Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2 Yr 3	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
	Investigate and interpret evidence	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history	The Stone Age 1: Introduction to the period identifying the periods of the Stone Age and an overview of life at the time. Key Vocab: ancestors, consequence, climate, nomadic, communal, historical sources 2: Tools and Weapons. Explore the use and development of these in the period including learning about the Oldowan toolkit. Key Vocab: ancestors, archaeologists, identities, nomadic, density 3: Hunter-gatherers. Learn about foods eaten and why. The development from nomadic lifestyle towards permanent settlement. Key Vocab; scavenging, technology, migrate, permanent, predators 4: Clues from the past. Looking at cave paintings to explore what historians and archaeologists have understood about life in the Stone Age including the development of culture and aspects of daily life. Key Vocab: archaeologists, sophisticated, preoccupied, processions 5: The settlement of Skara Brae. Explore what historians and archaeologists have understood about the development of
	Build an overview of world history	Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	Understand Chronology	• Place events, artefacts and historical figures on a time line using dates.	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		• Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events	settlements and aspects of daily life in the Stone Age. Key Vocab: archaeologists, communal, historical sources, climate, sophisticated, permanent, settlement
	Communicate historically	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	
Geography			

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

Describing maps of the world (pg 88-91) (recap and continuation of previous work) **Europe (pg 92-95, 98-99)** including populations and mountains (lots of cross-over with describing maps) • Recap the globe (poles, equator, n and s hemispheres) and teach Tropics of Cancer and Capricorn. Identify the Prime Meridian and lines of latitude and longitude – why do we have them? • Use the techniques taught above to explore the location of	**Investigate places**	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	**1: The globe.** Look at globe to identify the position and significance of the Equator, poles, Northern Hemisphere and Southern Hemisphere. Learn about the Tropics of Cancer and Capricorn. Identify and look at the position of continents in reference to these and their climates. Key Vocab: equator, hemisphere, tropics, climate **2: Prime Meridian.** Identify the position of the Prime meridian and how it splits the earth into 2 more hemispheres. Learn about the significance of the Prime/ Greenwich Meridian. Key Vocab: hemisphere, western and eastern, time zones **3: Longitude and latitude.** Identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. Use these to describe the location of countries and cities in Europe. Key Vocab: longitude, latitude, locations, directions, degrees **4: Europe: location, borders and countries.** Explore the location and diversity of the continent of Europe. Where is it? What are the 2 main boundaries between Europe and Asia? How many countries is it made up of? What the regions known as? What languages are spoken in Europe? Key Vocab: land mass, languages, regions **5: Europe: Population.** Recap the location of Europe and move on to understand its size and population. Which are the largest countries? Compare populations and sizes. What makes the Vatican City and Istanbul special? Key Vocab: populations, city-state, enclave, inhabitants
	Investigate patterns	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

countries and cities in Europe. • Europe – location, borders, countries (overview) • Explore populations • Explore mountains	**Communicate geographically**	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	**6: Europe: Mountains.** Identify and find mountain ranges in Europe on a map. Where are they located? What is the summit of a mountain? Why are some tall mountains not very high? Key Vocab: mountain ranges, peak, boundary, extends, summit
Art & Design			
Theme: Abstract **Focus: Painting and Drawing** **Vocabulary:** Primary colours Secondary colours Vivid Symmetrical Emotions Artist Tints Shades Tones Colour wheel Pattern	**Develop ideas**	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language	<u>Lesson One</u> Introduction to artists and abstract artwork (see below). Children to discuss different styles of abstract art and state preferences. Consider how use of colour suggests mood. Sketchbook set up. Artist study: Piet Mondian. Discuss the use of primary colours and shapes. Consider colour and mood. Master Techniques: hatching and cross hatching for tone and texture in shapes (squares and rectangles to echo Mondrian's work) <u>Lesson Two</u> Review: artists and abstract art.
	Master Techniques	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour Collage • Select and arrange materials for a striking effect.	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

