


Year 3—Personal Development

Subject	Character development	Citizenship	British values	Equality	Physical and mental health	Preparations for next stages	Careers 
English	The Bear and the Piano— perseverance The Journey— exploring feeling of isolation and friendship. The Boy who biked around the world part 1 and 2— determination, self esteem, adventurous, brave. Winter's Child— poverty, positivity and friendship Charlie changes into a chicken— bullying, friendships, anxiety, segregation, and emotions. Katherine Johnson – racial discrimination.	The Bear and the Piano— supporting one another celebrating our skills, endurance. The Big Blue Whale— the importance of looking after our world for future generations. Respecting the older generation, showing empathy— Seal Surfer. How characters exist within their different societies. Study of how characters face and overcome challenges— Winter Child exploration of poverty/ illness, caring and looking after each other in times of need, remaining positive.	Debates The Bear and the Piano, Counting on Katherine, The Big Blue Whale/ This morning I met a whale— the importance of looking after our world. Looking at how we can make the world a better place and the risks of dangers in the seas. Being supportive of other's abilities and assisting— pair writing. Recommending books and reviewing for others.	Mr Penguin and the Lost Treasure (smaller animals more skills, exploration that appearances can be deceptive) Range of texts set in different time periods and different cultures, including fantasy. Bullying and anxiety— Charlie changes into a chicken. Rosa Parks – Discrimination on the bus	Friendship (Seal Surfer, Big Blue Whale, Winter Child) and animals supporting mental health (Seal Surfer, This morning I met a whale) Reading to support mental health (resilience—The Boy that Biked around the world, strong willed—The Winter's Child)	Inference skills. Ability to summarise and retrieve information from texts. (Book in Jar competition summary of book, explorations of favourite characters and why— character boiled egg competition, this year character potato competition) most inspirational character from a book and why Communication skills Ability to write to a good standard and ensuring you think about the audience it is for. Write in standard English Letter and diary writing Non-chronological reports. Non-fiction texts writing. Recommending books	Authors Environmentalist. Researchers Athletes (Alistair Humphries biked around the world) Illustrators/ artists (The Journey) Vet Detective Pianist Teacher
Maths	Problem Solving Resilience Perseverance Analysing	Using real life maths examples, for example time, measurement, money and fractions looking at how these relate to our everyday lives. Partner work	Being kind and supportive of other's abilities, assisting and helping each other, working in pairs. Understanding our currency .	Tolerance of different subjects Individual liberty – choice of resources to use and exploration of different methods more than one way of doing things what works best for them, listening and respecting each others ways of completing problems. Barvember adapted tasks so all can achieve.	All children taught the same content adapted so all will succeed. Support given to those who require it.	Challenging mental ability. Revisiting content, prior learning to ensure it's embedded (HIT sessions) Flashbacks, building of prior learning, revisiting methods and introducing new contents.	Mathematician Teachers
Science	Team work Asking question, making predictions and justifying idea, testing theories, making tests fair, reviewing outcomes. Problem solving	Understanding which foods are healthy. Understanding the importance of looking after bodies and how we can do this. Respect for others in school/ living close by when completing investigation outside of the classroom .	Listening and communicating well. Taking turns and showing respect to others views and predictions	-Scientists – British & Non British (variety of races), male & female Achievements of Mary Anning— despite discrimination against women. Achievements of Isaac Newton, how he changed science.	Exploring heathy foods/ life-styles/ digestion/ skeletons What do plants and animals need be able to thrive?	Developing working scientifically skills. Developing relevant questions, justifying ideas, and drawing conclusions. Exploring fairness and how changes may be made next time.	Botanists Nutritionists Ecologists Scientists Geologists
RE	Visiting church to celebrate Christian festivals. Understanding of different religions and cultures and how these may be similar/ different to ours.	Awareness of diversity and differing beliefs.	Mutual respect and tolerance of others – RE learning about the different faiths and everyday routines. Picture News Event- Mutual respect of differences and religions	Visit from Practise Muslims. Compare and contrast Islam, Judaism and Christianity. Looking at differing groups of Muslims— Sunni and Shia comparing and contrasting beliefs. Being tolerant and respectful of other people's views, opinions and religions— looking at the lives of Young Jewish children Bar Mitzvah/ Bat Mitzvah etc.	Awareness of how different religions treat different protected characteristics and approach worship. For example, in Islam how the Quran is handled and where it kept/ how baptism is celebrated across religions and differing beliefs about God	Spirituality Visit from practising Muslim children – making it real.	Vicar Teacher
Computing	Use of technology to support learning, for example spreadsheets Coding/ perseverance	Online safety – cyber bullying Protecting yourself online	Respect – online trolling/ cyber bullying Rule of law – aware of hacking, phishing, viruses. Individual liberty – create own avatars.	All having access to technology to support learning during lessons. Use in maths to aid time tables learning/ English to write narratives etc.	Use of technology to aid mental and physical health (e.g. Follow the bouncing bubble)	Coding Online Safety Use of spreadsheets and Power-Point	Coder Teacher
PE	Accessing SEND ability sports events. Town sports Sports day Athletics competitions	Sportsmanship, team players	Rule of law, teaching the children to follow rules through games. Mutual respect is shown throughout the subject of PE, teaching of cheering teams on and never disregarding others feelings during loss.	Taking turns. Team work through games. Adapt all games to allow inclusivity through every PE topic. Make use of our adaptive PE cards for any game we play, offering support to everybody in any way that they need. Physical adaptation, cognition and learning adaptations, sensory adaptations and social and emotional adaptations.	Promoting an active lifestyle through exercise for approx. 3 hours a week.	Building on skills taught over KS1 and developing these in KS2	Sportsman Coach Teacher
History	Understanding and respecting our heritage	How History impacts our life today – Staffordshire hoard. Understanding the life changed over time for example, the stone age through to the iron age from nomadic hunter-gatherers to remaining in one place owning farms and making the utilising tools to assist with this. Understanding what life was like back in Anglo Saxon Britain and within the Stone Age period in our local area. Looking at artefacts found from these times The Staffordshire Hoard and what they tell us about life back then. Respecting how people lived through the Stone Ages and Anglo Saxon period. Respecting hierarchy of rich and poor Ancient Egyptian	Democracy – Egyptian hierarchy compared to present day. Democracy— how parliament was established, voice of the people, fairness.	Understanding how often men and women had different roles through time and how life differed between classes.	Appreciating how people physical and mental health has changed over time due to historical changes in society and due to the introduction of rules/ laws.	Knowledge of voting, monarchy and politics Developing understanding of sources where historical facts come from Development of roles of men and women through time and establishment of parliament, law and order.	Teacher historian

