

Year 3 subjects	Autumn 1+2		Spring 1+2		Summer 1+2	
English	Stone Girl, Bone Girl	How the tortoise got it shell.	Roman Myths	The coming of the Iron Man	Super heroes	Charlie and the chocolate factory
Maths	<ul style="list-style-type: none">Place ValueNumber: Addition and subtractionMaths fluency	<ul style="list-style-type: none">Place ValueMultiplicationDivisionMaths fluency	<ul style="list-style-type: none">Multiplication written methodsDivision written methods.MoneyStatisticsMaths fluency	<ul style="list-style-type: none">LengthPerimeterFractionsMaths Fluency	<ul style="list-style-type: none">FractionsTimeMaths Fluency	<ul style="list-style-type: none">ShapeMassCapacityMaths Fluency
Science	Rocks	Animals including humans	SC1 focus 5 different investigations	Forces and magnets	Light	Plants
Geography	Geography of the UK			Geography of Europe		Human geography UK
History		Stone Age	Romans		Anglo Saxons	
Computing	Wks 1 & 2 LP introduction	We are game developers.	Touch typing	Branching Databases	Sending Emails	Simulations
	We are researchers (excl PP)					
Music	Autumn Recorders Musical Mixup					
RE (Luton & Beds Syllabus)	How should we live and who can inspire?		What does it mean to be Jewish?		How and why does a Christian follow Jesus	
Citizenship/P4C	E Safety Class charters New beginnings	Friendship Anti-bullying feelings	National heritage – valuing possessions that are sentimental historic and important	Caring for our environments	Community Linked to Bournville	Transition and moving on

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PE	Invasion Games Gymnastics	Net/Wall Game Dance	Netball Cricket	Striking and fielding OAA	Hockey/Tennis	Striking & Fielding Games/Athletes
Art	Pencil sketching Still life techniques	Prehistoric Art Christmas Crafts				Water Colours Quentin Blake
DT			Roman Chariots	Moving monsters	Shadow Puppet Theatre	
French	Topic: introduce themselves as well as their family Numbers to 10	Topic: Games and song	Topic : Birthday Vocabulary concerning days of the week, months of the year, colours Counting to 31 Starting to write in French with more accuracy	Topic: To be able to retell a story Using Pie Corbett model learn a story in French and say it out loud from memory French version of the enormous turnip	Topic: Body parts New vocabulary Start describing using a monster – label body parts accurately	Topic : Treat and puddings Learnt vocabulary about treats and puddings Start responding in full sentences questions about money and wanting treat Puddings Start counting to 50
British values Curriculum	<p>‘actively promote ...’</p> <ul style="list-style-type: none"> • Focus on, and show how, our work is effective in securing these values • Challenging pupils, staff or parents who express opinions contrary to British values <p>Democracy – what do we do?</p> <ul style="list-style-type: none"> • Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services • Teach pupils how they can influence decision-making through the democratic process • Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain • Encourage pupils to become involved in decision-making processes and ensure they are listened to in school • Organise visits to the local council and Parliament • Hold ‘mock elections’ so pupils learn how to argue and defend points of view • Help pupils to express their views • Teach pupils how public services operate and how they are held to account • Model how perceived injustice can be peacefully challenged <p>Rule of law – what do we do?</p> <ul style="list-style-type: none"> • Ensure our school rules and expectations are clear and fair • Help pupils to distinguish right from wrong • Help pupils to respect the law and the basis on which it is made • Help pupils to understand that living under the rule of law protects individuals • Include visits from the police in the curriculum • Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws • Develop restorative justice approaches to resolve conflicts 					

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Individual liberty – what do we do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture

Respect and tolerance – what do we do?

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers