

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Volcanoes and earthquakes Geography		from stone to metal (stone age to iron age)	The human body the hip bone..... science	Romans ... history	
Trip/visit	Natural History Museum Stem Ambassador		visitor - Portals to the Past synagogue - Sutton synagogue?		visitor or Lullingstone villa?	
key Text	The Pebble in My Pocket (Hooper and Coady) The Rock Factory (Bailey and Lilly)	King of The Cloud Forests (Morpurgo) Storm (Kevin Crossley-Holland)	Stone Age Boy (Satoshi Kitamura) How to Wash a Woolly Mammoth (Michelle Robinson and Kate Hindley)	Literacy Shed - short animations - Day of the dead - A shed full of animations	Narrative Escape from Pompeii (Christina Balit) Thieves of Ostia (Caroline Lawrence)	The Orchard Book Of Roman Myths (Geraldine McCaughrean & Emma Chichester Clark)
English	information text journalistic writing - reports including a television report (ICT link) Editing, evaluating and peer assessing	CLASSICAL TEXT - poetry - Roger McGough Narrative Shape poetry and calligrams	Instructions	CLASSICAL TEXT - Shakespeare - Romeo and Juliet Narrative - Stories with familiar setting Author study	Diary Life as a Soldier Persuasive Debate 'What have the Romans done for us?'	CLASSICAL TEXT - narrative - The BFG (Roald Dahl) Myths and legends
Maths	See White Rose overview					

Science	Rocks	Forces and magnets	Animals, including humans	Plants	Light
	<ul style="list-style-type: none"> ● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● describe in simple terms how fossils are formed when things that have lived are trapped within rock ● recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> ● compare how things move on different surfaces ● notice that some forces need contact between two objects, but magnetic forces can act at a distance ● observe how magnets attract or repel each other and attract some materials and not others ● compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● explore the requirements of plants for life and growth (air, light, water, nutrients and room) and how they vary from plant to plant ● investigate the way in which water is transported within plants ● explore the part that flowers play in the life cycle of 	<ul style="list-style-type: none"> ● 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

	<p>identify some magnetic materials</p> <ul style="list-style-type: none"> ● describe magnets as having two poles ● predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<p>flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>size of shadows change.</p>
<p>asking relevant questions and using different types of scientific enquiries to answer them: setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identifying differences, similarities or changes related to simple scientific ideas and processes; using straightforward scientific evidence to answer questions or to support their findings.</p>				
Computing	<p>3.3 We are presenters</p> <ul style="list-style-type: none"> ● Creating and refining original content using digital tools across a range of media. <p>3.4 We are vloggers</p>	<p>3.1 - We are programmers</p> <ul style="list-style-type: none"> ● Planning, writing and testing computer programs for digital devices, from floor turtles to tablets. <p>3.2 - We are bug fixers</p>	<p>3.5 We are communicators</p> <ul style="list-style-type: none"> ● Making the most of computers and the internet for communicating with one or many, and working together on projects. <p>3.6 We are opinion pollsters</p>	

	<ul style="list-style-type: none"> ● Making and sharing a short screencast presentation <p>E-safety</p>	<ul style="list-style-type: none"> ● Some of the computer science foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts. <p>E-safety</p>	<ul style="list-style-type: none"> ● Collecting and analysing data and information using computers; organising, manipulating and presenting this to an audience. <p>E-safety</p>
History		<p>place the stone age, bronze age and iron age within timeline.</p> <p>understand and know about the key features of the landscape - stonehenge, henge monuments, barrows, hill forts and farming.</p> <ul style="list-style-type: none"> ● Can identify different themes and events within History ● Can describe similarities, differences and changes within a topic/event 	<p>The roman empire. invasion of britain: Boudicca: Roman cities - bath; Roman life. the roman army and Hadrian's wall.</p> <ul style="list-style-type: none"> ● Can describe similarities, differences and changes within a topic/event ● To understand and apply some historical vocabulary in their work ● Use documents and sources (photos, archives, artefacts, internet, books, music, pictures, etc) to support facts and research ● Ask valid questions and answer them with the use of valid sources ● Use of photos and ICT to support understanding ● Can discuss cause and effects within topics

			<ul style="list-style-type: none"> ● Describe dates and order specific dates from a period of History using a timeline ● Ask questions and try to find more information ● Understand that there are different sources for events – why might this be? ● Communicate ideas and understanding through writing, drama, drawing, role-play and ICT 		
Geography	<p>Physical geography, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> ● Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. 				<p>Understanding geographical similarities and differences through the study of human and physical geography - other region of the UK</p>

