

Year 3 2020-2021

Enrichment	All About Me Whole School Museum	What did they do for me? Produce and publish a book	From Local to Global Whole School Information Centre	Time Travellers Performance	Show What You Grow Whole School Picnic/Farmers Market	Heal the World
<p>Y2 Catch Up:</p> <p>CEW: climb, gold, plant, path, pass</p> <p>Grammar: Past Progressive Embed past tense</p>	<p>English:</p> <p>Stone Age Boy Mastery Focus: Paragraphs Prepositions Inverted Commas</p> <p>Shared Reading: How to Wash a Woolly Mammoth Secrets of Stonehenge</p> <p>Guided Reading Texts: Turquoise - The Quick Brown Fox Cub Gold/White - Animal Ancestors Lime - Copper - Topaz - Tiger Dead! Tiger Dead! (Anansi stories)</p> <p>Outcome: Modified story retell (back in time) Not completed in Y2</p> <p>CEW: arrive accidentally caught</p>	<p>English:</p> <p>Seal Surfer</p> <p>Mastery Focus: Descriptive vocabulary (alliteration, similes, collective nouns) Fronted adverbials Use of 1st person</p> <p>Embedding: Paragraphs Inverted commas</p> <p>Outcome: Letter to grandad GD - contrasting diary entries of boy/grandad.</p> <p>CEW: address answer build calendar</p>	<p>English:</p> <p>Anthony Browne</p> <p>Mastery focus: Reading - identifying recurring themes in stories. Writing - Possessive apostrophe Using organisational devices such as headings and subheadings Complex sentences Y2 Incomplete/Embed needed: Commas in a list Contractions</p> <p>Outcome: Write a comparative report on two Anthony Browne texts. SEN: book review.</p> <p>CEW: bicycle different favourite</p>	<p>English:</p> <p>Egyptian Cinderella</p> <p>Mastery focus: Adverbial phrases Organising paragraphs around a theme.</p> <p>Outcome: Traditional Tale set in Egypt</p> <p>CEW: continue difficult grammar minute perhaps popular promise</p> <p>Oak Academy Unit: Adventure Story (5 lessons) Narrative Writing: Aladin (20 lessons) Narrative: The Happy Prince (20 lessons)</p>	<p>English:</p> <p>The Flower</p> <p>Mastery focus: Preposition phrases Create characters, settings and plots Proof-reading and editing</p> <p>Outcome: Write a story from Brigg's viewpoint.</p> <p>CEW: business experiment island library notice particular peculiar probably remember surprise</p> <p>Oak Academy Unit: Newspaper Report (5 lessons) Story (5 lessons) Narrative</p>	<p>English:</p> <p>The Circle</p> <p>Mastery focus: Fronted adverbials Organisational devices Non-fiction features</p> <p>Outcome: Information Text</p> <p>CEW: circle complete extreme height length various</p> <p>Oak Academy Unit: Letters (5 lessons) NC Report (5 lessons) Explanation: How bees make honey (15 lessons)</p>

