

Year 3 Cycle B	Average Hours	AUTUMN TERM	SPRING TERM	SUMMER TERM			
ENGLISH	242	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Discuss what they are learning and develop their wider skills in spoken language</li> <li>▪ Ensure decoding skills are increasingly secure</li> <li>▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently</li> <li>▪ Develop understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently</li> <li>▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects</li> <li>▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology.</li> <li>▪ Increase children's competence and enhance the effectiveness of what they write</li> <li>▪ Ensure children build on what they have learnt, particularly in terms of the range of their writing and more varied grammar</li> <li>▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say</li> <li>▪ Become more confident in using language in a greater variety of situations, for a variety of audiences and purposes, inc. through drama, presentations and debate</li> <li>▪ Learn to justify views about what they have read: with support</li> </ul>					
MATHS	156	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>
SCIENCE	55	WHAT IF YOUR BONES WERE MADE OF JELLY?	WHAT IF IT WAS ALWAYS DARK?	WHAT IF PLANTS HAD NO ROOTS?	WHAT IF FOSSILS HAD NEVER BEEN DISCOVERED?	WHAT IF THE NORTH POLE MOVED?	
		Animals, including humans	Light	Forest School	Plants	Rocks	Forces & Magnets
		Working Scientifically					
		<ul style="list-style-type: none"> <li>▪ Nutrition, linked to what we eat</li> <li>▪ Skeletons and muscles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sources, including the Sun and electricity</li> <li>▪ Shadows</li> <li>▪ Reflection</li> <li>▪ Vocabulary e.g. translucent</li> </ul>		<ul style="list-style-type: none"> <li>▪ Function of different parts of plants</li> <li>▪ What different plants need to flourish</li> <li>▪ How plants get food</li> <li>▪ Life cycle of a plant</li> </ul>	<ul style="list-style-type: none"> <li>▪ How rocks are formed</li> <li>▪ Different kinds of rocks</li> <li>▪ Fossils</li> </ul>	<ul style="list-style-type: none"> <li>▪ How magnets attract some materials</li> <li>▪ Floating and sinking</li> </ul>
COMPUTING	30	NT Unit: <b>Programming Maze Games</b> ~ algorithms, repetition, conditions and basics of variables, inc. an intro to Scratch's block-based coding language. Build adventure games & design levels, characters and objects to collect	NT Unit: <b>Animation with Scratch</b> ~ combining programming with animation; controlling the movements and actions of sprites and backgrounds with algorithms written in Scratch's programming language	NT Unit: <b>Inside the Internet</b> ~ investigating how the web works, how it's built and how it's written with HTML code	NT Unit: <b>Communication &amp; Collaboration</b> ~ exploring communicating and collaborative work using Google apps	NT Unit: <b>Collecting, Testing &amp; Presenting Data</b> ~ collecting, testing and presenting data using a range of programs	NT Unit: <b>Real life Algorithms</b> ~ exploring machine systems in the real world e.g. a pedestrian crossing or barrier. Create flow diagrams illustrating algorithms for systems, convert into code and consider algorithms for completing basic tasks
RE	39	<b>What do we know about Hinduism?</b> ***** Harvest Thanksgiving	<b>Festivals of Light</b> ***** <b>Why is Advent important to Christians?</b>	<b>What do we know about Jesus?</b>	<b>What do Jesus's stories teach us?</b> ***** Palm Sunday	<b>How can we learn about Christian symbols and beliefs?</b>	<b>Why do people follow God?</b>

