		<p>To learn about housing in Roman times.</p> <p>To learn about the social structure of slaves, plebeians, citizens, soldiers.</p> <p>To learn about the expansion of the roman Empire, specifically to Britain.</p> <p>Empire, slave, citizen, plebian, patrician, emperor, Caesar, soldier, formation, invasion, settlements, hypocaust</p> <p>I know that Roman housing was made up of two types – Insulae for the poor and Domus for the rich</p> <p>I know that Roman villas had hypocaust systems.</p> <p>I know slaves, plebians, citizens, patricians and the emperor all had different roles and different rights.</p> <p>I know which modern countries were part of the Roman empire.</p>		<p>To learn about the ancient civilisation of Benin – non-european study.</p> <p>Society, Civilisation, Religion, Non – European, Architecture, Population, Knowledge of dates (AD).</p> <p>I know where Benin is on a world map.</p> <p>I know that the kingdom of Benin began in the 900s</p> <p>I know that the Kingdom came to an end in 1897 because of The British Empire</p> <p>I know that Benin became an Empire</p> <p>I know that Benin had a royal family</p> <p>I know that they worshipped different gods</p> <p>To learn about the tradition of Carnival and specifically the Leeds West Indian Carnival</p> <p>Tradition, culture, ancestors, inherited, population,</p> <p>I know that the Leeds West Indian Carnival was the brainchild of Arthur France and it started in 1967. Why did it start?</p> <p>I know that Carnival is a celebration of West Indian culture through art, music and dance.</p> <p>I know about the beginning and abolition of slavery. Including a timeline of key events.</p> <p>I know that the carnival is a cultural celebration that was unable to happen during slavery. The abolition of slavery sparked the reintegration of carnival into everyday life. Carnival is not a celebration of the abolition of slavery.</p>	
Geography	<p>To know why certain locations make better places for people to live.</p> <p>Settlement, river, lake, water, farming, agriculture, forest, grassland, defence, resources, food supply</p> <p>I know that people need sources of water, food and resources to survive.</p> <p>I know that the location of settlements were</p>		<p>To know some cities in the UK were founded by the Romans.</p> <p>To know which counties in modern Europe were part of the Roman Empire.</p> <p>City, country, continent, founded, empire, Italy, Spain, Portugal, Germany, France, Switzerland, Londinium (London), Eboracum (York), Mancunium,</p>		<p>To know what volcanoes are and why they erupt</p> <p>To know what earthquakes are</p> <p>Erupt, Tectonic plates, Pyroclastic flows, Mountain, Richter Scale, magma, mantel, crust, core</p> <p>I can name and locate Mt Etna and Vesuvius</p> <p>To learn about how the movement and settlement of people has influenced west Indian culture in Leeds.</p> <p>Slavery, settlement, culture, impact, population, Windrush, impact, economics, immigration</p>	

		originally chosen to meet these needs.	(Manchester) Burgodunum (Adel) I know York, Adel, Manchester and London were Roman settlements. I know Italy, Spain, Portugal, France, Germany and Switzerland were part of the Roman empire. I know atlases show the location of countries and major cities. I can use an atlas to find countries and capital cities.	I know the layers of the earth: core, mantle, crust I know a volcanic eruption is magma coming from the mantle through the Earth's crust. I know an earthquake is movement of the tectonic plates.		I know that slavery created a movement of people around the world. I know about the economic effects on the UK from Slavery.
