

Admiral (Year 3)

Curriculum

Autumn	Spring	Summer
WW2	Natural disasters	Our Jurassic coast
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
<p>Learning, perseverance and manners are central to all that we do at Three Legged Cross First and Nursery school.</p> <p>We teach mutual respect, tolerance, democracy, rule of law and individual liberty through assemblies and progressive tailored learning throughout our curriculum. Opportunities for you to engage and celebrate your child/ children's learning, perseverance and manners are offered during the year and can be found on our school calendar. https://3lxschool.com/calendar/</p>		
Reading	Reading	Reading
<p>The pupil can</p> <ul style="list-style-type: none"> • Apply their improving knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. • Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Understand what they read in books they can read independently, by checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context. • Understand what they read in books they can read independently, by drawing inference such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> • Understand what they read in books they can read independently, by predicting what might happen from details stated and improved • Understand what they read in books they can read independently, main ideas drawn from more than one paragraph and summarizing these <ul style="list-style-type: none"> • Retrieve and record simple information from non-fiction. 		
SPAG	SPAG	SPAG
<p>The pupil can write for different purpose and audiences:</p> <ul style="list-style-type: none"> • Using the full range of Key Stage 1 punctuation mostly correctly • Spelling common exception words and other spellings for Years 1 and 2, mostly correctly, and most spellings taught so far in Year 3 <ul style="list-style-type: none"> • Using suffixes to spell most words correctly, eg., -ment, -nes, -full, -ly <ul style="list-style-type: none"> • Starting to use paragraphs • Using commas, question marks, exclamation marks mostly correctly and beginning to use inverted commas <ul style="list-style-type: none"> • Starting to show understanding of time and cause by using conjunctions, adverbs and prepositions. • Starting to extend the range of sentences with more than one clause by using a wider range of conjunctions including subordinating conjunctions when, if, because, although <ul style="list-style-type: none"> • Beginning to write expanded noun phrases <p>The spelling punctuation and grammar objectives for year 3 can be found in the following document.</p>		

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf our SPAG learning will be highlighted in our home learning on a Friday if you wish to support your child further with this aspect of learning.		
Writing	Writing	Writing
<p>The pupil can write for different purpose and audiences:</p> <ul style="list-style-type: none"> • Writing in legible handwriting, using the diagonal and horizontal strokes needed to join letters in most of their writing <ul style="list-style-type: none"> • Draft and write by creating simple settings, characters and a basic plot in narratives. <ul style="list-style-type: none"> • Using paragraphs and headings to organise writing • Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings] <p>We follow the national curriculum for our English learning. The objectives for each year group can be found below. https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study</p>		
Maths	Maths	Maths
<u>Inspire Maths</u> Please follow the link bellow for useful information for parents ..\..\Documents\Inspire_Maths_Parent_info.pdf	<u>Inspire Maths</u> Please follow the link bellow for useful information for parents ..\..\Documents\Inspire_Maths_Parent_info.pdf	<u>Inspire Maths</u> Please follow the link bellow for useful information for parents ..\..\Documents\Inspire_Maths_Parent_info.pdf
Science	Science	Science
<u>Forces and magnets</u> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and Identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing <u>Working scientifically</u>	<u>Animals, including humans</u> <ul style="list-style-type: none"> • 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, continue to learn about the importance of nutrition. <u>Working scientifically</u> <ul style="list-style-type: none"> • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	<u>Rocks</u> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter <u>Working scientifically</u> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

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<ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Identifying differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. 		
PE	PE	PE
<p>Dance</p> <ul style="list-style-type: none"> • Begin to perform dances by copying a range of movement patterns. • Begin to 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. • Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. <p>Games- Multiskills</p> <ul style="list-style-type: none"> • Practise the correct batting technique and use it in a game • Strike the ball for distance. • Throw and catch with greater control and accuracy. • Perform a range of catching and gathering skills 	<p>Games- football</p> <ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). • Strike the ball for distance. • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. • 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. • Use simple attacking and defending skills in a game. • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Know how to play a striking and fielding game fairly. • Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<p>Games- hockey</p> <ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. • 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. • Use simple attacking and defending skills in a game. • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Perform learnt skills and techniques with control and confidence.

