



THE HARMONY TRUST
 Believe · Achieve · Succeed
Westwood Academy
Year 3 Long term plan



| Subject/Term | Autumn Term | Spring Term | Summer Term | | |
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| Mathematics | In Maths, we follow the White Rose Curriculum, which is a small step, mastery-based scheme of learning. For spring and summer terms, the small steps are taken from the previous year's scheme of work and will be updated to the present year when made available by White Rose. | | | | |
| | <p><u>Place Value</u> Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1000 Partition numbers Flexible partitions of numbers up to 1,000 Hundreds 10s and ones Find 1, 10, 100s Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s</p> <p><u>Addition and Subtraction</u> Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions</p> <p><u>Multiplication and Division</u> Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times-table The 2, 4 and 8 times-tables</p> | <p><u>Multiplication and Division</u> Step 1 Multiples of 10 Step 2 Related calculations Step 3 Reasoning about multiplication Step 4 Multiply a 2-digit number by a 1-digit number – no exchange Step 5 Multiply a 2-digit number by a 1-digit number – with exchange Step 6 Link multiplication and division Step 7 Divide a 2-digit number by a 1-digit number – no exchange Step 8 Divide a 2-digit number by a 1-digit number – flexible partitioning Step 9 Divide a 2-digit number by a 1-digit number – with remainders Step 10 Scaling Step 11 How many ways? <u>Length and perimeter</u> Step 1 Measure in metres and centimetres Step 2 Measure in millimetres Step 3 Measure in centimetres and millimetres Step 4 Metres, centimetres and millimetres Step 5 Equivalent lengths (metres and centimetres) Step 6 Equivalent lengths (centimetres and millimetres) Step 7 Compare lengths Step 8 Add lengths Step 9 Subtract lengths Step 10 What is perimeter? Step 11 Measure perimeter Step 12 Calculate perimeter <u>Fractions</u> Step 1 Understand the denominators of unit fractions Step 2 Compare and order unit fractions</p> | <p><u>Fractions</u> Step 3 Understand the numerators of non-unit fractions Step 4 Understand the whole Step 5 Compare and order non-unit fractions Step 6 Fractions and scales Step 7 Fractions on a number line Step 8 Count in fractions on a number line Step 9 Equivalent fractions on a number line Step 10 Equivalent fractions as bar models <u>Mass and capacity</u> Step 1 Use scales Step 2 Measure mass in grams Step 3 Measure mass in kilograms and grams Step 4 Equivalent masses (kilograms and grams) Step 5 Compare mass Step 6 Add and subtract mass Step 7 Measure capacity and volume in millilitres Step 8 Measure capacity and volume in litres and millilitres Step 9 Equivalent capacities and volumes (litres and millilitres) Step 10 Compare capacity and volume Step 11 Add and subtract capacity and volume</p> | <p><u>Fractions</u> Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount <u>Money</u> Step 1 Pounds and pence Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change <u>Time</u> Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use am and pm Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes – use start and end times Step 9 Hours and minutes - use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time</p> | <p><u>Shape</u> Step 1 Turns and angles Step 2 Right angles Step 3 Compare angles Step 4 Measure and draw accurately Step 5 Horizontal and vertical Step 6 Parallel and perpendicular Step 7 Recognise and describe 2-D shapes Step 8 Draw polygons Step 9 Recognise and describe 3-D shapes Step 10 Make 3-D shapes <u>Statistics</u> Step 1 Interpret pictograms Step 2 Draw pictograms Step 3 Interpret bar charts Step 4 Draw bar charts Step 5 Collect and represent data Step 6 Two-way tables</p> |
| English | In English, we teach over a two-week cycle, using quality texts to inspire our writing. | | | | |

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| | <p>1st cycle Character description Wizzling or Rainbow bird (Cold write) Retell of the story of Lizzie and the Birds (Assessment piece?) Book focus- Lizzie and the Birds (Countryside)</p> <p>2nd cycle Newspaper report to warn people about the events at Black Rock (cold write) Narrative from the perspective of Erin Book focus The Secret of Black Rock (Seaside)</p> <p>3rd cycle Post card- Write a post card to a family member to explain what can be done in London. (Cold write) Persuasive leaflet- Write a persuasive leaflet for a travel company to persuade people to visit London. Book focus Pop up London/ Inside Britain's great cities. (City)</p> <p>4th cycle Script- Write a script and record a travel show using I-movie. Book Focus- WAGOLL/ Pop up London</p> | <p>1st cycle Setting Description- Create a setting description of the world that The Stone Age Boy can see. Diary entry- Write from the perspective of the Stone Age Boy. Book focus The Stone Age Boy</p> <p>2nd cycle Explanation text- Write an explanation text to explain what a Mammoth is (Cold write). Instructions- Write a set of instructions for how to wash a mammoth and make a mammoth washing kit. Book focus How to wash woolly mammoth</p> <p>3rd cycle Instructions-How to make a model of Stonehenge.