Texture Warm/cool **Vocabulary for abstract art:** **random:** not following a plan or pattern **geometrical:** consisting of regular shapes and lines **outline:** the edge of an object or shape shown with a line **contrasts:** big differences between two things when you compare them **transparent:** can be seen through **chromatic:** having colours **physical:** to do with the body, how things are touched and seen		• Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. Sculpture • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. Drawing • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Print • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns Textiles • Shape and stitch materials.	Artist study: Sonia Delaunay. Discuss use of shape and colour. What emotion/ mood does her work make us feel? Master techniques: shading to show light and shadow in shapes (circles and arcs to echo Delaunay's work) Discuss the primary colours. <u>Lesson Three</u> Review: Compare and contrast work of Sonia Delaunay and Piet Mondrian. Artist Study: Wassily Kandinsky. Discuss use of shape and colour, compare with artists we have looked at so far. Master techniques: paint mixing (discuss primary and secondary colours). Copy Kandinsky's use of yellow, red and blue and different shapes to create an abstract painting. <u>Lesson Four</u> Review: Wassily Kandinsky Artist Study: Yayoi Kusami, the princess of dots! Master techniques: use watercolour paints to produce washes for a background ready for next week. Option to create two contrasting washes to reflect different moods. Explore brush techniques to create different sized dots. <u>Lesson Five</u> Warm up: sketching pumpkin shapes-lightly without rubbing out Review: Yayoi Kusami use of dots. Size and form. Master techniques: sketch pumpkins onto colour washes and then use paint to add dot details. <u>Lesson Six</u>

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		• Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric Digital Media • Create images, video and sound recordings and explain why they were created	Warm up activity: sketching video creating pattern and texture. Review: abstract art and the artists studied Master techniques: Choose one of the artists to paint in the style of.
	Take inspiration from the greats	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	Theme:Abstract. Artists to study: Wassily Kandinsky Sonia Delaunay Piet Mondrian Yayoi Kusami
Design & Technology			
Introduction Unit 2.1 What is design and Technology? (pages 169-172) -Design process: think, make, break, repeat -Think: product design 2.4 Linked levers (pages 209-224)	**Master practical skills**	Food Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	**Linked Levers** 1: What is DT? Explore and understand the stages of the design process. What is a linked lever? Identify key features of a linked lever. 2 and 3: Linked levers- finger fluency. Explain what this is. Practice making linked levers in different kinds of ways. 4. Linked levers-design inspiration. Explore and discuss the purpose and users of a mechanical grabber. How was it

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

Linked levers: finger fluency Linked levers: design inspiration Linked levers: guided design-think Linked levers: guided design-break Linked levers: guided design-re-think **Vocab:** pivot, fulcrum, linear, rotary, reciprocating, oscilating, automatically, fluency, inspiration, purpose, user, annotated diagram		Materials • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. Textiles • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. Electricals and electronics • Create series and parallel circuits Computing • Control and monitor models using software designed for this purpose. Construction • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. Mechanics • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	designed? Label and annotate picture of a linked lever mechanism to show its design features. 5: Guided design-explore the design process for a safety barrier. Look at the product outline and mood board. Now create own version of these. Apply knowledge of techniques to decide which ones will be needed and decide which materials will need to be included. 6/7: Design challenge. Follow and apply what we have learnt about the design process to make a linked lever mechanism. 1.a product overview sheet (think) 2.a mood board to give more detail about your inspiration (think) 3.a design sheet (think) 4.pictures of your product (make) 5.diagrams or pictures of how you tested your product (break) 6.diagrams or pictures of how you re-thought your design (think) 7.diagrams or pictures of your improved design (make).

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

	Design, make, evaluate and improve	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	
	Take inspiration from design throughout history	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work	
Science			
	Work scientifically	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.	Scientists and Inventors: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Children can: talk about criteria for grouping, sorting and classifying; group and classify things; collect data from their own observations and measurements; present data in a variety of ways to help in answering questions; use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		• Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	
	Biology **Understand plants**	• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • 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. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	Understand animals and humans	• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. Key vocabulary: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints	Lesson 1: Types of nutrition. I am beginning to identify that animals, including humans, need the right types nutrition. I am beginning to recognise the different types of nutrition. I am beginning to recognise why humans need a range of nutrients. Lesson 2: Amounts of nutrition. I am beginning to explain what the right amount of nutrients are. I am beginning to understand at least one consequence of eating the wrong amount of nutrients. I can identify similarities and differences related to scientific processes. Lesson 3: Skeletons. I am beginning to recognise the three different types of skeleton. I am beginning to understand the differences between the skeleton types. Lesson 4: Skeletons. I am beginning to recognise and name parts of the human skeleton. Lesson 5: Functions of the skeleton. I am beginning to understand the functions of a skeleton. I am beginning to identify different types of joints. I can ask relevant questions.

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

			Lesson 6: Muscles. I am beginning to understand why we have muscles and how they help us.
	Chemistry **Investigate materials**	Rocks and Soils • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter.	
	Physics **Understand movement, forces and magnets**	• 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.	
	Understand light and seeing	• 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.	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.	
Computing			
Vocab: digital devices, inputs, processes, and outputs, digital and non-digital devices, computer networks, infrastructure, wireless access points, switches	**Code**	This concept involves developing an understanding of instructions, logic and sequences	**Connecting Computers** 1: How does a digital device work? Explain how digital devices function. 2: What parts make up a digital device? Identify input and output devices 3 How do digital devices help us? Recognise how digital devices can change the way we work. 4: How am I connected? Explain how a computer network can be used to share information 5: How are computers connected? Explore how digital devices can be connected 6 What does our school network look like? Recognise the physical components of a network **Creating media animation** Learners will use a range of techniques to create a stop-frame animation using tablets. 1: Can a picture move? 2: Frame by frame 3: What's the story? 4: Picture perfect 5: Evaluate and make it great! 6: Lights, camera, action!
	Connect	This concept involves developing an understanding of how to safely connect with others.	
	Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	
	Collect	Devise and construct databases using applications designed for this purpose in areas across the curriculum6:	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

Music			
Vocabulary Structure, intro/introduction, verse, chorus, improvise, Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, hook, texture, pentatonic scale, backing vocals, imagination	**Perform**	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	Blown Away Recorder Book 1 Charanga Instrumental teaching Introducing the notes B A G E D F High C and D
	Compose	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	
	Transcribe	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	
	Describe music	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

P.E			
	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Games • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Dance Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. Gymnastics • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance.	**Netball:** 1: To develop passing and moving and play within the footwork rule. 2: To develop passing and moving towards a goal. 3: To develop movement skills to lose a defender. 4: To be able to defend an opponent and try to win the ball. 5: To develop the shooting action. 6: To develop playing using netball rules. **Dance:** 1 THEME: Machines -To create actions in response to a stimulus and move in unison with a partner. 2 THEME: Machines -To create actions to move in contact with a partner or interact with a partner. 3 THEME: Machines- To understand how dynamics affect the actions performed.To be able to select and use actions to represent an idea. 4 THEME: Forces and Magnets-To work with a partner to chooseactions that relate to an idea 5 THEME: Seasons- To remember and repeat actions.To use dynamics to clearly show different phrases. 6 THEME: Seasons- To choose actions which relate to the idea.To use space and timing to make my work look interesting. 7 THEME: Romans- To understand and use formations. **PPA: OAA** LESSON 1 To develop cooperation and teamwork skills. LESSON 2 To develop communication skills and work effectively with a partner. LESSON 3 To develop trust and team work. To be able to follow and give instructions. LESSON 4 To work effectively in small groups. To develop planning and problem solving skills. LESSON 5 To involve all team members in an activity and work towards a collective goal. LESSON 6 To develop trust and accept support. To be able to listen to others and follow instructions. LESSON 7 To be able to identify objects on a map. To

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		• Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). Swimming • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water Athletics • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.	be able to draw and follow a simple map. LESSON 8 To draw a route using directions. To be able to orientate a map and navigate around a grid.

