Year 3 – 2024-2025

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Theme | Change for the better? | What have they taught us? | Where would we be without water? | Healthy body, healthy minds | Our beautiful world |
| Science | The impact of changing environments on living thingsRocks and fossil formationWhat is soil made from?  | What did the Ancient Greek shepherd called Magnes discover? Forces and magnets – how do things move on different surfaces? How do magnets attract and repel?  | The functions of different parts of flowering plantsWhat do plants need to live and grow, and how does this vary from plant to plant? How is water transported within plants?  | How can Usain Bolt move so quickly? The right types and amounts of nutrition – Animals and humans cannot make their own food; nutrition from what we eatSkeletons and muscles for support, protection and movement | Light – we need light in order to see things. Dark is the absence of lightHow are shadows formed and changedSafety in the sunLife cycle of flowering plants – pollination, seed formation and dispersal |
| History | Would Britain be the same without the Roman empire?Roads, concrete, language, calendar | Overcoming racism – Lonnie Johnson  |  |  | Ancient Egyptian engineering – use of ramps and levers in the building of the pyramids |
| Geography |  | Earth’s Forces - Volcanoes – physical aspects; fault, mantle, crust, core, lava, vent, conduit, eruption, magma, crater, ash, pyroclastic flow, active, dormant, extinct | Earth’s forces – Earthquakes- physical aspects; fault seismic wave, Richter scale, epicentre, magnitude, plate tectonics, continents, tsunami | East of England, East and West Midlands and Wales - counties, cities, hills, mountains, coasts, rivers and land use patterns – have these changed over time? | South America and North America - environmental regions, key physical characteristics and human characteristics; settlements, land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water, countries and major cities |
| Art and Design | Art as a Voice Experience of migration in art |  | Van Gogh – paint techniques, composition including water and reflection |  | Representations of Dance in Art Different time periods and disciplines |
| Design Technology | **Mechanical Systems**Levers and linkages Design and construct a Roman aqueduct that really carries water – use of materials according to their functional properties |  | **Structures**Shell structures(including computer-aided design) Designing an earthquake proof building – use of annotated sketches, cross sectional and exploded diagrams - understanding how key events have helped shape the world |  | **Food****Dips and Dippers**Healthy and varied diet(including cooking and nutrition requirements for KS2)Using melting and cooling to prepare healthy snacks |
| RE | Could Jesus heal people? Were these miracles or is there some other explanation? | To what extent does participating in worship and/or prayer generate a sense of belonging? – Has Christmas lost its true meaning?  |  | How well does faith help people cope with matters of life and death? – What is good about Good Friday? | To what extent do religious beliefs influence and encourage ‘good’ behaviour? – Do Sikhs think it is important to share?How can music and the arts help express and communicate religious beliefs? – What is the best way for a Sikh to show commitment to God? |
| Music |  | Lean On Me – Soul/Gospel – Pulse, rhythm and pitch interrelated with singing and playing | Spring Production- Perform to an audience recognising how music and voice can reflect different intentions | Spring Production- Perform to an audience recognising how music and voice can reflect different intentions | Glockenspiel/Berkshire Maestros – An opportunity to learn a musical instrument and progress to the next level of excellence – musical notation |
| Computing | Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. | Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. | Sequencing sounds Creating sequences in a block-based programming language to make music. | Branching databases Building and using branching databases to group objects using yes/no questions. | Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose. | Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. |
| E-safety assembly: Where might we talk to people online? Who might we talk to online? How can you report your concerns? | E-safety assembly:Link with anti-bullying week: What is cyberbullying? Where might it happen? What should we do if someone tries to cyberbully us? How can you report your concerns? | E-safety assembly: What sort of games do we play online? What does age appropriate mean? How can we make sure we’re playing age appropriate games? | E-safety assembly: How do we search safely for images online? How did the images get online/who do images belong to? Can we delete an image once it’s online? | E-safety assembly: What games might we play online? Do I know the person talking to me? Can I trust them? | E-safety assembly: What is twitter/social media? How do people use twitter? Once you have posted something on twitter can it ever really be deleted? |
| PE | Gym Unit P - BalanceGames Unit 1 – Net/ Court/Wall Games(tennis/badminton/ basketball/hockey /football/handball) | Games Unit 2 Problem Solving and Inventing GamesDance Unit 1 – These Shoes are Made for Walking, Giraffes Can’t Dance, Incognito  | Gym Unit Q – Receiving body weightGames Unit 3 – Invasion games(basketball/hockey /football/handball) | Net/Court/wall Games(tennis/badminton/ basketball/hockey/football)Games Unit 4 – Striking and fielding games(cricket/rounders) | Outdoor AdventureAthletics Unit 1 | Dance Unit 2 - ElectricityAthletics Unit 2 |
| PSHE | How can we be a good friend? | How do we treat each other with respect? | How can we manage our feelings? | How will we grow and change? | How can our choices make a difference to others and the environment? | How can we manage risk in different places? |