PSHE	Drug, alcohol and tobacco education: Tobacco is a drug Smoking, lungs, tar, addiction, harm, support, nicotine, breathing, second hand, passive I know what is meant by the word 'Drug'. I know the effects and risks of smoking and of second-hand smoke on the body. I know about some of the support and medicines that people might use to help them stop smoking.	Keeping safe and managing risk: Bullying – see it, say it, stop it Bullying, S.T.O.P, restorative practice, trusted adult, friendship, verbal, physical I know how to define what is meant by 'bullying'. I know the different types of bullying. I know how to help someone being bullied.	Mental health and emotional wellbeing: Strengths and challenges Challenges, difficulties, reflection, feelings, people, emotions, support, restorative, discussions, reflection I know how it feels to be challenged, try something new or difficult. I know what is meant by a put-up or put-down and how this can affect people. I know some positive ways to manage set-backs and how to ask for help or support.	Identity, society and equality: Celebrating difference Family, culture, belief, gender, community, viewpoint, opinion, debate, discussion I know that people have differences and similarities, including family, culture, age, gender, personal interests, belief. I know what being part of a community means. I know I can stand up for my point of view.	Careers, financial capability and economic wellbeing: Saving, spending and budgeting Persuade, cost, value, savings, financial capability, economic wellbeing, budget, attributes I know how manufacturers and shops persuade us to spend money. I know who to ask about money questions relating to needs and wants. I know the skills and attributes needed for different jobs.	Physical health and wellbeing: What helps me choose? Choice, influence, physical, active, attract, cost, persuade, support I know who and what influences my choices about food and drinks. I know why people are attracted to different brands. I know a range of physical activities that help the body.
RE	How do people express spirituality? Spirituality, mool mantar, mudras, sufi, calligraphy, psalms, hymns I know what spirituality is and how people show what they believe. I know how spirituality, faith, words and ideas can be expressed through various art forms. I know how Muslims use calligraphy and pattern to express belief.	Who can inspire us? Inspiration, role models, leaders, qualities, characteristic, messenger of god, prophet, Mohammed (pbuh) I know what a leader is and what they are like.	What do Christians believe about good life? Christianity, Bible, Old and New testament, parable, reconciliation, jealousy, repentance I know what the rules are for a good life in the Old Testament and how God treats people who don't	What do creation stories tell us about our world? Creation, creator, responsibility, interpretation I know what the Jewish, Islamic and Christian creation stories are and what they tell us about our	How do Jews remember Abraham and Moses? Abraham, Moses, Red Sea, Ten Commandments, exodus, Hebrew, torah, covenant, Ark, Sabbath, Passover, mezuzah, kosher, Seder, tallit, synagogue, bimah	

			<p>I know what characteristics and qualities leaders have. I know what made Moses and Mohammed good leaders. I know why Jesus was a good leader. I know what qualities make people today good leaders. (debate)</p>	<p>keep his rules. (Noah's Ark and Jonah and the Whale), The Good Samaritan, The Prodigal Son, Zacchaeus...These stories teach us how to be a good person; I know how to apply teachings from the Bible to how to live a good life.</p>	<p>world, how we should live in it and look after it.</p>	<p>I know why promises are important and I know what a covenant is. I know who Abraham was. I know why he is an important figure for Jewish people. I know why Moses is important to Jewish people today and what they learn from him. (Passover)</p>
<p>Science</p> <p>Scientific Enquiry Skills: 1. Observing changes over time 2. Noticing patterns 3. Grouping and classifying things (noticing similarities and differences) 4. Comparative and fair testing 5. Finding things out using secondary sources of information</p>	<p>Rocks and soils Igneous, sedimentary, metamorphic, palaeontology, fossils, fossilisation, animals, bones, change, body, trace fossils, layers, pressure, coprolite, I know the three different types of rocks are igneous, sedimentary, metamorphic. I know soils are formed from four different types of matter I know that fossils form in different ways I know that Mary Anning was an important palaeontologist I know that some rocks are natural and some are man made I know there are different processes which make