(Cold write) Chronological report- Create a report based on the creation of Stonehenge Book focus- The Secrets of Stonehenge</p> <p>4th cycle Poetry- Write a stone age Kenning poem Book Focus- WAGOLL</p> | <p>1st cycle Dairy entry (Form)- Write a text message to a friend to explain what is happening at Pompeii. (Cold write) Alternative retell- Create a new character and write an alternate ending to Escape From Pompeii Book Focus- Escape From Pompeii</p> <p>2nd cycle Setting Description-Describe a classroom hit by an earthquake Instructions- Write a set of instructions for how to survive an earthquake. Book Focus- WAGOLL</p> <p>3rd cycle Persuasive leaflet- visit Vesuvius</p> <p>Explanation text- Explain what a Volcano is and how it erupts. Book Focus- Volcano text</p> | <p>1st Cycle Poetry- Write a senses poem about chocolate Narrative- Retell- Write a narrative of Charlie's visit to the chocolate factory. Book Focus Charlie and the Chocolate Factory</p> <p>2nd Cycle Speech- Write a speech when Willy Wonka is in the inventing room. Persuasive advert- Buy my new product- 1st person as Charlie. Book Focus Charlie and the Chocolate Factory</p> <p>3rd Cycle Instructions on how chocolate is made Non-chronological report- From bean to bar- How chocolate is made. From Bean to Bar</p> | <p>1st cycle Formal letter- Write a letter to the Pharaoh from the perspective of Antef (Cold Write). Play script- Write a play script to detail a conversation between characters Book Focus The Plot on the Pyramid</p> <p>2nd cycle Dairy entry- Write a dairy entry as Paneb to explain events leading up to the robbery Non Chronological report- Write a text to explain what a grave robber was and what they did. Book focus The Gold in the Grave</p> <p>3rd Cycle Recount- Write a recount from the perspective of the boy when he discovered the steps of Tutankhamen's tomb Speech- Write a speech from the perspective of Howard Carter to explain his discovery to the world. Book Focus- WAGOLL</p> | <p>1st cycle- Character description- Write a description of a Scarab beetle Narrative- Write a narrative based on the story The Scarab's secret. Book Focus- The Scarab's secret.</p> <p>2nd cycle Letter- Write a letter from Jed about the trip to the museum Newspaper report- Write our findings of a mystery cat from the cat's perspective. Book Focus- The Egyptian cat mystery- Penny Dolan</p> <p>3rd cycle Setting Description- Describe the banks of The river Nile. (Cold write) Non- Chron report- The Nile now and then. Book Focus The Nile Then and Now</p> <p>4th Cycle Poetry- Write an Egypt Shape poem</p> |
| <p>Science</p> | <p>During the Forces and Magnets topic Year 3 build on the Year 1 topic of Naming and Comparing Materials. We start by comparing and grouping together varieties of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. We compare how things move on different surfaces. We make predictions and observe how magnets attract or repel each other and attract some materials and not others. We learn that some forces need contact between two objects, but magnetic forces can act at a distance. We conduct investigations, children having to identify variables and constants and equipment required. They practise the skills of interpreting results and drawing conclusions. They present</p> | <p>During the Light and Shadow topic, Year 3 build on the Year 1 topics of Seasonal Change and their knowledge of sight from Our Human Body. We start by consolidating our understanding of lights sources and the difference between light and dark. Then we progress onto investigating how and why shadows are formed. The children investigate into how to make shadows bigger or smaller. We conduct investigations, children creating investigation questions, making predictions, identifying variables and constants and equipment required. They practise the skills of interpreting results and drawing conclusions. They present information in tables and sorting diagrams. We make links to RE with shadow puppets. This learning is working towards the Year 4 topic of</p> | <p>During the Rocks and Soils topic, Year 3 build on the Year 2 topic of Grouping and Changing Materials where they learned about the suitability of different materials. We start by making links to our Volcanoes and Earthquakes topic. We discuss the layers of the Earth and linked with work in geography, explore different kinds of rocks and soils, including those in the local environment. We then move onto comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties. Children are able to identify and classify rocks according to whether they have grains or crystals. Pupils work scientifically by observing rocks and exploring how and why they might have changed over time. Pupils explore different soils and identify similarities and differences between</p> | <p>The Year 3 Lifecycle of a Plant topic builds on the Year 1 topic of Plants and How Plants Grow in Y2. Children identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They 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. Children take part in maintaining growth in their own mature plants. They then investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>The Year 3 topic of Skeletons, Movement and Muscles builds on the Y1 topic of Our Human Body and Year 2 topic of Growing and Changing Animals. Children identify that animals, including humans, have different types of skeletons for support, protection and movement. They learn how muscles are attached to our bones and how they contract and relax at a joint which allows us to move. During this unit, the pupils investigate the sizes of skeletons to see if age is a factor in this. This learning is working towards the Year 4 topics of Teeth and Digestion and their learning in Y6 about the circulatory system in the Animals, Including Humans topic.</p> | <p>The Year 3 Nutrition and Diet topic builds on the Y2 topic of Healthy Lifestyles. Children identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They investigate further to discover what nutrients we get from different foods, and how these nutrients help our bodies. They design healthy diets, create ideas for new exercise programs, and investigate into the issue of the impact of unhealthy diets. They will use this knowledge to debate whether fast food should be banned. Finally, they will take a look at healthy diets for our pets and how they compare to ours.</p> |

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| | information in tables and sorting diagrams. This learning is work towards the Y5 unit learning about different types of Forces and how some mechanisms can support them. | Electricity and Year 6 investigations on light and how it travels. | them. Pupils research and discuss the different kinds of living things whose fossils are found in sedimentary rock and learn and explain the process by which fossils are formed. This learning builds the foundation for the Year 6 topic of Evolution where they will explore the information provided by fossils. | This learning is working towards the Year 5 topic of Animal Life Cycles where they will explore the process of reproduction in plants and animals. | | |
| Working scientifically – Taught throughout all topics in science | | | | | | |
| Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions | | | | | | |
| History | | In the Stone Age topic we move on from learning on timelines (Year 2 Space Race - 3, 2, 1 Blast Off topic) onto ordering different events of the past. Year 3 order and compare different periods across the Stone, Bronze and Iron Age. This is used for pupils to consider how the different inventions and discoveries have impacted their own lives. | | In their study of The Maya and Chocolate, skills using timelines to identify how long-ago events occurred and comparing different eras are continued to be explored by researching an ancient civilisation from a different continent. This prepares the children for their Walk like an Egyptian topic in Summer 1 and Year 4's study of Ancient Greece and The Romans. This further embeds the sequence of learning from KS1 and prepares them for future learning. | In Walk Like an Egyptian, Year 3 put skills gathered over the year into place to research life in Ancient Egypt. A high focus is put on inventions and technologies developed and how these affected life over different periods. This work is furthered in Year 4, where the children add Ancient Rome and Greece to their timelines and compare different civilisations. | |
| Geography | In Year 3, pupils look at the different land uses of the local area of Oldham. A local area walk helps to consolidate learning and support the children in identifying how land uses have changed over time. Building on from Year 1's Me and My world and Great Britain now topic. Prior work from KS1 is consolidated to help pupils place Oldham within the United Kingdom as pupils are able to understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. | | During the Violent Earth topic, pupils in Year 3 build on previous knowledge from Y2 where they locate and compare different holiday destinations across Europe, moving on in Year 3 to focus on different geographical features and land uses in their comparisons, as well as locating volcanoes across the world and researching the Ring of Fire. This moves the children on, ready for comparing other geographical areas of the world in Year 4. | | | In the Noble Nile topic, pupils build upon Year 2 studies where they focused on human and physical features of India. In this topic, they explore the features of the River Nile and how this has impacted the land use and lives of people living on the Nile over the years. How geographical features impact those living around them is continued in Year 4 during their Beneath the Canopy studies. Building skills necessary for Year 5, children learn geographical terms for river features. |
| Art | | The learning in this unit builds on Year 2's painting topic where they focus on Madhubani art (pastels). This term children are completing art activities related to the Stone Age topic where they learn different sketching techniques e.g. hatching, pointillism and mark making. They use pastels to recreate Stone Age cave drawings and paint to create the background of a Stonehenge picture. This work leads to the Year 4 topics where they focus heavily on pointillism and impressionism. | The learning in this unit builds on from collage focus in Year 2. The Year 3 topic is focussed on Hot and Cold colours linked to the Geography topic of Violent Earth. The children learn the difference between primary and secondary colours. They make observations and evaluations of other artists use of hot and cold colours and the use of different mediums, materials and ways of layering. Their finished product is a collage of a volcano. | | In the Summer art unit the children will develop their ability to recreate ancient artwork to construct an Ancient Egyptian canopic jar. They will learn that these were used during the mummification process. They will create the head of their jar out of clay and then use card to create the body of the canopic jar. They will add detail to this using hieroglyphs. After that, the pupils move onto learning how to sew. They will learn a basic running stitch to create the outline of pyramids | |

