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| **Topic** | **Autumn Term** | | | | | **Spring Term** | | | | | | **Summer Term** | | | | |
| **Curriculum, Writing and class texts** | C:\Users\clim\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F709BE9E.tmp  Ruby’s Worry by Tom Percival  Greta’s Story: The Schoolgirl Who Went On Strike To Save by Valentina Camerini (linked to Climate – Geography)  (Texts linked to Stone Age history)  Stone Age Boy by Satoshi Kitamura  Non-fiction text on Stonehenge from CGP book  The Great Storm by Terry Deary  How to Wash a Woolly Mammoth by Michelle Robinson , Nature Trail poem by Benjamin Zephaniah  How to Train Your Dragon by Cressida Cowell  Jack and the Beanstalk playscript  Tell Me a Dragon by Jackie Morris  The Firework Maker’s Daughter by Phillip Pullman (link to Rocks - Science)  The Pebble in my Pocket by Meredith Hooper (link to Bronze and Iron Age and Rocks)  The Iron Man by Ted Hughes, illustrated by Chris Mould  Non-fiction extract – An Interview with Andy Seed author CGP  Non-fiction extract on Nepal Earthquake Appeal from CGP book  A selection of class texts shared across the term  Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3 | | | | | C:\Users\clim\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7A99045C.tmpC:\Users\clim\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\24CE56CA.tmpC:\Users\clim\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\95B14968.tmp   Texts linked to North America – Geography:  The Crow’s Tale by Naomi Howarth  How to Survive Anywhere by Ben Lerwill  The Akimbo Adventures by Alexander McCall Smith (linked to science)  Marcy and the Riddle of the Sphinx by Joe Todd Stanton (linked to Ancient Egypt)  A selection of class texts shared across the term  Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3 | | | | | | C:\Users\clim\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EF443BB6.tmp C:\Users\clim\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E36A3934.tmp  Usborne collection of Greek myths (link to Ancient Greece history)  Extract from DK Eyewitness Ancient Greece  Belonging by Jeannie Baker (links to Plants science and UK geography)  Expedition Diaries: Borneo Rainforest by Simon Chapman (link to Rainforests geography)  Poem For Forest – Grace Nichols  A selection of class texts shared across the term  Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3 | | | | |
|  | **TERM 1** | **TERM 2** | | | | **TERM 3** | | | | **TERM 4** | | **TERM 5** | | | **TERM 6** | |
| **English Genres** | * Narrative – warning tale * Non-chronological report (Stonehenge) * Instructions (wash a woolly mammoth) * Narrative descriptive poem (free verse) * Adventure stories * Persuasive adverts * Dragon spine poems | | | | | * Recount – diary * Narrative – fantasy * Explanation writing * Poetry | | | | | | * ancient Greek myths * Persuasive writing * narrative * letters to new teacher * poetry | | | | |
| **English Spoken Language** | ‘Research indicates that there is a correlation between pupils’ spoken language skills and their academic outcomes, social development and emotional development. This suggests a link between spoken language development and pupils’ broader life outcomes.’ (DfE English research review, 2022). We therefore highly prioritise the teaching of spoken language in a cross curricular context:  Teachers model spoken language across the Y3 curriculum  Pupils are equipped with the technical knowledge and vocabulary to be able to speak about a topic confidently  There is a focus on ensuring pupils can effectively select and use appropriate grammar and register for audience and purpose  Frequent structured opportunities (e.g. explaining, discussing, debating, performing and responding) are provided for practising, refining and applying spoken language knowledge and skills | | | | | | | | | | | | | | | |
| **Reading** | **Reading teaching** A teaching programme focussing on class/group/individual: We prioritise reading and rereading aloud, teaching vocabulary in context and identification of genre structure and features and syntax Comprehension skills are taught and texts discussed in the context of the following areas of study: Vocabulary, Retrieval, Inference, and Summary.  In addition, pupils are taught to: Make links to other texts; Identify formal and informal registers; Identify significant SPaG features.  **Independent reading** Independently chosen texts that are selected from Oxford levelled books, class book corners, the school library and home are enjoyed in silent reading sessions to further encourage a love of reading and improve text-based knowledge and skills. | | | | | | | | | | | | | | | |
| **Maths** | Number: Place Value  Calculation: Addition and Subtraction  Number - Multiplication and Division | | | | | Number - Multiplication and Division  Number: Fractions  Measure: length and perimeter  Measure: mass and capacity | | | | | | Measure – money  Measure: Time  Geometry: shape  Statistics | | | | |