	<p>century earth eight eighth learn natural opposite pressure strange through</p> <p>Oak Academy Unit: Character Description (10 lessons) Narrative Writing: The BFG (20 lessons) Narrative: The Man on the Moon (15 lessons)</p>	<p>early exercise fruit group heart knowledge potatoes therefore</p> <p>Oak Academy Unit: Instructions: Monster Pizza (10 lessons) NC Report: Portia Spiders (20 lessons)</p>	<p>February guide interest thought</p> <p>Oak Academy Unit: Setting Description (5 lessons) Reading: Voices in the Park (5 lessons) Persuasive Writing: Healthy Food (10 lessons)</p>		<p>Reading: Mulan (5 lessons)</p>	
	<p>Maths: <u>Unit 1. Place value within 1,000</u> (11 Lessons) WRM R: Represent to 100 (3 lessons) <u>Unit 2. Addition and subtraction (1)</u> (10 Lessons) WRM R: T&O addition (3 lessons) Cross tens to add/subtract (2 lessons)</p>	<p>Maths: <u>Unit 3. Addition and subtraction (2)</u> (9 lessons) <u>Unit 4. Multiplication and division (1)</u> (15 Lessons) WRM R: grouping and sharing. multiplication 2, 5, 10s (9 lessons)</p>	<p>Maths: <u>Unit 5. Multiplication and division (2)</u> (14 Lessons) <u>Unit 6. Money</u> (5 Lessons) WRM R: pound and pence (1 lesson) <u>Unit 7. Statistics</u> (5 Lessons) WRM R: Tally charts and pictograms</p>	<p>Maths: <u>Unit 8. Length</u> (11 Lessons) WRM R: Measure in metres. Compare measures (2 lessons) <u>Unit 9. Fractions (1)</u> (11 Lessons) WRM R: Finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ Equivalence of a half to $\frac{2}{4}$ (12 lessons)</p>	<p>Maths: <u>Unit 10. Fractions (2)</u> (9 Lessons) <u>Unit 11. Time</u> (11 Lessons) WRM R: four quarters of the clock (4 lessons) <u>Unit 12. Angles and properties of shapes</u> (9 Lessons)</p>	<p>Maths: <u>Unit 13. Mass</u> (6 Lessons) <u>Unit 14. Capacity</u> (6 Lessons) WRM R: Mass and Capacity (4 lessons)</p>

			(3 lessons)			
<p>Y2 Plants unit in Summer Term not taught.</p> <p>Parts of a plant</p> <p>What plants need to grow and be healthy</p>	<p>Science:</p> <p>Rocks and Fossils (Scientist- William Smith)</p> <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. <p>Working Scientifically:</p> <ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <p>Enquiry Type: Identifying and</p>	<p>Science:</p> <p>Humans and Animals - skeleton and organs</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition. That they cannot make their own food. They get nutrition from what they eat. <p>Working Scientifically:</p> <ul style="list-style-type: none"> reporting on findings from 	<p>Science:</p> <p>Humans and Animals</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<p>Science:</p> <p>Also see creative steps dance year 4 Forces and magnets and Year 5 Push and Pull</p> <p>Forces and Magnets</p> <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 a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group materials on the basis of whether they are attracted to a magnet. 	<p>Science:</p> <p>Meadowsong Project - cross curricular links to Music and English</p> <p>Plants</p> <p>Year 2 Missed Objectives: Observe and describe how seeds and bulbs grow into mature plants. Find out about what plants need.</p> <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 and how they vary from plant to plant. Investigate the way in which water is 	<p>Science:</p> <p>Light</p> <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. <p>Working Scientifically:</p> <ul style="list-style-type: none"> making systematic and