	<ul style="list-style-type: none"> ● Locate the world's countries, focusing on Europe and North and South America. ● Describe and understand key aspects of physical geography including: earthquakes and volcanoes. ● Use maps atlases, globes and digital / computer mapping to locate countries and describe features. 			<ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. ● Describe and understand key aspects of human geography, including: types of settlement and land use. ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 	
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				<ul style="list-style-type: none"> ● Establish an understanding of the interaction between physical and human processes. 	
Art	<p>Painting / Drawing - HENRI ROUSSEAU - TIGER IN TROPICAL STORM</p> <p><i>brush techniques</i> <i>watercolours</i> <i>drawing pencils for tone and texture</i> <i>Sketching skills with pencils and charcoal.</i></p> <ul style="list-style-type: none"> ● Develop ideas from starting points throughout the curriculum. ● Collect information, sketches and resources. ● Adapt and refine ideas as they progress. ● Explore ideas in a variety of ways. ● Comment on artworks using visual language. ● Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. ● Mix colours effectively. ● Use watercolour paint to produce washes for backgrounds then add detail. ● Experiment with creating mood with colour. 	<p>Sculpture - Henry Moore</p> <p><i>Use of shape and details</i> <i>Clay and mouldable materials</i> <i>Texture for feelings, movement or expression</i></p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p> <ul style="list-style-type: none"> ● Create and combine shapes to create ● recognisable forms (e.g. shapes made from nets or solid materials). ● Include texture that conveys feelings, expression or movement. ● Use clay and other mouldable materials. ● Add materials to provide interesting detail. 	<p>Collage - Gaudi</p> <p><i>Tessellation; mosaic</i> <i>Montage</i> <i>Roman Mosaics</i></p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p> <ul style="list-style-type: none"> ● Select and arrange materials for a striking effect. ● Ensure work is precise. ● Use coiling, overlapping, tessellation, mosaic and montage. 		

	<ul style="list-style-type: none"> ● Use different hardnesses of pencils to show line, tone and texture. ● Annotate sketches to explain and elaborate ideas. ● Sketch lightly (no need to use a rubber to correct mistakes). ● Use hatching and cross hatching to show tone and texture. 			
DT			<p>Be a baker</p> <ul style="list-style-type: none"> ● Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. ● Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the <p>levers and linkages (link to skeleton and muscles)</p> <ul style="list-style-type: none"> ● Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. ● Explain their choice of tools and equipment in relation to the skills and 	<p>shell structures - joining - shelters</p> <ul style="list-style-type: none"> ● With growing confidence generate ideas for an item, considering its purpose and the user/s. ● Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. ● Understand how well products have been designed, made, what materials have been used and the construction technique. ● Start to measure, tape or pin, cut and join fabric with some accuracy. ● Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. ● Start to understand whether products can be recycled or reused ● Know to make drawings with labels when designing

			<p>use of a heat source.</p> <ul style="list-style-type: none"> ● Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. ● Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' ● Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. 	<p>techniques they will be using.</p> <ul style="list-style-type: none"> ● Start to understand that mechanical and electrical systems have an input, process and output. ● Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. ● Measure, mark out, cut, score and assemble components with more accuracy. ● Start to work safely and accurately with a range of simple tools. ● Start to think about their ideas 	<ul style="list-style-type: none"> ● When planning explain their choice of materials and components including function and aesthetics. ● Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose ● Begin to disassemble and evaluate familiar products and consider the views of others to improve them. ● Evaluate the key designs of individuals in design and technology has helped shape the world.
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				as they make progress and be willing to change things if this helps them to improve their work.		
MFL	simple greetings and culture Salut, au revoir, Ca va?, comment t'appelles tu?		letter sounds and numbers alphabet, ma famille Quel ages as-tu? nombres 1-12		More complex questions, culture and colours; assessment. As-tu un animal, as-tu des frères et des soeurs? les couleurs	
PSHE	<p>New beginnings Money week</p> <ul style="list-style-type: none"> ● Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules ● Name a range of jobs, understand that they will need to develop skills to work in the future, and, 	<p>Getting on and falling out Say no to bullying - Anti-bullying week</p> <ul style="list-style-type: none"> ● Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others ● Understand, with support, the nature and consequences of bullying, and ways of responding to it 	<p>Going for goals</p> <ul style="list-style-type: none"> ● With support, research, discuss and debate topical issues, problems and events ● Understand some basic facts about democracy and about some of the institutions that support it locally and nationally ● explore with support how the media presents information 	<p>Good to be me Waste Week</p> <ul style="list-style-type: none"> ● Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges ● Identify, with support, some factors that affect how people think and feel ● Understand some of the range of national, regional, 	<p>Relationships RSE</p> <ul style="list-style-type: none"> ● Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way ● Identify different types of relationships and, with support, show ways to maintain good relationships 	<p>Changes Feeling Good Week Healthy Eating Week</p> <ul style="list-style-type: none"> ● Express simple ideas, with support, about how to develop healthy lifestyles ● Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being

	<p>with support, demonstrate how to look after and save money</p> <ul style="list-style-type: none"> ● Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, 	<ul style="list-style-type: none"> ● Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities ● Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at 		<p>religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p>	<ul style="list-style-type: none"> ● communities and the sustainability of the environment 	<ul style="list-style-type: none"> ● With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations
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		alternatives, making decisions and explaining choices				
RE	How did Jesus Change Lives? Why is prayer important to Christians? Christmas		Judaism – How does a synagogue help us to understand the Jewish faith? Easter		How did the Church begin? How does the Bible reveal God’s rescue plan?	
PE	Orienteering Invasion Games		Gymnastics Dance		Athletics Striking and fielding	
Music Charanga	Let your spirit fly RnB. Singing in two parts	Glockenspiel 1 Language of music	Three Little Birds Reggae and Bob Marley	Dragon song Singing in two parts	Bringing Us Together Disco music	Reflect, Rewind and Replay Revision of music and performance