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		Outdoor and adventurous activities • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	
R.E			
	Understand beliefs and teachings	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.	**Y3-Hinduism** 1.I am beginning to understand where Hinduism was founded. I am beginning to understand how Hinduism was founded. 2 & 3. I can name some of the main Hindu deities. I can begin to explain the main beliefs that Hindus share. 4. I am beginning to understand the some of the special places of worship for Hindus. 5. I am beginning to name some important Hindu festivals. I am beginning to
	Understand practices and lifestyles	• Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.	
	Understand how beliefs are conveyed	• Identify religious symbolism in literature and the arts.	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

	Reflect	• Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.	understand the importance of some Hindu festivals. 6. I am beginning to understand the importance of the Vedas. I am beginning to understand and recognise the importance of a variety of Hindu symbols.
	Understand values	• Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas	**Y3- Islam** 1. Who and Where? I can explain where Islam was founded and who founded the Muslim faith. 2. Main Beliefs I can explain the key beliefs held by Muslims. 3. Special Places I can explain the key features in a Muslim's place of worship. 4. Special Festivals I can name and explain the key Muslim festivals. 5. Holy Book I can explain what the Muslim holy book is and how it is used. 6. Symbols and Meanings I can recognise the main symbol associated with Islam.
RHE & PSED			

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

Focus : Relationships	Families and friendships	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	**1: What makes a family?** Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. Explore how being part of a family provides support, stability and love. **2: What are the features of family life?** Reflect on the positive aspects of being part of a family, such as spending time together and caring for each other. Consider the different ways that people can care for each other e.g giving encouragement or support in times of difficulty. **3. Dealing with challenges in family life.** How can actions affect people around us positively and negatively? What might these actions be? Think about when something in family life makes someone upset or worried. What can we do? Who can we tell if family relationships make us feel unhappy or unsafe? **4. What should I share with others?** What is appropriate to share with others (friends, classmates, family and wider social groups) including online? Develop understanding of privacy and personal boundaries, including online. **5. How can we keep safe online?** Discussion of passwords, using trusted sites, and adult supervision. **6. Bullying.** How bullying and hurtful behaviour is unacceptable in any situation. What are the effects and consequences of bullying for the people involved?
	Safe Relationships	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	**7. Bullying online.** What are the similarities and differences between this and face-to face bullying? What should we do if we see or experience hurtful behaviour? **8. The importance of respect.** Identify examples of respectful behaviours e.g helping or including others, being responsible. **9. Showing respect.** How to model respectful behaviour in different situations e.g at home, at school, online. Explore different scenarios together. What could we do to show show respect? **10. Self-respect.** The importance of self-respect and their right to be treated respectfully by others. What it means to be treat others, and be treated, politely. **11. Respect in different cultures.** Find out about the ways in which people show respect and courtesy in different cultures and in wider society
	Respecting ourselves and others	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
MFL			
	Carnival of the Animals and What's the Weather like? (Y4) Eurostars	Read fluently- This concept involves recognising key vocabulary and phrases. Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.	Y3 In this unit the children will learn to: Pinpoint France on a map of the world Highlight other famous French cities Talk about other countries where French is spoken Say their name and how they are feeling in French Count to ten in French

Curriculum Plan Overview Autumn 2022
Year Group: 3

HUNTINGTOWER
A PRIORY ACADEMY

		Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas. Understand the culture of the countries in which the language is spoken. This concept involves the background knowledge and cultural capital needed to infer meaning from interactions	