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<ul style="list-style-type: none"> • with control. • Move with the ball in a variety of ways with some control. • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Develop and evaluate their performance 		<ul style="list-style-type: none"> • Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.
<p>History</p>	<p>History</p>	<p>History</p>
<ul style="list-style-type: none"> • To learn about a significant turning point in British history. • To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Investigate how WWII began and ended and which countries and world leaders were involved. • Discover what the Blitz was and explore the aftermath. • Investigate safety measures during the Blitz and why children were evacuated. • Reflect upon what it was like for those who were evacuated and explore how the system worked. • Look at the experiences of different groups during the war • Explore the effects of the war on the lives of everyday people and reflect on the different experiences they would have had. 	<ul style="list-style-type: none"> • Revise and revisit previous learning noting relevant links with current affairs. 	<ul style="list-style-type: none"> • Revise and revisit previous learning noting relevant links with current affairs.
<p>Geography</p>	<p>Geography</p>	<p>Geography</p>
<ul style="list-style-type: none"> • Revisit and consolidate previous geographical skills such as map reading and names of continents oceans as we learn about the Axis and where key events in the war took place. 	<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • To describe and understand key aspects of physical 	<ul style="list-style-type: none"> • Conduct a geographical study of the local and wider surrounding area: The world Heritage Site; The Jurassic Coast extending from Exmouth in Devon to Studland in Dorset. • To find out what coasts are and how they are formed.

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	<p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none">• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• To use eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and wider world• Find out about the earth's climate and areas of extreme temperatures.• Find out about extreme weather conditions across the world.• Find out about earthquakes and what causes them.• Find out about tsunamis and how they are caused.• Explore the features of volcanoes and how they are formed .• Locate and explore some of the world's famous volcanoes• Understand what tectonic plates are and what the 'ring of fire' is.	<ul style="list-style-type: none">• To find out about the physical features of coasts and the processes of erosion that affect them.• To investigate the sequence of rock formation throughout the Triassic, Jurassic and Cretaceous periods and key features and land forms in the area; arch at Durdle Door, the cove at Lulworth, Chesil Bank/Beach, Fossil Forest at Lyme Regis.• To use the eight points of a compass four and six figure grid references, symbols and key, use of Ordnance survey maps.• To explore different strategies of coastal management.• To be able to identify different types of beaches.• To be able to use maps and secondary sources to research and describe coastal areas.
Computing	Computing	Computing

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<ul style="list-style-type: none"> Understand that for most people the internet is an integral part of life and has many benefits Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals Learn some keyboard shortcuts Coding: Recap of the main concepts covered so far 	<p>Internet safety</p> <ul style="list-style-type: none"> Understand healthy and unhealthy behaviours within online and offline friendships and relationships Understand the importance of permission and consent, in particular in relation to sharing images and videos Identify signs of manipulative, pressuring or threatening behaviour and respond safely to it <p>Understand the importance of seeking help from a trusted adult when they need it</p>	<ul style="list-style-type: none"> Conditional events (selection)- learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects Use more than one conditional hit event in their code Use a conditional hit event
RE	RE	RE
<p>Christianity (Christmas)</p> <ul style="list-style-type: none"> Learn about how Christians expressed the word of God in art, music, drama, and dance Understand that Christmas is celebrated in different ways by different cultures Understand the significance of a Christingle to Christians <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<p>Judaism & Christianity</p> <ul style="list-style-type: none"> Learn about the symbols of Seder meal Learn about the life of Jesus and that was Jewish Be able to explain what lent is and it's significance to Christians Talk about the Easter story and its significance to Christians Talk about the importance that the Lords supper/ Mass/ Eucharist has to Christians Understand what the sacrament of 'First Communion' is <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<p>Christianity</p> <ul style="list-style-type: none"> Learn about Mother Theresa and her Charity work Learn about the worldwide church and different Christian denominations Understand the belief Christians have in justice Learn about the Tolpuddle Martyrs and their link to Christianity <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>
MFL	MFL	MFL
<ul style="list-style-type: none"> Begin to broaden their French vocabulary and begin to develop their ability to understand new words that are introduced into familiar written material. 	<ul style="list-style-type: none"> Listen to and begin to understand simple conversations in French; including asking and answering questions; expressing opinions and responding to those of others; seek clarification and help. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding
PSHE	PSHE	PSHE
<p>Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built it progression for each year group.</p>		

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Our themes for each term are shown below.		
New beginnings	Going for goals	Relationships
Forest	Forest	Forest
Forest safety: Fire strikers to spark a flame. Tool skills: forest clearing with loppers (1:1 adult support).	Forest safety: lighting a piece of cotton wool Tool skills: secateurs Listening and attention: leading the blind activity.	Tool skills: archaeological tools. Woodland art – creating and using charcoal.
Music	Music	Music
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Sing in a relaxed jazz style making a feature of 'blues' notes, sung accurately maintain a two-chord accompaniment using tuned percussion, such as bells, xylophone, chime bars Create satisfying musical patterns Continue to learn a tuned instrument with Dorset Music Service 	<ul style="list-style-type: none"> To begin to develop an understanding of the history of music Use clear diction to deliver fast-moving word-play lyrics clearly to an audience create a performance with sound effects, movement and solo or solo group roles Create new clapped rhythmic ostinato to accompany the verses Adopt different roles in performance: rapper and accompanist Sing a film musical song in an appropriate style 	<ul style="list-style-type: none"> Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Work on a group performance with a more challenging clapping pattern Sing a syncopated melody with rhythmic accuracy Sing in two groups as a call-and- response piece
Art	Art	Art
	<ul style="list-style-type: none"> Learn about great artists in history. To improve their mastery of art and design techniques, including drawing and painting. 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing.
Design and technology	Design and technology	Design and technology
<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		<ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and apply the principles of a healthy and varied diet