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Geography	Understanding where we live in the world. Understanding how different places in the world are. Developing different skills relevant for the subject (grid referencing/ atlas/ map skills).	Local area and amenities, famous landmarks. Appreciation of the importance of tourism in certain countries and areas. Understanding the impact of densely populated areas on economies and the environment Looking at the physical and human features of an area– where would we prefer to live and why? Looking at life in San Francisco– exploring where you would prefer to live and why. Contrasting this to London. Caring for the environment around us and awareness of different environments Different ways of living.	Respect – developing respect of other countries and their cultures. Appreciation of different climates and why this is essential for some places/ countries. Appreciation of different lifestyles and landscapes and why this is essential for some places/ countries	Awareness of different environments and ways of life/ cultures	Aware of opportunities to visit other countries/ areas of Britain for example how the South West differs from other areas and why it relies heavily on tourism for its economy	Greater awareness of the world around them Map reading and using grid references	Teacher Geographer Weather man
Art	Paul Klee how a line is made Resilience/ perseverance/Control Understanding own abilities Knowledge of specific skills e.g.: colour mixing, sketching, shading water colours, painting, architecture modern and historical– identifying contrast and similarities.	Right to express themselves through the medium of art	Individual liberty – to make own choices about shading, choice of water colour and designs used for final art pieces. Individual liberty—choice of how to present work in sketch books	All experience the same process regardless of gender or ability. Researching different artists through the ages and their paintings/ sculptures. Looking at how art differs across time for example ancient Egyptian art/ Anglo Saxon art and the importance of this.	Use of art as a relaxation tool, The Dot. Development of fine motor skills	Understanding art around them and how this has changed through time. For example, historical and modern architecture .	Illustrator Designer Artist Architect
Design and Technology	Resilience Understanding own abilities and delegating tasks/ working well as part of a team. Listening and communicating well. Knowledge of specific skills e.g.: sewing, designing, make, evaluate, review	Right to express themselves through the medium of design and technology-	Individual liberty – to make own choices about designs and projects and work at their own level. -Designing a key ring for someone. Thinking about design and reviewing this. -Working in a group to collaboratively create a pasta bake.	-All experience the same process regardless of gender or ability -Adaptions made where needed to ensure all children can access the curriculum	-Development of fine motor skills -Being proud of something they have produced and created	-Sewing – life skill -Peeling/ chopping/ slicing/ cooking– life skills	-illustrator -designer -artist -architect
Music	Resilience Confidence Control Listening Performance skills Skills of playing an instrument- violin/ working as part of a group/ playing collaboratively	Performing for others at school and in the local community– Violin concert, carol service, church services, Christingle	Respect/ tolerance - Respecting and understanding music from a range of cultures and around the world. Listening hen learning new skills– violin. Reading and interpreting music and rhythm.	Listening to a range of musicians and genres. Appreciating different percussion and the impact this can have to the tone/ tempo/ flow of music and ultimately the listener All children having the opportunity to perform in a role they are comfortable with	Vocal health Singing to promote positive mental health Singing for others (carol concert) Performing for others (violin concert)	Working with different people/ violin teachers Understanding talents of others and showing appreciation of these.	musician performer orchestral conductor music technician
French	Resilience in learning a new language.	Understanding not everyone is the same as you. International Day– participating in this. Supporting others.	Respect for other languages/ cultures	Taking turns, giving everyone a chance to have a go.	Challenging yourself, trying something different.	Basic knowledge of language skills to transfer to secondary school.	language teacher Linguistic Interpreter