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| | | | | | and then add detail to them using a cross stitch. | |
| DT | The Year 3 topic of Bridges builds on learning from Year 1 (Local Landmarks) where they make models of London landmarks. During this topic we explore structures and how buildings and houses are kept in place. They plan, create and evaluate their structure and ensure it is fit for the purpose, strong and sturdy. The children are developing the skills of following a step by step plan, choosing the right equipment and materials, selecting the most appropriate tools and techniques for a given task and working accurately to measure, make cuts and make holes. This works leads to Year 4 DT of aqueducts in their Ancient Romans topic and sculptures of butterflies in the Rainforest topic. | | | During the Spring 2 term children strengthen their planning, designing, creating and evaluating skills from Year 2's topic of Mechanism's where they developed their own space buggies. In collaboration with our topic on The Maya, where children learn about the how the Maya used cocoa beans, the children will produce their own original chocolate bars. They will also design the packaging and create advertisements for their new chocolate bars. | | In our final DT unit children explore, test materials and create a pneumatic system which moves using air. This DT topic links to our History and Geography units on Ancient Egypt and The River Nile as the children will create their own sarcophagus that they can open and close using a pneumatic system that they create. This again builds on from the creation of space buggies in Year 2 and build on the design, make and evaluate sequence. |
| Computing | We begin our Year 3 computing curriculum by using the Touch Type unit on Purple Mash to improve our typing skills by learning where to place our fingers on the keyboard and practice typing different letter combinations in order to improve our typing speed. We conclude this term by completing an online safety unit which builds on work we have done in every previous year group to know how to stay safe when using the internet. We will continue this learning in Year 4 and beyond. | We begin this term by learning about Databases by using the unit on Purple Mash to classify fruit and vegetables, then create a branching database using 'yes' and 'no' questions. Our next unit in Purple Mash introduces us to exploring and creating Simulations. We will learn that computer simulations can show real or imaginary situations and begin to look at patterns and usefulness of simulations. This will support our learning going forward to understand the importance of technology in our lives. | During this term the pupils explore the use of Purple Mash 2Email unit. Where they explore what an email is? Where and how it can be used? Pupils are introduced to advanced email functions such as sending/receiving email, adding attachments and using the address book. We also build on our Online Safety unit to ensure that we keep ourselves safe when using social media and the internet. This prepares the children for their learning in Year 4 and beyond. | During this term the pupils explore the use of Purple Mash 2Email unit. Where they explore what an email is? Where and how it can be used? Pupils are introduced to advanced email functions such as sending/receiving email, adding attachments and using the address book. We also build on our Online Safety unit to ensure that we keep ourselves safe when using social media and the internet. This prepares the children for their learning in Year 4 and beyond. | We begin our Purple Mash unit on Coding by recalling the coding they have done previously completed in Year 1 and Year 2. We also use the sequencing skills the children learned using the Lego WeDo crocodiles and apply them to our new unit. Children build a physical system on Purple Mash then learn how to add 'if commands', add variables, command characters to repeat instructions and finally debug problems in our programmes. The skills, knowledge and understanding of coding will support us in our Year 4 unit on coding. | |
| RE | Belief focus- Judaism Enquiry Question- What do Jewish people believe and how do they live? This unit will be the starting point for the children to expand on their early knowledge of other world faiths. They will have studied Christianity and Islam in Key stage one so will have some idea on how to compare different faiths. | Belief Focus- Prayer Enquiry Question- Why do people prayer? How, Why, Where, When?, Why? Children have learnt about places of worship – synagogue, mosque and church. In this unit that knowledge will be built on by gaining an understanding of how people of different faiths pray and why they do so. Children will be asked to think about why prayer is important | Belief focus- Hinduism, Christianity and Islam. Enquiry Question- What do different people believe about how the world was created? Children will have had exposure to learning about many aspects of Christianity and Islam in Early Years and KS1. In Year 3 Autumn 1 and 2, Children have studied Judaism and how certain traditions and beliefs are similar to Islam and Christianity – There will be new learning based upon Hinduism and the dharmic religions | Belief focus- Christianity Enquiry Question- What type of world did Jesus want? Children have learnt about Jesus in terms of Christmas and Easter. They have looked at religious stories including Jesus. This will be the first time they have looked at his character in this detail. | Belief focus- Judaism Enquiry Question- How do festivals and family life show what matters to Jewish people? (God/Torah/the Jewish People) This unit builds on learning from earlier in the syllabus. It explores the importance of the family and home in Judaism as you look at ways in which festivals are celebrated. You could revisit the celebration of | Belief focus- Christianity Enquiry Question- What does it mean to be a Christian in Britain today? This unit builds on the previous Year One and two knowledge of what a Christian is, the festivals of Christmas and Easter, the Bible and why it is important to Christians and Christian prayer and worship. The theme of worship and prayer is also |

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| | | to them and their family and compare this to other faiths. | All learning related to Hinduism will be new. In light of this, Children will need to gain an understanding of this difference of what a dharmic religion is and how it differs from mono-polytheist religions such as Islam and Christianity. Children will be able to use their knowledge of different creation stories and compare their own experiences and beliefs to those of others finding similarities and differences. | | Shabbat and deepen pupils' understanding in this context. | built upon from earlier in the Autumn term in year 3. As well as the introduction of the life of Jesus in Spring 2. |
| PSHE | Rules and Responsibilities In Year 3, children continue learning about the school rules and responsibilities. The learning focuses on manners and respect. They re-visit democracy by voting for their school council and take part in debates where they get to share their opinion and listen to the opinion of others. | Healthy Lifestyles/Nutrition and Food In this unit, children explore exercise further, finding out the risks of an inactive lifestyle as well as what exercise does to the body. They use this to take control of their own daily and weekly exercise plans. They learn more about why we need to wash hands and the spreading of germs, and are able to explain to others how to wash hands thoroughly. This is taken further, with the understanding of daily and weekly personal hygiene practices. They will also learn more about the different food group and the specific benefits of different foods on physical and emotional health, with a focus on quantities of different foods for a balanced diet. They again, begin to take more ownership of their health than in previous year by planning and making a healthy meal. | Resilience (Bullying) Children learn that it is the responsibility of bystanders to tell an adult and where to get help if they are being bullied. Children should be aware that: - they can ask for help, and should know how they will be helped and what the processes are if they do ask for help. This links back to being able to say what they want to say at the right time. (Y1 Communicate) - what information they might need to share with a trusted friend or adult and what the consequences are for those involved and that of the victim/s Children will also gain more awareness that people can be bullied online, and this can affect their mental health (<i>Cyber bullying</i>). They will also learn about how it is healthy to limit the time spent online. This relates also to digital footprint and knowing that what is posted online can be difficult to remove once it is there. | E-Safety Children are learning to assess online risk and how to take responsibility for their own online security. Children are beginning to understand their responsibilities to others online. This will build upon Autumn 1's Computing and I-pad lessons as the children are introduced to their I-pads in Year 3 | Similarities and Differences (Families and people who care for me) In Year 3, the children will move their learning on from Year 2 as they begin to explore stereotypes and the harm this can cause. They will revisit some of their learning around belonging in a class, the diversity of our school community, the importance of respectful and loving relationship and apply this to their family and personal community. Diversity is also a key element of SMSC and the British Values | Emotions Through this unit of work, children will understand the coping mechanisms they need to deal with a range of scenarios and how to manage strong feelings. |
| PE Indoor P.E | Gymnastics Children develop on their skills from year 2 and move on to Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances. Children will also develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. | Dance Children begin to develop their skills from year 2 and improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. The children can use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. | | | | Athletics Running Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Jumping |