| **Science** | **Rocks**  The children will learn:  There are 3 types of naturally occurring rock – igneous, sedimentary and metamorphic  That there are human-made rocks like brick and concrete  That there are layers of the soil – topsoil, subsoil and bedrock  How fossilisations occurs. | | **Animals Including Humans**  The children will learn:  Living things need food to grow and  to be strong and healthy.  Plants can make their own food, but animals cannot.  To stay healthy, humans need to exercise,  eat a healthy diet and be hygienic.  Animals, including humans, need food,  water and air to stay alive. | | | | **Forces and Magnets**  The children will learn:  How friction is created on different surfaces.  The different forces of push and pull.  That magnets have poles and that like poles repel and opposite poles attract | | | | **Plants**  The children will learn:  The parts of a plant and how water moves through a plant  What a plant needs to grow.  The life cycle of a flowering plant  The various methods of seed dispersal. | | | **Light**  The children will learn:  That light travels in a straight line but is reflected when it hits an object.  The surfaces that reflect light best, for example mirrors  How shadows are caused  How the eye works | | |
| **History** | **The Stone Age**  The children will learn the timeline of prehistory and begin to understand how long ago this period was. They will begin to learn how we have gathered information about pre-historic periods and what archaeologists do. They will learn that the Stone Age is called such because humans made tools and weapons out of stone during this period. They will learn about Stonehenge and the mystery surrounding how and why it was built. They will learn about the periods of the Stone Age – Palaeolithic, Mesolithic and Neolithic | | | | **The Bronze Age to Iron Age**  The children will learn about the changes between the Stone Age, Bronze Age and Iron Age. They will learn that during the Bronze Age, humans developed the technology to make bronze and this was used to make tools, containers and jewellery. They will also learn about the migration that occurred during this period. They will then learn that during the Iron Age technology developed further and humans began to make tools and weapons out of iron. They will learn about the development of Hillforts. | | | | **Ancient Egypt**  The children will learn about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. | | | | **Ancient Greeks**  The children will learn that the Ancient Greeks lived during the Iron Age. They will learn that Ancient Greece was made up of city states who sometimes worked together to defend themselves. They will learn how Alexander the Great ruled the Empire. The children will learn how the Ancient Greeks contributed to the development of democracy and the Olympics. They will learn about Ancient Greek Gods and Goddesses, Myths and the Spartans and the Athenians. | | | |
| **Geography** | **Climate Zones**  Identify the different lines of latitude and explain how latitude is linked to climate.  Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.  Compare temperate and tropical climates.  Explore weather patterns within a climate zone.  Identify the characteristics of each climate zone. | | | | | **North America**  Locate North America on a world map and explore the landscape  Identify countries within North America and states within the USA.  Explore the physical geography of the Rockies.  Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.  Compare the landscapes of different US states.  Compare New York State, New York City and where I live. | | | | | | **Rio**  Locate South America on a world map and identify a range of its physical and human features.  Locate the countries and capital cities of South America.  Compare key facts about Brazil with your country  Use photographs and information texts to imagine what daily life in Rio might be like.  Identify how my life is linked to Rio and the South East of Brazil.  Identify the pros and cons of hosting the Olympic Games. | | | | |
| **Art**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** | **Shading**  **Facial Features**  **Graphite Pencils**  **Self Portraits** | | | **Claude Monet**  **Shades & Tones**  **Acrylic Paint**  **Local Land** | | **Phil Frost**  **Layering**  **Tissue Paper and Paint Masks** | | **Bisa Butler**  **Vibrant Block Patterns**  **Oil Pastels**  **Self-Illustrations** | | | | **William Morris**  **Relief Printing**  **Polystyrene, Printing Ink**  **Plants** | | | | **Upcycled Art Creators**  **Construction**  **Recycled Materials**  **Rainforest Animals** |
| The children will spend this term refining their shading skills. They will unpick the features of a face and practice sketching each feature with a variety of graphite pencils to test and explore the impression of each. At the end of this unit, the children will draw a self-portrait using their shading skills before self-evaluating their artwork. | | | Over the term the children will be studying artist, Monet, and developing an understanding of the techniques Monet uses for his painting. Children will explore colour mixing and creating different shades and tones before applying it to their own artwork of a local landscape. They will have the opportunity to analyse and evaluate their work. | | This term the children will be looking at artist, Phill Frost. They will be creating a collage with multiple layers over a period time to create a final composition which will be inspired by different types of masks. The children will be creating a collage layer, before painting their mask. Finally, they will add highlights to their artwork. | | This term the children will be looking at vibrant patterns with complementary colour choices. They will develop skills to be able to use oil pastels successfully to create a self-illustration in the style of Bisa Butler. The children will have the opportunity to analyse and evaluate their work. | | | | The children will be looking at artist William Morris. They will begin to explore types of relief printing and develop the skills needed to create a print where they have had the opportunity to etch a design into printing foam. They will look at using appropriate paint colours for their print and will take inspiration from plants around the school, linked to their science topic. | | | | This term the children will be looking at various upcycled projects made by different artists. They will be using construction techniques to build rainforest animals using recycled materials. The children will need to consider the visual and structural aspect of their artwork. |
| **Computing** | Connecting computers  Understand that devices functions using inputs and outputs. | | | Animations  Know that animations are a series of images. | | Programming  sequence (Scratch)  Explore the scratch environment with micro projects | | Branching database  Create questions with yes or no answers. | | | | Desktop publishing  Understand that images and text convey messages | | | | Programming sequence scratch 3  Predict the outcome of a sequence of commands |
| **Nutritional Learning**  **Carbohydrates** | **Healthy Eating**  As part of healthy eating, children will begin to understand the importance of carbohydrates and why we need them in our diets as well drinking 6-8 glasses of water a day to keep hydrated. They will also begin to explore diets around the world and investigate how carbohydrates can be prepared and eaten across the world. The children will have the opportunity to investigate alternative options such as whole meal and gluten free carbohydrates. | | | **Consumer Awareness**  As part of understanding consumer awareness, children will learn that food is caught or farmed and is changed to make it safe for us to eat. For example, how wheat is changed to flour. They will begin to be able to read and understand food labels and ingredient lists and know the importance of, and be able to, recycle food related waste through composting. | | **Food and Farming**  In Year 3, children will learn about **Wheat Farming.** They will be able toDiscuss how wheat is produced and harvested and give examples of how wheat is used**.** The children will also be able to investigate andgive examples of foods that grow outside of the UK in different seasons (Europe). | | **Recipes, Ingredients and Tasting**  Children will start to recognise and name an increasing range of ingredients identify how they need to be prepared in order to be eaten safely. They will find out which wheat products can be found in shops and suggest ways that they can be consumed. The children will have the opportunity to taste ingredients and discuss appearance using simple food descriptors and identify likes and dislikes. They will also be able to suggest wats the taste could be improved. | | | | **Food Safety and Hygiene**  Children will learn that there are storage instructions on food packaging and identify these. They will also know that foods like bread need to be covered and stored properly and explain that foods can decay and go mouldy over time when not stored correctly. They will know and be able to follow basic food safety rules and get ready to cook. With guidance they will follow procedures for clearing up. | | | | **Planning for Healthy Cooking and Evaluation**  The children will design simple recipe instructions, with a simple ingredients list, to show how to make a pizza. They will have the opportunity to work in a wider context and make a dish with supervision **(Pizza)** while developing the appropriate kitchen skills. They will evaluate their dish against a design criterion and identify what they would do differently next time to improve what they have made and decide whether it has been designed well and meets its intended purpose. |
| **DT** | **Topic: Structure**  **Project: Pencil Pots** | | | **Topic: Textiles**  **Project: Key Rings** | | **Topic: Cooking**  **Project: Pitta Pizza** | | **Topic: Architecture**  **Project: Modern Houses** | | | | **Topic: Mechanisms**  **Project: CAMs Toy** | | | | **Topic: Circuits**  **Project: Light Up Picture** |
| The children will have the opportunity to design and make a pencil pot for a target audience. They will create annotated sketches and use their knowledge of nets to cut, score, fold and join their pencil pots with increasing accuracy. Finally, the children will consider the success of their product and whether it is suitable for their target audience. | | | This term the children will be able to design a keyring with a purpose. They will cut and join fabrics together using a basic running stitch. They will have the opportunity to add decorations to their product to improve the appearance. Children will be able to evaluate their work by making simple comparisons to their design and products which already exist. | | The children will design simple recipe instructions, with a simple ingredients list. They will have the opportunity to work in a wider context and make a pitta pizzawhile developing the appropriate kitchen skills. They will evaluate their and identify what they would do differently next time to improve what they have made and reflect on the taste. | | This term the children will be working with a range of materials to design and make a modern-day house. They will need to consider the layout of the house and the construction of the roof. The children will create a design using a given design criteria and consider the strengths and weaknesses of their final product. | | | | The children will create annotated cross-sectional drawings to design and make a CAMS toy with a singular mechanism. The children will have the opportunity to work with wooden dowels to build their mechanisms. They will evaluate their work through discussions and written evaluations and test their final product to ensure it works and would be a suitable toy. | | | | This term the children will be exploring multiple ideas before choosing a final design for their light up picture project. The children will have the opportunity to make and test a circuit with a bulb as their light up element. They will be able to evaluate their work through discussions and written evaluations and reflections. |
| **MFL: Spanish** | How many countries speak Spanish?  What is your name?  My mane is…  What is his/her name?  His/her name is…  Verb ‘llamarse’  **Greetings**:  Hello, good morning, good night  Asking how are you? (Formal, informal)  Asking and you? In a conversation  Saying how you feel, ‘bien, mal, fatal, fenomenal, regular.’  Saying thank you  Saying, good bye, see you later, see you soon.  Verb to be ‘estar’  **Colours**:  like and dislike (Me gusta + el… / no me gusta + el……)  Definite article, the – el, la (singular)    -Spanish punctuation: upside down question mark and exclamation mark – ¿, ¡  -Accents on a syllable | | | | | Numbers 1-12  How old are you? Question / answer  I am … years old.    Countries that speak Spanish:  Asking how many?  There is / there are  Verb Tener- High frequency verb  Months of the year  Four seasons  Numbers 0-31  Saying the date  Birthday:  Saying when your birthday is.  Asking when your birthday is  Verb to be – ‘es.’  Possessive adjective:  my, your – mi, tu (singular)  Classroom instructions | | | | | | -Where do you live?  Asking where do you live?  Saying where you live:  (Town, city, country.)  Verb to live.  It is in the north/south, east/west.  Verb to be ‘estar.’    -Family:  Members of the family  Masculine and feminine nouns  Notion of gender  Indefinite articles – ‘un, una’  Singular/plural  Verb to have – ‘tener’  Conjunction ‘and.’  Possessive adjective:  my – mi, mis (singular, plural.)  He/She is called../  Verb ‘llamarse’ – to be called | | | | |
| **Music** | West African Call and response song  (Theme: Animals) | | | | Orchestral Instruments  (Theme: Traditional Stories) | | | | Musical Me | | | | Myths and Legends | | | |
| **PSHE**  **Core Values** | **Respect**  **Family and Relationships**  Children will learn how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist | **Resilience**  **Health and Wellbeing**  Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps. | | | | **Aspiration**  **Safety and the Changing body**  Children will learn about cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence | | | | **Responsibility**  **Citizenship**  Children will be learning about children’s rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy | | **Caring**  **Economic wellbeing**  This is an introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers | | | | **Compassion**  **Transition**  This unit is about helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this |
| **PE** | **Hockey**   * Dribbling * Passing * Shooting * Attacking * Defending   **Netball**   * Catching * Passing * Creating Space * Attacking * Defending | **Basketball**   * Dribbling * Catching * Passing * Attacking * Defending | | | | **Football**   * Dribbling * Passing * Shooting * Attacking Defending   **Tag Rugby**   * Handling * Passing * Tackling/ tagging * Attacking * Defending | | | | **Gym**   * Travelling * Landing * Jumping * Turning   **Gym (performing)**   * Climbing * Turning while jumping * Weight on hands * Final performance | | **Athletics**   * Running * Jumping * Throwing * Sprinting   **Outdoor Adventurous Activities**   * Advanced map reading * Learning to navigate * Teamwork * Communications   Drawing a map   * Retrieval | | | **Cricket**   * Fielding – Catching * Fielding – Throwing * Bowling * Batting   **Tennis**   * Footwork * Forehand – Accuracy Forehand – Control * Backhand * Serve * Rally | |
| **Swimming –** each class will complete 10 swimming lessons during one term of the academic year | | | | | | | | | | | | | | | |
| **RE** | **Hinduism – Diwali**  Children will consider the meaning of Diwali to Hindus and how it is celebrated. | **Christianity – Christmas**  Children will think about the significance of Christmas to Christians and potentially non-Christians by examining the question, “Has Christmas lost its true meaning?” | | | | **Christianity – Miracles**  Children will learn about two Bible stories of Jesus’ healing miracles and consider whether these were true events or not. | | | | **Christianity – Sacrifice**  Children will think about the importance of Easter to Christians. | | **Hinduism – Gods**  Children will learn about Hindu beliefs about deities. | | | **Hinduism – Importance of the River Ganges**  Children will discover where the River Ganges is, what pilgrims do there and why it is important to them. | |