	<p><i>classifying - types of rock and soil</i> <i>Research - how fossils are formed</i></p> <p><u>Cross curricular writing:</u> <u>Mary Anning biography</u></p> <p><u>Connections with prior learning:</u> Y2 - Materials and their properties</p> <p>Oak Academy Unit: Rocks and Fossils (6 lessons) Located in Y5</p>	<p>enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. 	<p><i>Enquiry Type: Pattern Seeking - Do people with longer legs run faster?</i></p> <p><u>Cross Curricular- Information Text about the Skeleton</u></p> <p><u>Connections with prior learning:</u> Build on Year 1 - structure of animals and humans.</p> <p>Oak Academy Unit: Animals and Humans (6 lessons)</p>	<ul style="list-style-type: none"> Identify magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other. <p>Working Scientifically:</p> <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p><i>Enquiry Type: Identifying and classifying</i></p>	<p>transported within plants.</p> <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working Scientifically:</p> <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes <p><i>Enquiry Type: Observation over time - what happens to a vase of flowers over time? What happens to a stick of celery if we leave it in coloured water?</i></p>	<p>careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p><i>Enquiry Type: Fair test - how does the difference between a shadow puppet and the light source change the size of the shadow?</i></p> <p><i>Observation over time: The lightest time of day in our classroom.</i></p> <p><i>Research - what material is best for sunglasses?</i></p> <p><u>Connections with prior learning:</u></p>
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		<p>Build on Year 2 learning of different types of food and that animals need food to survive.</p> <p>Oak Academy Unit:</p> <p>Humans and Animals - the Skeleton (6 lessons)</p>		<p>(magnetic and non magnetic)</p> <p>Comparative and Fair Testing: How does the material of a surface affect the distance an object travels?</p> <p>Cross Curricular Writing:</p> <p>How do Magnets Work? (explanation text)</p> <p>Connections with prior learning:</p> <p>Year 1 and 2 - types of materials and classifying based on properties.</p> <p>Oak Academy Unit:</p> <p>Forces and Magnets (6 lessons)</p>	<p>Identifying and classifying - types of seeds</p> <p>Cross Curricular Writing:</p> <p>Poem</p> <p>Connections with prior learning:</p> <p>Build on Year 2 understanding of the needs of plants and how they grow. Observe needs of different plants e.g. cactus, orchid, pansy etc. Investigate transportation of water</p> <p>Trips: The Palm House, Sefton Park.</p> <p>Oak Academy Unit:</p> <p>Plants (6 lessons)</p>	<p>Year 1 - Seasons, length of the day, amount of sunlight, how we need protection from the Sun's rays.</p> <p>Oak Academy Unit:</p> <p>Light (6 lessons)</p> <p>Located in Y4</p>
<p>Change Summer 1 to the comparison of Warrington and Sweden (town called</p>	<p>History/Geography: Also see Year 3 Creative Steps Dance Stone Age The changes in Britain from Stone Age to Iron Age</p> <p>Street through History Book (See Lisa)</p>	<p>History/Geography: Achievements of earliest civilisations - an overview of where and when the first</p>	<p>History/Geography: Own changing town</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school 	<p>History/Geography: An in-depth study of Ancient Egypt</p> <p>Why would they build near a river? How did the Egyptians achievements influence on the western life?</p>	<p>History/Geography: Comparison to EU country-</p> <p>Compare Warrington to its twin towns- Nachod, Czech Republic and Hilden, N.W Germany,</p>	<p>History/Geography: Also see Year 4 creative steps - reduce, rethink, repair, recycle</p> <p>How do humans impact on the environment ?</p>

Smagen) - focus on similarities and differences of physical and human features ?

- Describe the characteristics and features of the past.
- Use evidence to ask questions and find answers.
- Understand the concept of change over time, representing this along with evidence on a timeline.
- Use more than one source of evidence for historical enquiries.

Cross Curricular Writing:
Instructions - How to wash a woolly mammoth.
Stone Age Estate Agents

Trip: Travellers Through Time Stone Age Day

Connections to Prior Learning:
Y2 - creating timelines
Describing characteristic features.

Historical Association
(4 sessions)

civilisations appeared

Where were they?
What did the earliest settlements have?
When did they flourish?

- Place events, artefacts and historical figures on a timeline using dates.
- Suggest causes and consequences of some of the main events and changes in history.
- Use appropriate historical vocabulary.

Cross Curricular Writing:
Letters from the Ancient Civilisations

- throughout history.
- Human Geography - settlement and land use near river, the development of Warrington.
 - Describe how the locality of the school has changed over time.
 - Use fieldwork skills to observe and record human and physical land use. - Local walk.

Cross Curricular Writing:
Non Chronological Report: How has Warrington Changed Over Time?

Trip: Local Walk - Land Use focus.

Connections to Prior Learning:
Y2 - identifying land use around the

What achievements did they all have in common?
What was the greatest achievement?

- Describe the social, economic, cultural or religious diversity of past society.
- Use literacy and numeracy skills to communicate about the past.
- Suggest suitable sources of evidence.
- Use dates to describe events.

Cross Curricular Writing:
Persuasive Text - What was Ancient Egypt's greatest achievement?

