

Bishops Lydeard Church School - Learning Pathway

Year Group: 3 Fox

Term: Autumn

Subject	1	2	3	4	5	6	7	8	9	10	11	12
Whole School												
English	Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book Text- Cloud tea monkeys Type- Non chronological report and letter Text- The heart and the bottle Type- postcard- change to recount, poetry						Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book Text- BFG Type- character description, letter, narrative plot and recount.					
Maths	Maths Blast 3 x week Natty numbers 10 minutes daily Arithmetic / written method fluency 1 x week Main areas of study: • Number facts • Problem solving: listing all possibilities • Place value within 100 - revisit • Place value up to 1,000						Maths Blast 3 x week Natty numbers 10 minutes daily Arithmetic / written method fluency 1 x week Main areas of study: • Addition • Subtraction • Problem solving: visual problems • Problem solving: word problems / bar modelling • Multiplication and division • $\times$ and $\div$ facts from multiplication tables					

Science	Light • Pupils should be taught to: • 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 an opaque object • find patterns in the way that the size of shadows change	Continuation of light. Animals including humans • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement
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ICT (computing)	Touch typing - To learn correct finger positioning on the keyboard and understand when to use the left or right hand. - To learn how to type numbers accurately and to use the shift key for capital letters. - To practise typing punctuation marks and symbols and build accuracy with simple words. - To practise typing sentences using capital letters, spaces, and full stops. Database - To understand the concept of using 'Yes' or 'No' questions to sort objects. - To understand and use a branching database effectively. - To plan and create a branching database. - To test and debug branching databases to correct errors.	Email - To understand how people communicate with each other. - To understand and respond to an email. - To compose and send an email. - To send an email attachment. - To learn how to use email safely. - To explore simulated email scenarios.
Art Specific artist / designer / Architect	Expression Artist: Frida Kahlo (drawing) Topic: Portraits - Study self-portraits and how artists show personality. - Draw self-portraits from observation. - Explore facial proportions, detail and expression.	DT Term

DT	Art Term	<u>Playground Shelter</u> <u>Outcome</u>-Design and build a model shelter for a school playground. <u>Designing</u> • Research existing shelters. • Develop simple design criteria. <u>Making</u> • Select construction materials. • Strengthen and join structures. <u>Evaluating</u> • Test stability and strength. <u>Technical Knowledge</u> • Explore ways to strengthen and reinforce structures.
Geography	• Remember and locate countries and their capital cities. • Name and locate the regions of England on a map. • Identify the cities and counties of the UK and find them on a map.	• Identify and describe physical and human landmarks in England and Scotland. • Identify and describe physical and human landmarks in Wales and Northern Ireland. • Recognise geographical patterns across the UK and use maps and images to summarise, present and explain what we can see.
History	• Explain how people survived during the Stone Age. • Describe how life changed during the Stone Age. • use historical sources and evidence to find out what life was like in the Stone Age.	• Describe how life changed from the Stone Age to the Bronze Age. • explore what prehistoric tombs and monuments can tell us about people in the past. • learn about the Celts and their lives in Iron Age Britain, including how they made iron.

Music Specific musician/musician=	• Describe different purposes of music in history/ other cultures. • Identify the key features of music of different periods in history and the names of some key composers within that period. • Contemporary music: (1960 onwards, Soul, Pop, Funk and Disco • Internalise the pulse in music. • Respond to a piece of music such as likes / dislikes, how it makes them feel. • Begin to perform simple rhythmic and melodic parts/phrases. • Begin to read and use rhythm notation for crotchets and quavers including crochet rest • Sing in tune and with increasing confidence. • Sing with an awareness of pulse and rhythm.	• Describe different purposes of music in history/ other cultures. • Identify the key features of music of different periods in history and the names of some key composers within that period. • Contemporary music: (1960 onwards, Soul, Pop, Funk and Disco • Internalise the pulse in music. • Respond to a piece of music such as likes / dislikes, how it makes them feel. • Begin to perform simple rhythmic and melodic parts/phrases. • Begin to read and use rhythm notation for crotchets and quavers including crochet rest • Sing in tune and with increasing confidence. • Sing with an awareness of pulse and rhythm.
PE	Invasion games	Gymnastics

RE	What is it like for someone to follow God? • Which information about Bible stories can we get from different types of text? • What can we about Noah form reading the Biblical story? • What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? • What is the link between a Christian wedding ceremony and the idea of covenant? • Did Abram show he trusted God? • Is it always easy for Christians to try to follow God?	What is the trinity and why is it important for Christians? • What is the Trinity? What happens in the biblical story of the baptism of Jesus? • How is the Trinity shown in the Biblical story of the baptism of Jesus? • Why is the biblical story of the baptism of Jesus important for many Christians? • What are the similarities and differences between infant baptism and believer's baptism? • What might affect a Christian's decisions about baptism? • What is the Trinity and why is it important for Christians?
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PSHE	<u>Be yourself</u> • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.	<u>Safety first</u> • identify and discuss some school rules for staying safe and healthy. • list some of the dangers we face when we are using roads, water or railways. • describe drugs, cigarettes and alcohol in basic terms. • identify some common injuries and know they can be treated with first aid. • recognise hazards and dangers in an emergency situation. state 999 as the number to call to seek help in an emergency.
MFL French	Number 0-10	Greetings and introductions