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Rivers and mountains	Ancient Egypt	Down under
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
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Reading	Reading	Reading
<p>The pupil can</p> <ul style="list-style-type: none"> • Apply their improving knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. • Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Understand what they read in books they can read independently, by checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context. • Understand what they read in books they can read independently, by drawing inference such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> • Understand what they read in books they can read independently, by predicting what might happen from details stated and improved • Understand what they read in books they can read independently, main ideas drawn from more than one paragraph and summarizing these <ul style="list-style-type: none"> • Retrieve and record simple information from non-fiction. 		
SPAG	SPAG	SPAG

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<p>The pupil can write for different purpose and audiences:</p> <ul style="list-style-type: none"> • Using the full range of Key Stage 1 punctuation mostly correctly • Spelling common exception words and other spellings for Years 1 and 2, mostly correctly, and most spellings taught so far in Year 3 <ul style="list-style-type: none"> • Using suffixes to spell most words correctly, eg., -ment, -nes, -full, -ly <ul style="list-style-type: none"> • Starting to use paragraphs • Using commas, question marks, exclamation marks mostly correctly and beginning to use inverted commas <ul style="list-style-type: none"> • Starting to show understanding of time and cause by using conjunctions, adverbs and prepositions. • Starting to extend the range of sentences with more than one clause by using a wider range of conjunctions including subordinating conjunctions when, if, because, although <ul style="list-style-type: none"> • Beginning to write expanded noun phrases <p>The spelling punctuation and grammar objectives for year 3 can be found in the following document. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf our SPAG learning will be highlighted in our home learning on a Friday if you wish to support your child further with this aspect of learning.</p>		
Writing	Writing	Writing
<p>The pupil can write for different purpose and audiences:</p> <ul style="list-style-type: none"> • Writing in legible handwriting, using the diagonal and horizontal strokes needed to join letters in most of their writing <ul style="list-style-type: none"> • Draft and write by creating simple settings, characters and a basic plot in narratives. <ul style="list-style-type: none"> • Using paragraphs and headings to organise writing • Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings] <p>We follow the national curriculum for our English learning. The objectives for each year group can be found below. https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study</p>		
Maths	Maths	Maths
<p><u>Inspire Maths</u> Please follow the link bellow for useful information for parents ..\..\Documents\Inspire_Maths_Parent_info.pdf</p>	<p><u>Inspire Maths</u> Please follow the link bellow for useful information for parents ..\..\Documents\Inspire_Maths_Parent_info.pdf</p>	<p><u>Inspire Maths</u> Please follow the link bellow for useful information for parents ..\..\Documents\Inspire_Maths_Parent_info.pdf</p>
Science	Science	Science
<p><u>Light</u></p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p><u>Working scientifically</u></p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and

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<p>their eyes</p> <ul style="list-style-type: none"> Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Identifying differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> Identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
PE	PE	PE
<p>Dance</p> <ul style="list-style-type: none"> Begin to perform dances by copying a range of movement patterns Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance and describe how their performance has improved over time. <p>Gymnastics</p> <ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level Move with coordination, control and care Use turns whilst travelling in a variety of ways 	<p>Gymnastics</p> <ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level Move with coordination, control and care Use turns whilst travelling in a variety of ways Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Develop their ability to preform a range of rolls, jumps and balances Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<p>Athletics</p> <ul style="list-style-type: none"> 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 other skills, eg. 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. 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. Continue to develop throwing skills with greater control and accuracy. Compete against self and others in a controlled

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<ul style="list-style-type: none"> • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Develop their ability to perform a range of rolls, jumps and balances • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. 		<p>manner.</p> <ul style="list-style-type: none"> • Describe how their performance has improved over time. <p><u>KS2 Swimming and water safety</u></p> <p>Begin to learn the differences between a range of different strokes (eg backstroke, front crawl, breaststroke). Swim with aids. Enter and exit the water in a safe manner.</p>
<p>History</p>	<p>History</p>	<p>History</p>
<ul style="list-style-type: none"> • Revise and revisit previous learning noting relevant links with current affairs. 	<ul style="list-style-type: none"> • To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared through an in depth study of Ancient Egypt • To understand the difference between AD and BC, and place key dates relating to ancient Egypt on a timeline • Introduce the ancient Egyptians, placing key events on a timeline. • Investigate the social structure of ancient Egyptian societies. • Investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs. • Find out about the ancient Egyptian deities and explore their appearances and roles. • Discover what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt. • Investigate the greatest inventions and achievements of the ancient Egyptians. 	<ul style="list-style-type: none"> • Revise and revisit previous learning noting relevant links with current affairs.
<p>Geography</p>	<p>Geography</p>	<p>Geography</p>
<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including river, mountains, 	<ul style="list-style-type: none"> • Revisit and consolidate previous geographical skills. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography

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<ul style="list-style-type: none"> vegetation belts, and the water cycle. Use maps, atlases, globes and computer mapping to locate countries and describe features studied. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<p>of an area in the United Kingdom with a contrasting non-European country.</p> <ul style="list-style-type: none"> To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. To know where Australia is located in relation to other countries and continents. To learn about Australia's Diverse Landscape. To explore famous Australian landmarks. To describe and understand key aspect of the weather and climate in Australia. To find out about Australia's indigenous population - Aboriginals. Compare aspects of daily life in the UK and Australia.
<p>Computing</p>	<p>Computing</p>	<p>Computing</p>
<ul style="list-style-type: none"> Sequence and animation-learn to make things happen in a sequence, creating simple animations and simulations. Plan and write a sequence of instructions to create a program Write a program that involves several sequences of events 	<ul style="list-style-type: none"> Use several timer events to sequence different parts of their code? Plan and write code for a sequence of events and use this to solve a problem 	<ul style="list-style-type: none"> Use several conditional hit events in their code to make different things happen on the screen Use several conditional hit events in their code to make different things happen
<p>RE</p>	<p>RE</p>	<p>RE</p>
<p>Christianity (Christmas)</p> <ul style="list-style-type: none"> Learn about how Christians expressed the word of God in art, music, drama, and dance Understand that Christmas is celebrated in different ways by different cultures 	<p>Judaism & Christianity</p> <ul style="list-style-type: none"> Learn about the symbols of Seder meal Learn about the life of Jesus and that was Jewish Be able to explain what lent is and it's significance to Christians 	<p>Christianity</p> <ul style="list-style-type: none"> Learn about Mother Theresa and her Charity work Learn about the worldwide church and different Christian denominations Understand the belief Christians have in justice

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<ul style="list-style-type: none"> Understand the significance of a Christingle to Christians <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<ul style="list-style-type: none"> Talk about the Easter story and its significance to Christians Talk about the importance that the Lords supper/ Mass/ Eucharist has to Christians Understand what the sacrament of 'First Communion' is <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<ul style="list-style-type: none"> Learn about the Tolpuddle Martyrs and their link to Christianity <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>
MFL	MFL	MFL
<ul style="list-style-type: none"> Begin to listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> Begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
PSHE	PSHE	PSHE
<p>Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built it progression for each year group. Our themes for each term are shown below.</p>		
Getting on and falling out (inc Anti-bullying)	Good to be me	Changes
Forest	Forest	Forest
Den building: children use knots to attach objects together e.g. making mobiles. Woodland art: dream catchers.	Den building: creating structures without adult support. Forest safety: Cooking pop-corn in oil	Woodland art - forest sketches
Music	Music	Music
<ul style="list-style-type: none"> Sing and play musically with increasing confidence and control They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Sing echoed phrases rhythmically 	<ul style="list-style-type: none"> To begin to listen with attention to detail and recall sounds with increasing aural memory Experiment with inserting extra syllables while keeping in time. 	<ul style="list-style-type: none"> To begin to improvise and compose music for a range of purposes using the interrelated dimension of music. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pick out some phrases from the melody by ear.

Admiral (Year 3)

Curriculum

<ul style="list-style-type: none"> Sustain an ostinato accompaniment on untuned instruments, based on a phrase from the song Perform an ensemble song with actions and accompaniments to an audience 		<ul style="list-style-type: none"> Manage scat vocals (improvisation with wordless vocables, nonsense syllables or without words at all) Play simple tuned and untuned accompaniments Investigate pulse and rhythm in jazz performances
<i>Art</i>	<i>Art</i>	<i>Art</i>
<ul style="list-style-type: none"> Sketches focused on using darkness and light 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing and painting.
<i>Design and technology</i>	<i>Design and technology</i>	<i>Design and technology</i>
<ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		