Year 3—SMSC

Spiritual Examples	Moral Examples	Social Examples	Cultural Examples
<ul style="list-style-type: none"> • RE Curriculum – teaches about many religions – Christianity, Humanism, Islam, Sikhism, Buddhism, Judaism. • Art Curriculum – explores own creativity and thought process. • Inner and outer self– exploration of feelings, The Dot, Stone painting at Mossfest • Jigsaw– relaxation chime and initial routine. • Children exposed to how other Religions celebrate different festivals to Christians. (Eid/ Passover). • Opportunities to enjoy the natural world and develop confidence through Mossfest. • Opportunities to revisit the past and explore what life was like in Anglo Saxon times in this region– Act it out visit/ Hanley Museum trip to see the Staffordshire Hoard. 	<ul style="list-style-type: none"> • Behaviour pathway teaches children right from wrong – assemblies to reinforce this. • Pupils taught to appreciate the views of others – different religions, ethnic groups, diversity within the community. • Pupils are mentored when they make the wrong choices and supported to improve their behaviour – filling in a reflection form with a member of staff to reflect on their behaviour choices. • Recognition stars of the week. • Half termly awards for examples of living our values. • Weekly raffle tickets for demonstrating each of our values. 	<ul style="list-style-type: none"> • Kagan structures and cooperative learning – working collaboratively to support others. • Events where pupils work collaboratively – reading buddies, presenting in groups to the class, pair writing • After school events such as discos, film, after school clubs– upcycling, escape room, board game and fitness circuit clubs. • Pupils perform in Christmas carol service • Chance to perform for others during Music assemblies and learn the violin. Violin concert performance • Team building activities during sports week. 	<ul style="list-style-type: none"> • Places of worship visits and inviting visitors in from a range of backgrounds – visits from practising Muslims, visits to local Church. • French – children learn the language and aspects of the French culture. • History curriculum – teaches about cultural influences that have shaped our world today. • Sports week • Song of the day – listening to a range of music from a range of genres. • Zoom with book authors from a range of cultures and picture news assemblies on the Olympics and Moral Diversity in the UK.

Year 3—Wider opportunities

Enrichment	Pupil leader ship	Safeguarding
<ul style="list-style-type: none"> • Mossfest residential – team building, confidence building, developing problem solving and listening skills, staying away from home, personal challenge. • Sports teams— resilience, confidence, determination, team work, respect of others, sportsmanship • Town sports teams • House competitions • Choir opportunities • Sports week—trying new things and learning new skills • Sports day • Science week • Reading buddies • Pets as therapy • Charity—CIN, Comic relief, East Cheshire Hospice • Participation in whole country Picture News assemblies– launch of the Olympics/ Paralympics and Respecting Diversity. • Part of the retiring May King and Queen celebrations. • Trip to the pantomime • Trip to Hanley Museum/ Act it out Visit • Eaton Bank/Congleton High for cross country • Eaton Bank/Congleton High for indoor athletics competitions • Primary Dance Show at EBA • Visits to local church • Visit to year 1 to share DT pop up books, retell the story to the younger and review their end products based on impact. • Christmas concert • Worship led by members of the community (Nic Blackmore, Rev Nic, music for life, Stoke City) • Zooms with authors 	<ul style="list-style-type: none"> • Vote for school councillor, science ambassadors, digital leaders, worship and well being ambassador (showing the British Value of democracy) • Whole school impact: reading dragons, wellbeing and worship ambassadors, school council. • Contribution to library– book in a jar reading summaries (competition and display) • Application for class jobs e.g.: book monitors, reading corner monitors. 	<ul style="list-style-type: none"> • Antibullying week • Safer internet day • Earth day • World Religion’s Day • Home time procedures. • Cooking safety when using knives and ovens. • Relationships and sex education – changes in girls and boys. • D+T – safety when using hot glue guns and sewing.