

Curriculum Plan Overview Spring 2024

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			
	<p>Investigate and interpret evidence</p>	<ul style="list-style-type: none"> • 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 	<p>Lesson 1: The Invasions- Roman Invasions of Britain and the spread of the Roman Empire. WALT: build an overview of world history.</p> <p>Lesson 2: Roman Roads- Changes brought to Britain WALT: build an overview of world history</p> <p>Lesson 3: Boudicca's Rebellion- Conflict with native tribes WALT: build an overview of world history</p> <p>Lesson 4: Hadrian's Wall- Artefacts left behind that give clues about life in Roman Britain. WALT: build an overview of world history</p> <p>Lesson 5: Roman Baths- Artefacts left behind that give clues about life in Roman Britain. WALT: build an overview of world history</p> <p>Lesson 6: Gods and Goddesses- Beliefs WALT: build an overview of world history</p> <p>Vocabulary: Turmoil, frontiers, territory, constitution, dictator, economy, importing, exporting, prosperous, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architects</p>
	<p>Build an overview of world history</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • 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. 	
	<p>Understand Chronology</p>	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none">• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events	
	Communicate historically	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• 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 Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Investigate places</p>	<ul style="list-style-type: none"> • 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. 	<p>Landscapes (weathering, mountains and rivers)</p> <p>L1: What is a landscape? Identify human and physical features found on Earth. Introduce the term landform as a natural surface feature of the Earth (hills, valleys and canyons).</p> <p>L2: Compare a landscape now and 100 years ago. Has it changed? How? (Photos and maps). Look at examples of changes to human and physical features of locations.</p> <p>L3/4: Weathering – what is weathering? Explore how it impacts on the Earth's surface and its landforms. What causes weathering? Define the 2 types of weathering-mechanical and chemical.</p> <p>L5/6: Rivers – name the features of rivers, follow the path of a river on a map, label the parts of a river.</p>
	<p>Investigate patterns</p>	<ul style="list-style-type: none"> • 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 Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	Communicate geographically	<ul style="list-style-type: none"> 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. 	
Art & Design			
	Develop ideas	<ul style="list-style-type: none"> 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 	Lesson 1: Drawing/painting in sketchbooks inspired by work of Pierre-Auguste Renoir
	Master Techniques	<ul style="list-style-type: none"> 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 <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. 	<p>Lesson 2: Drawing/painting in sketchbooks inspired by of Alfred Sisley</p> <p>Master techniques: practise and develop sewing techniques to use basic cross stitch and back stitch.</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	<ul style="list-style-type: none"> • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • 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. <p>Drawing</p> <ul style="list-style-type: none"> • 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. <p>Print</p> <ul style="list-style-type: none"> • 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 <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. 	<p>Lessons 3,4,5,6: Continue to practice sewing techniques. Develop ideas and use sewing techniques to create a textile collaboratively- a class hanging with quilted or padded elements.</p> <p>Vocab for impressionism:</p> <p>impression: an effect produced in the mind, a vague idea optically: through the eye or the sense of sight</p> <p>hatching: drawing with fine, parallel lines to show shading linear: consisting of straight lines</p> <p>cross-hatching: like hatching but with two or more sets of parallel lines that cross one another</p> <p>stippling: drawing or painting with dots or light dabs impasto: paint applied thickly so that brush marks are seen essence: the most important characteristic</p>
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Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric <p>Digital Media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	
	Take inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	
Design & Technology			
	Master practical skills	<p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials</p> <ul style="list-style-type: none"> • 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). 	<p>Term 3: Vegetable soup</p> <p>Lesson 1: Finger fluency- claw grip/ chopping using playdough</p> <p>Lesson 2: Mood board for soup/ product outline</p> <p>Lesson 3: Design diagram with construction steps</p> <p>Lesson 4: Vegetable prep/ making soup</p> <p>Lesson 5: Guided design- re-think</p> <p>Lesson 6: Product evaluation</p> <p>Quigley DT Curriculum guide Milestone 2.8 P111-126</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Electricals and electronics</p> <ul style="list-style-type: none"> • Create series and parallel circuits <p>Computing</p> <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Mechanics</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	
	<p>Design, make, evaluate and improve</p>	<ul style="list-style-type: none"> • 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. 	

