




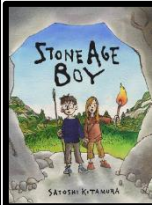
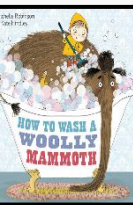
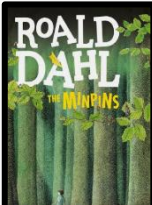


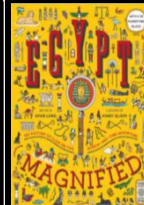






Dolphins (Year 3)



	Autumn		Spring		Summer		
Our values	Finding the talent in everyone...						
	<div></div>						
Reading	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	Transition
Books	Stone age boy The street beneath my feet	How to wash a woolly mammoth Minpins	Stig of the dump	Varjak paw	Iron man		
Writing	Warning tale Portal story	Instructions Persuasion	Character flaw Rags to riches	Discussion Recount	Wishing tale Defeating the monster	Report Explanation	

Dolphins (Year 3)



Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition and subtraction					Number Multiplication and division A				
Spring	Number Multiplication and division B		Measurement Length and perimeter			Number Fractions A			Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money	Measurement Time			Geometry Shape		Statistics		Consolidation	

PHSE

We have divided PSHE into 7 different strands:

Sex and relationship education (SRE)
Drug, alcohol and tobacco education (DATE)
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Careers, financial capability & economic wellbeing
Identity, society and equality

Mental health and emotional wellbeing:

Strengths and challenges

Pupils learn:

- about celebrating achievements and setting personal goals
- about dealing with put-downs

Identity, society and equality:

Celebrating difference

Pupils learn:

- Pupils learn about valuing the similarities and differences between themselves and others

Drug, alcohol and tobacco education:

Tobacco is a drug

Pupils learn:

- the definition of a drug and that drugs (including medicines) can be harmful to people
- about the effects and risks of smoking tobacco

Physical health and wellbeing:

What helps me choose?

Pupils learn:

- about making healthy choices about food and drinks
- about how branding can affect what foods

Careers, financial capability and economic wellbeing:

Saving, spending and budgeting

Pupils learn:

- about what influences people's choices about spending

Keeping safe and managing risk:

Bullying- see it, say it, stop it

Pupils learn:

- to recognise bullying and how it can make people feel
- about different types of bullying and how to

Dolphins (Year 3)



	<ul style="list-style-type: none">• about positive ways to deal with set-backs	<ul style="list-style-type: none">• Pupils learn about what is meant by community• Pupils learn about belonging to groups	and second-hand smoke <ul style="list-style-type: none">• about the help available for people to remain smoke free or stop smoking	people choose to buy <ul style="list-style-type: none">• about keeping active and some of the challenges of this	and saving money <ul style="list-style-type: none">• how people can keep track of their money• about the world of work	respond to incidents of bullying <ul style="list-style-type: none">• about what to do if they witness bullying
Science	<p><u>Light</u></p>  <p>Pupils should be taught to:</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous</p>	<p><u>Animals including humans</u></p>  <p>Pupils should be taught to:</p> <p>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</p>	<p><u>Rocks & Fossils</u></p>  <p>Pupils should be taught to:</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have</p>	<p><u>Forces & Magnets</u></p>  <p>Pupils should be taught to:</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p>	<p><u>Plants</u></p>  <p>Pupils should be taught to:</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p>	

Dolphins (Year 3)



	<p>and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p> <p>Teacher notes: Shadow investigations may have to be moved/postponed based on weather. Have ready to go for when the weather suits.</p>	<p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Teacher notes: Avoid referring to foods as "healthy or good" or "unhealthy or bad". Instead, focus on a whole diet being healthy as a whole - one meal or one food cannot be healthy; it's dependant on the rest of a diet and moderation/balance. Focus on what foods do for our body - some foods do lots of things for our body, some don't do as much for our body (this</p>	<p>lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Teacher notes: Start early to ensure enough time to see through. Potential planting in Spring? Use a variety of examples.</p>
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doesn't make them bad).

History

Stone age, bronze age and Iron age



To evaluate how agriculture, tools, trade, and communities changed life throughout the Stone, Bronze, and Iron Ages

Ancient Egypt



To analyse the evidence found by archaeologists to understand Ancient Egyptian society

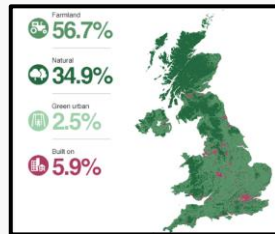
The Story of Swillington- mining



Local History study

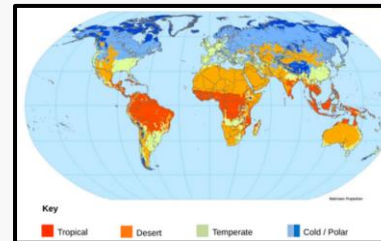
Geography

UK settlement and land use



Locational knowledge
Geographical skills and fieldwork
Human and physical geography
Place knowledge

Climate and climate zones



Locational knowledge
Human and physical geography







Europe



Locational knowledge
Human and physical geography
Place knowledge

Dolphins (Year 3)



<p><i>Art and Design</i></p>	<p><i>Drawing</i> <i>Growing artists</i></p>  <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/</p>	<p><i>Painting and mixed media</i> <i>Prehistoric painting</i></p>  <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/</p>	<p><i>Sculpture and 3D</i> <i>Abstract shape and space</i></p>  <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/</p>
<p><i>Design and Technology</i></p>	<p><i>Textiles</i> <i>Cushions</i></p> 	<p><i>Cooking and nutrition</i> <i>Eating seasonally</i></p> 	<p><i>Mechanisms</i> <i>Pneumatic toys</i></p> 



Dolphins (Year 3)



PE	Dance	Gymnastics	Athletics	Paralympics	Handball	Tennis
RE	Time allocated for recapping of learning/start the new year	How do Jews remember God's covenant with Abraham and Moses?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	Who can inspire us?
Computing	Coding	Online Safety	Spreadsheets	Touch typing	Email-including safety	Presenting
Spanish	<p>Greeting and responding to greetings, giving personal details - name, age, Counting and using numbers</p> <p>Talking about the weather, talking about food, Following and giving simple instructions, expressing thanks, saying what day or month it is, expressing likes/dislikes, colours, food and drink, numbers.</p>					