different types of fossils SES: 1, 2, 3, 4, 5</p>	<p>Magnets and Forces Repel, attract, magnetic, poles, magnetic fields, friction, abrasive, cardinal points, navigate, I know that magnets have a north and south pole I know that opposite ends of a magnet attract I know that like ends of a magnet repel I know that some metals are attracted to magnets I know that some forces push and some pull I know rough surfaces cause more friction I know that a compass works due to the Earth's magnetic field SES: 2,3,4,5</p>	<p>Light and Dark source, dark, reflect, illuminate, visible, reflect, mirror, smooth, shiny, rays, rough, scatter, reverse, beam, spectrum, ultra violet I know that light comes from several different sources I know that light can be reflected I know that shadows are caused by solid objects blocking light I know that shiny surfaces reflect light better I know that looking directly at the sun can damage my retina SES: 1,2,3,4,5</p>	<p>Humans nutrition, food groups, nutrients, vitamins, minerals, proteins, carbohydrates, fibre, fats, repair, digest, skeleton, exoskeleton, invertebrate, vertebrate, muscles, contract and relax I know that animals and plants need nutrients I know that plants make their own food I know that humans do not make their own food I know that humans have skeletons to support and protect them I know that humans and animals have different types of skeletons I know that muscles contract and relax to help us move SES: 2,3,4,5</p>	<p>Plants roots, stem, trunk, leaves, flowers, anchor, nutrients, carbon dioxide, absorb, soil, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollen, pollination, fertilisation, germination I know that roots anchor the plant to the ground and transport water and nutrients I know that plants need sunlight to make their own food I know that leaves are used by the plant to expel oxygen I know that plants have male and female parts I know that there are 5 key stages in a plants life cycle I know that some plants produce flowers to help with pollination by insects SES: 1,2,3,4,5 Plants and indigenous species from the West Indies and how did they influence the diet of slaves? Talking point.</p>	
DT			<p>Constructions Something – A working scale model of Mount Vesuvius and Pompeii Someone – Children in the class Some purpose – Educational tool to explain how Pompeii was destroyed. volcano, town, papier-mâché, scale, texture, colour, reaction, lava I know how to design a scale model I know which materials are suitable</p>			<p>Textiles Something – Class Quilt Someone – Class and New Teacher Some purpose – Help with transition to act as a timeline for what has happened through the year. cutting, sewing, joining, needle, thread, material, aesthetic, pattern pieces I know different types of sewing (Running stitch, baste stitch) I know how to use a needle safely.</p>

			I know how to use tools appropriately. I know how to create a 3d model.		I know how to thread a needle. I know how to secure my thread at the start and end. Class quilt – to reflect the celebration of children's heritage and diversity.	
Cooking	Food Something – A one pot recipes Someone – Cater for all diets of children in class Some purpose – A project to discover everyone's diet choice and cultural choices. Is it possible to create a dish for everyone? cooking technique, diet, grown, reared, caught, processed, peel, chop, slice, grate I know the principles of a healthy and varied diet. Understand where food comes from. I know what happens to the food when it is cooked for a long time. I know what seasonality means.					
Art	To express myself through sketching Pablo Picasso proportions, sketching, drawing and painting, line, block colour, self-portrait, family portraits I know the works of Pablo Picasso I know the proportions of a self portrait I know how to draw a self portrait I know to use different pencils to show line, tone and texture I know how to sketch lightly using a 2b pencil I know how to mix primary colours to make secondary colours		To express myself through digital art Nick Park Nathalie Djurberg animation, stills, moving stills, iPad, technology, film I know that plasticine is mouldable material to create characters I know that a set of pictures can be used to create video I know how to create a video I know how to add sound to a video		To express myself through collage Hannah Hoch Dada Art Political message, Cultural message, diverse Society, reasons I know how to select materials to produce a striking effect I know how to overlap materials I know how to tessellate materials I can talk about my artwork and the message it gives I can use my learning of artist techniques to influence my own design – tie dye/carnival costumes.	