ENQUIRY QUESTION	150	WHAT IF THE RIVER TYNE HAD A DIFFERENT COURSE?	WHAT IF THE ROMANS NEVER INVADED BRITAIN?	WHAT IF YOU COULD CHOOSE A CAPITAL CITY FOR THE UK?	WHAT IF WE DIDN'T HAVE RAILWAYS?	WHAT IF YOU LIVED IN THE 20 <sup>TH</sup> CENTURY?	WHAT IF YOU HAD TO PLAN THE PERFECT PICNIC?
		GEOGRAPHY River Study & City Locations	HISTORY & GEOGRAPHY The Roman Empire & its impact on Britain	GEOGRAPHY UK City Study	HISTORY Significant inventions	HISTORY Leisure & Entertainment in the 20 <sup>th</sup> century	DESIGN & TECHNOLOGY Product design & Food technology
			<ul style="list-style-type: none"> <li>• Julius Caesar's attempt to invade in 55-54 BC</li> <li>• Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius (Hadrian's Wall)</li> <li>• British resistance, e.g, Boudica</li> <li>• 'Romanisation' of Britain: local sites and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		A significant turning point in British history - the first railways	A study of changes in an aspect of social history that extends pupils' chronological knowledge beyond 1066	
GEOGRAPHY	30	Name/locate UK counties and cities, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some have changed over time	Use 8 compass points, grid references, symbols and key to gain knowledge of the UK and wider world - <b>link to Roman Empire</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK,			
ART & DESIGN	30	<ul style="list-style-type: none"> <li>▪ create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</li> </ul>					
DESIGN & TECHNOLOGY	30	<ul style="list-style-type: none"> <li>▪ select from/use a wide range of tools &amp; equipment to perform practical tasks [e.g, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from/use a wide range of materials &amp; components, inc. construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>					<ul style="list-style-type: none"> <li>• use research, develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,</li> <li>• generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> </ul>

							<ul style="list-style-type: none"> <li>investigate &amp; analyse various existing products</li> <li>evaluate their ideas and products against own design criteria and consider views of others to improve their work</li> </ul>
MUSIC	30	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>					
PSHE	18	<p>New beginnings ***** Keeping Safe</p>	<p>Getting on &amp; Falling out ***** Anti-bullying</p>	<p>Going for Goals ***** Healthy Eating &amp; Drugs Education</p>	<p>Good to be me ***** Learning Styles (SMARTs)</p>	<p>Relationships ***** Relationships &amp; Sex Education</p>	<p>Changes ***** Emotional Health &amp; Wellbeing</p>
		<ul style="list-style-type: none"> <li>take responsibility</li> <li>feel positive about themselves</li> <li>participate</li> <li>make real choices and decisions</li> <li>meet and talk with people</li> </ul>			<ul style="list-style-type: none"> <li>develop relationships through work and play</li> <li>consider social and moral dilemmas that they come across in life</li> <li>find information and advice</li> <li>prepare for change</li> </ul>		
FRENCH	18	North Tyneside scheme Unit 5		North Tyneside scheme Unit 5 & Unit 6		North Tyneside scheme Unit 6	
		<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>					
PE	72	<p>Gymnastics</p> <p>Floor work - Rhythmic and floor work. Control, movement, performance, sequencing, comparing, evaluating</p>	<p>Dance</p> <p>Control, Sequence, presentation, combining, strength, evaluating</p>	<p>Gymnastics</p> <p>Apparatus - Balance, movement with balance, evaluating</p>	<p>Dance</p> <p>Control, Sequence, presentation, combining, strength, evaluating</p>	<p>Athletics</p> <p>Track and field - running, jumping, throwing, catching</p>	<p>Outdoor Adventurous Activities</p> <p>Team challenges, orienteering, problem solving</p>
		<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Take part in adventurous activities that challenge - working as a team or an individual</li> </ul>

		<p><b>Hockey</b></p> <p>Invasion - special awareness, footwork, dribbling, running</p>	<p><b>Ball skills ~ range of games</b></p> <p>Invasion - attack, defend, throwing, catching</p>	<p><b>Football</b></p> <p>Net/wall - running, passing, footwork, special awareness</p>	<p><b>Dodgeball</b></p> <p>Invasion - passing, special awareness, throwing, defending</p>	<p><b>Tennis, volleyball, benchball</b></p> <p>Net/wall - co-ordination, hitting, movement, teamwork, jumping, throwing</p>	<p><b>Cricket</b></p> <p>Striking/fielding - striking, fielding, throwing, catching, special awareness, tactics</p>
		<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>
<b>Swimming</b>							