Connections to Prior Learning:
Ancient Civilisations
Y3 - trade, farming, religion, education, architecture.

www.warrington.gov.uk/info/201234/twin-towns/2263/twin-towns

- Describe geographical similarities and differences.
- Name and locate the countries of Europe.

Cross Curricular Writing:
Information leaflet

Connections to Prior Learning:
Y1 - continents, countries in the UK.
Y2 - understanding of the local area and how to compare it with another place.

Oak Academy Unit

- Use a range of resources to identify how human activity impacts on physical and human features
- Explain own views about characteristics- such as recycling- and give reasons.
- Ask and answer questions about physical and human characteristics of recycling
- use fieldwork to observe, measure, record and present the human and physical features in the local area.

Cross Curricular Writing:
Letter to Government (Persuasive)

Trip: Local Walk - recycling

	<p>Oak Academy Unit: Prehistoric times (10 lessons)</p>	<p>Connections to Prior Learning: Y2 - China (Shang Dynasty) Yellow River, continents, oceans.</p> <p>Historical Association (4 sessions)</p> <p>Oak Academy Unit: Shang Dynasty (10 lessons)</p>	<p>school, local area walk looking at types of houses and buildings, geography of the school.</p> <p>Y1 - Types of houses, villages, towns, cities.</p>	<p>Historical Association (4 sessions)</p>	<p>Migration (10 lessons)</p>	<p>Connections to Prior Learning: Y2 and Y3 - land use in our local area. Local walk - impact of recycling/not recycling on human and physical features in our locality. Y3 PSHE - recycling.</p> <p>Oak Academy Unit: Earth/Weather/Human Impact (10 lessons)</p>
	<p>RE:</p> <p>Judaism - Who inspires you?</p>	<p>RE:</p> <p>Christianity - Who should we look up to?</p> <p>Oak Academy Unit: Christianity (10 lessons)</p>	<p>RE:</p> <p>Christianity - what makes a great leader?</p>	<p>RE:</p> <p>Buddhism -</p> <p>Trip: Visit to the Buddhist Centre</p>	<p>RE:</p> <p>Christianity</p> <p>Why should we follow a leader?</p>	<p>RE:</p> <p>Hinduism - what is expected of someone following a religious belief?</p>
	<p>Art/DT:</p> <p>Drawing - Cave paintings.</p>	<p>Arts/DT:</p> <p>Linkages and levers- christmas theme</p>	<p>Arts/DT:</p> <p>Painting- local area Key artist David Hockney</p> <p>- Digital media</p>	<p>Art/DT:</p> <p>Food Healthy and varied diet</p>	<p>Art/DT:</p> <p>Printing - William Morris</p> <p>Visit to Walker Art Gallery focusing on William Morris or Palm House</p>	<p>Art/DT:</p> <p>Textiles- art D T2d product to 3d design</p>
	<p>Computing:</p> <p>Online Safety</p>	<p>Computing:</p> <p>Emails</p>	<p>Computing:</p> <p>Graphing</p>	<p>Computing:</p> <p>Branching</p>	<p>Computing:</p> <p>Spreadsheets</p>	<p>Computing:</p> <p>Coding</p>

	<i>Typing skills</i>			<i>Simulations</i>		
	PE: Real PE Unit 6 <i>Striking and Fielding - Rounders</i>	PE: Real PE Unit 4 <i>Invasion Games - Quicksticks</i>	PE: Real PE Unit 1 <i>Dance - Creative steps: Recycling</i>	PE: Real PE Unit 3 <i>Net and wall - Tennis</i>	PE: Real PE Unit 2 <i>Athletics.</i>	PE: Real PE Unit 5 <i>Swimming?</i>
	PSHE: <i>Rights and responsibilities.</i>	PSHE: <i>Anti-Bullying Week (Nov)</i>	PSHE: <i>Recycling</i>	PSHE: <i>Functions of the brain</i>	PSHE: <i>Emotions</i>	PSHE: <i>Similarities and Differences.</i>
	French:	French:	French:	French:	French:	French: