



Year 3

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	During Black History Month, we discuss the reasons for having such a week, and students research a black person from history or modern day and the impact they have had. We also consider their impact on modern-day life. They then create a fact-file about this person.	When learning about fairy tales from around the world, we study different versions of Cinderella, including twisted tales, challenging their knowledge of right and wrong. When learning about the Greeks, children learn to appreciate viewpoints of others on various ethical issues through studying the Greek myths.	Year 3 parents are invited to take part in 'mystery reader', where parents from different religious, ethnic and socio-economic backgrounds come in to read stories that are important to them. Children have the opportunities to ask questions and experience different stories which contribute positively to life in modern Britain.	Throughout the English curriculum, stories, ideas and facts from across the world are considered. For example, versions of Cinderella from around the world celebrate diversity.
Maths	Children make connections between numeracy skills and real life. For example, bar charts and money.	Children reflect on data.	Children share resources and use problem solving skills.	Using Number Day to explore Maths in new and non-traditional ways Giving children the opportunity to relate Maths to the real world through investigations Showing children that mathematical symbols have originated in many countries, including the Arabic numbers we use today and Roman numerals.
Science	During Science Week children gain a sense of enjoyment and fascination through planned activities. Children gain an understanding that some answers can not be explained by science.	Children are offered the opportunities to understand the wonders of the natural world. They are given the opportunity to recognise right and wrong and reflect. E.g. Mary Anning was not recognised for her	Science can be used for good and ill, not all developments are always good. Children are given the opportunities to work within teams to experiment and investigate scientific	During the topic of Healthy Eating, children explore diets from different cultures, and have the opportunity to create their sandwiches using their own choice of ingredients.

		discoveries.	questions.	
RE	Pupils consider a range of different faiths, reflecting and making links to their own lives and the world around them. The range of faiths means that pupils develop a fascination for the world around them and a sense of spirituality.	Pupils learn about the difference between right and wrong and apply this in their work about the ten commandments, and learn about Holy Week and how moral stories from this can be applied to their own lives today.	Children take part in shared discussion during lessons (eg. circle time) and are all encouraged to participate to share their thoughts and views, while remaining respectful of those who may share a different viewpoint.	Children appreciate faiths from different cultures, and understand how these develop and interweave to shape their own heritage.
Computing	Children explore internet safety and are reflective about their own beliefs, choices and other people.	Children learn about the risks of cyberbullying and the effect it has on others.	Children explore ways to stay safe online.	Develop a sense of awe and wonder at human ingenuity. E.g. programming linking to gaming.
Art	Children have opportunities to explore historical beliefs and religions through studying Ancient Greek architecture.	Children study artwork from different cultures and understand why it is important to celebrate black artists.	Children have opportunities to work collaboratively during Arts Week, with different children and teachers.	In the topic 'Around the World', children explore and celebrate art from around the world, giving them opportunities to appreciate global communities. They have opportunities to express their own creativity and interpretation, allowing them to feel connected to the lives of others.
Design and technology			When creating their Iron Man models, children were encouraged to work with and alongside their peers, sharing resources and showing mutual respect and tolerance.	When creating their sandwiches, children are encouraged to consider foods from different cultures and consider their own family's culture in making their sandwiches.
MFL	Children compare beliefs and the way they are celebrated at Christmas and Easter in French speaking countries. We marvel at the beauty of a different language and delight in the differences they can see in the wider world.	MFL encourages respect for others' cultures and languages, and it promotes trust and fairness.	Children have opportunities to learn new ways of communicating in French, (eg, forms of address, greetings.) They discuss the importance of 'la politesse' (manners) in France. Children take turns in games, listen to others, and have confidence to speak in front of a group.	Children discuss the French way of life (eg, food and celebrations) . They explore authentic French Stories (Le chien très gourmand) and sing French songs (Vive Le Vent).

Geography	Children create their own maps of their life, incorporating their own culture, beliefs and values, making links with maps in the world around them.	Children consider how the local environment is treated.	Children visit a village walk to explore land use and explore local issues.	Children explore and compare different world biomes and climate zones and how these have shaped their own and others lives.
History	Children explore how things may have been different if historical events did not happen. E.g. Roman impact on Britain.	<p>Children explore the moral decisions from the past. E.g. Women's rights in Ancient Greece.</p> <p>Considering influential people's decisions and their characteristics. E.g. Boudicca.</p>	Children understand the social class systems from history and relate these to modern life. E.g. Romans.	Children have the opportunities to explore religion from the past and life in Britain, the world, before and after democracy.
Music	<p>Children are encouraged to express their delight and curiosity in creating their own sounds. There are regular opportunities where music is used to relax or stimulate so children can think about how music might make them feel.</p> <p>Children will use electronic keyboards to explore scales, rhythm, stepwise motion, expression and melodic structure. Children will then explore notation and the history of music further by performing a variety of different songs</p>	<p>Children explore how music can convey human emotions. They learn about the self-discipline required to learn a musical instrument.</p> <p>They will understand how to perform expressively and create a meaningful performance.</p>	<p>Children learn to understand how an orchestra works together; the required cooperation and appreciation. Children are given the opportunity to engage with others through music.</p> <p>Children are given the opportunity to play and develop skills in playing the Samba instruments on their own and as part of a group. Children will focus on keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble.</p> <p>Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be.</p> <p>Year 3 classes will learn lots of different techniques to make writing a song a simple</p>	<p>Children are given the opportunity to learn a musical instrument. Activities provide children with opportunities to listen to music from around the world, appreciating musical expression from different times and places. Children also look at the future of music with music technology.</p> <p>Our Samba course introduces young people to the music of an exciting and different culture. The sessions teach participants about the history of Brazilian culture, Samba music and the instruments involved in Samba music.</p> <p>Children learn to play a Boomwhacker - a new instrument in a fun, creative and inventive way.</p>

			process. They will choose their own theme and target market and will compose a song to a brief of their own creation.	
PE	Children use creativity and imagination to create their own team games during ball skills.	Children have the opportunities to understand the consequences of their actions and behaviour.	Children have the opportunities to work in teams and also explore turn taking and other social skills related to competition and collaboration.	During the topic of dance, children explore historically and culturally important music and dances which continue to impact local, national and global communities.
PSHE	Children discuss their future goals and ambitions during Aiming High.	During the topic VIPS, children have opportunities to discuss relationships, understanding how to treat others. They explore British laws, rules and human rights.	During the topic Diverse Britain, pupils learn about the meaning of democracy and why it is a vital part of British Values and the society within which they live. They identify how this is demonstrated within their own lives within school and the wider community.	During Diverse Britain children explore what it means to be British, they also explore tolerance and respect.