Music Ukulele weekly	To hold the ukulele correctly and strum C, Am and F chords Ukulele, string, peg, strum I can hold our ukuleles correctly. I can sit silently with our instruments. I can strum downwards with our right hand.	To strum G7 and C7 chords – play songs using C, F and G7 Rhythm, pulse, tempo I know the positions for three different chords. I know how to read and follow simple tab notation to accompany a song. I can play a song in time to a given pulse.	Learn G and D7 chords dynamics, pitch I can play songs in the key of G, moving between G, D7 and C. I know how a simple song is structured into verses and a chorus. I can sing in tune and in time.	To play songs using C, F, G, D7 chords Improvise, compose I can hear how the melody played or sung matches the ukulele chords. I can improvise a rhythm or chord sequence in a simple blues.	Simple finger picking – reading plucking tablature Pluck, fret, space I can pluck individual strings by ear. I can read simple plucking tablature and play simple 4-beat rhythms. I can increase my dynamic level when	Rehearse and improve pieces for performance Rehearse, practice, improve, strum, pulse I can practice a range of pieces for performance, recognizing which aspects of my playing I can improve. I can perform as part of a large group, following a leader and maintaining a constant pulse

	<p>I can copy a simple rhythm.</p> <p>I can move between two chords.</p> <p>I know that a ukulele is a stringed instrument and how the sounds are produced.</p>	<p>I can move between C, F and G7 when playing a simple Blues song.</p>		<p>I can structure and order chords effectively when writing a simple song.</p>	<p>plucking my ukulele in order to be heard</p>	<p>Music linked to West Indies. Children to rehearse and perform to one another and to accompany a 'Carnival'</p>
PE	<p>Indoor: Team building Can I use communication? Can I work in a group? Can I solve a problem? Can I listen to the rules? Can I follow instructions? Can I take turns?</p> <p>Outdoor: OAA Can I use communication? Can I work in a group? Can I solve a problem? Can I listen to the rules? Can I follow instructions? Can I take turns? Can I be safe outdoors?</p>	<p>Indoor: Dance Can I recognise music has different beats? Can I clap to the beat? Can I think of different movements to suit the type of music? Can I create dance moves that link to my topic? (E.g. Romans – tell as story or create a chariot race? Can they create a sequence to a specific piece of music – chariots of fire?) Can I work with a group to create a sequence? Can I perform my/our sequence?</p> <p>Outdoor: Netball Can I hold a ball correctly? Can I chest pass towards a target? Can I bounce pass towards a target? Can I use one arm to overhead throw? Can I shoot towards the net using two hands? Can I move around the court without contact? Can I catch the ball and try not to get a footwork foul?</p>	<p>Indoor: Gymnastics Can I hold a balance? Can I perform a partner balance? Can I travel across the floor? Can I turn? Can I create a basic sequence? Can I perform my sequence? Can I perform a group sequence?</p> <p>Outdoor: Football Can I dribble a ball? Can I pass a ball towards a target? Can I turn with a ball? Can I shoot towards a goal? Can I combine my skills in a game situation?</p>	<p>Indoor: Rounders Can I stand in the box? Can I bowl the ball? Can I pass the ball to a teammate? Can I work as a fielding team? Can I score a rounder?</p> <p>Outdoor: Rugby Can I hold a rugby ball correctly? Can I pass backwards? Can I move into space? Can I run a pass the ball? Can I attack and defend? Can I start to understand the rules?</p>	<p>Indoor: Kwik cricket Can I hold a bat? Can I score a run? Can I be a fielder? Can I catch a ball? Can I work as a team?</p> <p>Outdoor: Athletics (sports day practice) Can I throw? Target throwing with different items Can I run? Different distances Can I jump? Standing long jump and triple jump</p>	<p>Indoor: Ball games Can I listen to the rules of the game? Can I hold a ball? Can I throw a ball? Can I catch a ball? Can I aim a ball towards a target? Can I run with a ball?</p> <p>Outdoor: Mini Tennis Can I hold a racket? Can I balance a ball on my racket? Can I roll a ball towards a target? Can I throw a ball towards a target? Can I hit a ball that is thrown to me? Can I hit a ball over a small net? Can I hold a rally? (hand passing then rackets and big ball)</p>
Computing						