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| Outdoor P.E | Compete against self and others in a controlled manner. | Further to this the children will develop the quality of the actions in their performances. Children will perform learnt skills and techniques with control and confidence. And finally, children will compete against self and others in a controlled manner. | | | | Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throwing Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Compete/ Perform Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. |
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| | | | <p>Football</p> <p>The children will develop on their kicking and striking skills from year 2 They will practise the correct technique and use it in a game. They will begin to further move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Passing skills will also be developed. Know how to keep and win back possession of the ball in a team game Find a useful space and get into it to support teammates. Children will develop and apply their understanding of rules.</p> | <p>Netball</p> <p>Children will develop their throwing and catching skills from year 2 by learning different fielding and ball stopping skills. Through this, the children will perform a range of catching and gathering skills with control. The children will move to using two different ways of moving with a ball in a game. Children will pass the ball in two different ways in a game situation and know how to keep and win back possession of the ball in a team game.</p> | <p>Cricket</p> <p>The children will developing and build upon the skills they learned in year 2 by developing their throwing and catching skills of a smaller ball than that in netball. The will develop their hitting and striking skills by learning controlled ways in which to propel the ball using the cricket bat. The children will learn further ball control and fielding skills and will also become increasingly confident in throwing the ball more accurately to team mates.</p> | <p>Athletics</p> <p>The children will develop their running, jumping and throwing skills in this module. The children will Focus on sprint and jumping skills to overcome hurdles and will improve their throwing skills be developing techniques to further the distance they can throw. The children will also develop an effective flight phase for the standing long jump and will learn to land and stop safely.</p> |

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| | | | | Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. | | |
| Swimming- Swimming provided by external OMBC provider. Year 3 swimming follows the National curriculum objectives and runs from Autumn 1 to Summer 2. | | | | | | |
| MFL (Spanish) | <u>Core Vocabulary Units (1 lesson per unit)</u> In this unit, the children will learn all about key phonics and key words such as days of the week, months of the year, numbers, greetings and colours. | <u>Early Language Unit</u> In this unit, the children will learn about historical importances in Great Britain, developing and building upon their key vocabulary from Autumn 1. | <u>Early Language Unit</u> The children will develop their core vocabulary by learning key classroom commands and verbs | <u>Early Language Unit</u> The children will use stories such as little red riding hood to develop their knowledge of traditional tales in Spanish. | <u>Early Language Unit</u> The children will learn about Los Instrumentos (Instruments) This will link to Link to year long Oldham Music Service lessons leading up to the Oldham Music festival. | <u>Early Language Units</u> The children will learn key vocabulary such as Fruit and Vegetables |
| Music | In this module, we listen to a marching band and become familiar with band instruments. We identify beat groupings in different music. We read and respond to stick notation for crotchet, paired quavers, minim and crotchet rest | In this unit the children continue to reinforce rhythm notation using Stone Age words. We create Stone Age lyrics to the Flintstones theme tune and perform the song. | In this unit the children are introduced to a musical stave. They learn how to play the melody of Chocolate Molinillo, Rain, rain, go away and Jambo and they improvise 3-note melodies. | In this unit the children revise musical terms for dynamics and tempo. We use them to create our own volcano score to tell the story of an eruption. The children notate their own graphic scores, adding musical directions. | In this unit, the children use 'Heads, Shoulders, Knees and Toes' to create our own version of the song with Egyptian words. We add sound effects as accompaniment to the songs. | In the final unit the children explore the instruments of the orchestra and learn about the different families of instruments. We listen to music written for orchestra and respond creatively through words and pictures. |

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| | and create and play our own rhythm patterns using stick notation. | | | | | |
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