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Use software to design and represent product designs. 	
	Take inspiration from design throughout history	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Biology</p> <p>Understand plants</p>	<ul style="list-style-type: none"> • 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. 	
	<p>Understand animals and humans</p>	<ul style="list-style-type: none"> • 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. <p>Key vocabulary: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p>	
	<p>Chemistry</p>	<p>Rocks and Soils</p>	<p>Term 3 Fossils Step 1: Explore fossils</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	Investigate materials	<ul style="list-style-type: none">• 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.	<p>Step 2: Fossil formation</p> <p>Explore soil</p> <p>Step 1 Explore soil</p> <p>Step 2 The importance of soil</p> <p>Step 3 Plan - soil experiment</p> <p>Step 4 Investigate - soil experiment</p> <p>Step 5 Evaluate - soil experiment</p> <p>Key Vocab:</p> <p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p>
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Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Physics</p> <p>Understand movement, forces and magnets</p>	<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. 	
	<p>Understand light and seeing</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 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. 	<p>Light sources Step 2 The Sun Step 3 How we see Step 4 Shadows Step 5 Opaque, translucent or transparent? Step 6 Plan - shadow experiment Step 7 Investigate - shadow experiment Step 8 Evaluate - shadow experiment</p> <p>Key Vocab:</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

			Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous
Computing			

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	Code	This concept involves developing an understanding of instructions, logic and sequences	Desktop Publishing 1- Words and pictures. Recognise how text and images convey information. 2- Can you edit it? Recognise that text and layout can be edited. 3- Great template! Choose appropriate page settings (including understanding the terms page orientation, place holders and creating templates). 4- Add content to a desktop publishing publication. 5- Consider how different layouts can suit different purposes. 6- consider the benefits of desktop publishing (including identifying the uses of desktop publishing in the real world, why it is helpful and comparing work made on desktop publishing to work created by hand). Branching Databases 1. Yes or no questions. Explore questions with yes or no answers, and how these can be used to identify and compare objects. 2. Making groups. Continue to develop understanding of using questions with yes or no answers to group collections of objects. 3. Creating a branching database. Continue to develop understanding of ordering objects/images in a branching database structure. 4. Structuring a branching database 5. Using a branching database. Create a branching database that will identify a given object. 6. Presenting information. Compare two ways of presenting information.
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Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	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 curriculum:	
	ProjectEVOLVE Year group assembly	Self-image and identity	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>
		Online relationships	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

			<p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>
		Online reputation	<p>I can explain how to search for information about others online</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>
Music			
	Perform	<ul style="list-style-type: none"> • 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. 	

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Compose</p>	<ul style="list-style-type: none"> • 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. 	<p><u>Unit 3 – How Does Music Make the World a Better Place?</u></p> <p>Listening and responding to: Use your imagination Disco Fever You're a Shining Star Music Makes The World Go Round</p> <p>Performing: Use your imagination Disco Fever You're a Shining Star Music Makes The World Go Round</p> <p>Improvising G, A, B, C, D Composing with CDE (+GA for HA) to song Your Imagination</p> <p><u>Unit 4: How Does Music Help Us Get To Know Our Community?</u></p> <p>Listening and responding to: Friendship Song Family Come on Over</p> <p>Performing: Friendship Song Family Come on Over</p> <p>Improvising: with CDE (+GA for HA) to song Friendship Song</p>
	<p>Transcribe</p>	<ul style="list-style-type: none"> • 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. 	
	<p>Describe music</p>	<ul style="list-style-type: none"> • 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. 	

P.E

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Games</p> <ul style="list-style-type: none"> • 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. <p>Dance</p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> • 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. <p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Get Set 4 PE Scheme of work:</p> <p>Y3 Dance</p> <p>LESSON 1, THEME: Machines To create actions in response to a stimulus and move in unison with a partner.</p> <p>LESSON 2, THEME: Machines To create actions to move in contact with a partner or interact with a partner.</p> <p>LESSON 3, THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.</p> <p>LESSON 4, THEME: A Trip to... To remember, repeat and create actions to represent an idea.</p> <p>LESSON 5, THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>LESSON 6, THEME: A Trip to... To use choreographing ideas to develop our dance.</p> <p>Y3 OAA</p> <p>LESSON 1, To develop co-operation and teamwork skills.</p> <p>LESSON 2, To develop trust and teamwork.</p> <p>LESSON 3, To involve all team members to work towards a shared goal.</p> <p>LESSON 4, To develop trust whilst listening to others and following instructions.</p> <p>LESSON 5, To be able to identify objects, draw and follow a simple map.</p>
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Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none">• 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). <p>Swimming</p> <ul style="list-style-type: none">• 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 <p>Athletics</p> <ul style="list-style-type: none">• 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.	<p>LESSON 6, To draw a route using directions, orientate a map and navigate around a grid.</p>
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Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • 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			
	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>Term 3 & 4 God - Christianity <i>How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?</i> Key questions</p>
	<p>Understand practices and lifestyles</p>	<ul style="list-style-type: none"> • 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. 	

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<p>What do pupils remember about stories in the Bible and how might these link to symbolic acts, e.g. the baptism of Jesus? How do symbols in the Bible help a Christian to relate to God? What do the symbols in the story of the baptism of Jesus reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian belief?</p> <p>Pupils should know and understand: how symbols in the Bible can be interpreted and how they help Christians to relate to God how symbolism in the story of the baptism of Jesus reveals something about the nature of god that people can express their beliefs and feelings without using words how the concept of the Trinity can be explained and why it is important to Christians</p> <p>Key vocabulary/concepts Trinity, Baptism, Dove, Eucharist, Last Supper, Stained glass windows, Altar/communion table, Pulpit, Cross/Crucifix, Liturgy, The Lord's Prayer, Symbol, Church, Worship</p>
<p>Reflect</p>	<ul style="list-style-type: none"> 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. 		
<p>Understand values</p>	<ul style="list-style-type: none"> 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 		
RHE & PSED			
	<p>Belonging to a community</p> <p>(PoS Refs: L1, L2, L3)</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>the reasons for rules and laws in wider society</p> <ul style="list-style-type: none"> the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people 	<p>JIGSAW- Dreams and Goals</p> <p>Stay motivated when doing something challenging</p> <ol style="list-style-type: none"> Dreams and Goals My Dreams and Ambitions <p>Keep trying even when it is difficult</p> <p>Work well with a partner or in a group</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p>3. A New Challenge</p> <p>Have a positive attitude</p> <p>4. Our New Challenge</p> <p>Help others to achieve their goals</p> <p>5. Our New Challenge - Overcoming Obstacles</p> <p>Are working hard to achieve their own dreams and goals</p> <p>6. Celebrating My Learning</p>
Media Literacy and Digital Resilience (PoS Refs: L11, L12)	<p>How the internet is used; assessing information online</p> <p>how the internet can be used positively for leisure, for school and for work</p> <ul style="list-style-type: none"> • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<p>HEALTHY ME-</p> <p>Have made a healthy choice</p> <p>1. Being Fit and Healthy</p> <p>Have eaten a healthy, balanced diet</p> <p>2. Being Fit and Healthy</p> <p>Have been physically active</p> <p>3. What Do I Know About Drugs?</p> <p>Have tried to keep themselves and others safe</p> <p>4. Being Safe</p> <p>Know how to be a good friend and enjoy healthy friendships</p>	
Money and Work (PoS Refs: L25, L26, L27, L30)	<p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p>	<p>5. Safe or Unsafe</p> <p>Know how to keep calm and deal with difficult situations</p> <p>6. My Amazing Body</p>	

Curriculum Plan Overview Spring 2024

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	
MFL			
		<p>Les Fruits and Les Legumes</p> <p>Read Fluently</p> <ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge. • Understand the meaning in English of short words read in French. • Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write familiar words and short phrases using a model or vocabulary list e.g. I play the piano, I like apples. • Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs. 	<p>Suggested ideas: See unit specific activities</p> <p>Key vocabulary – see unit specific vocabulary</p>

Curriculum Plan Overview Spring 2024

Year Group: 3



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- Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.

Speak Confidently

- Communicate with others simple words and short phrases covered in the units.
- Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.

Understand the Culture of France

- Identify countries and communities where the language is spoken.

Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.

Show awareness of the social conventions when speaking to someone