|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 | | Autumn 1 | Autumn 2 | | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Heading | | Water, water everywhere  One little drop  Rivers, lakes, oceans and seas  Where my wellies take me | | | | What’s below the surface?  Deep, deep down | | Journeys Voyages and discoveries | |
| P2W texts | | * **Seal Surfer by Michael Foreman** | * **Winter’s Child by Angela McAllister** | | | * **Stone Age Boy by Satoshi Kitamura** | * **Big Blue Whale by Nicola Davies** | * **Journey by Aaron Becker** | * **Zeraffa Giraffa by Dianne Hofmeyr** |
| Writing keys | Sentence | Use prepositions to express time, place and cause. | Use conjunctions and adverbs to express, time, place and cause  Use a or an according to whether the next word begins with a vowel or consonant | | | Form nouns with a range of prefixes  Use present and past tenses correctly and consistently including the progressive form and the present perfect form | Build an increasing range of sentence structures  Use adverbs to express time, place and cause | Use the present perfect form of verbs in contrast to the past tense  Use prepositions, conjunctions and adverbs to express time, place and cause  Use a or an according to whether the next word begins with a vowel or consonant | Build an increasing range of sentence structures  Use present and past tenses correctly and consistently including the progressive form and the present perfect form |
| Text | Group related ideas into paragraphs  Build a varied and rich vocabulary | In narratives, create characters, settings and plot | | | Assess the effectiveness of own and others’ writing (nonfiction) Use headings and subheadings to aid presentation | Use the present perfect form of verbs in contrast to the past tense  Use prepositions, conjunctions and adverbs to express time, place and cause  Use a or an according to whether the next word begins with a vowel or consonant | Group related ideas into paragraphs | In non-narrative material, use simple organisational devices including headings and subheadings to aid presentation |
| Punctuation | Use inverted commas to punctuate direct speech (introduction) | Use inverted commas to punctuate direct speech | | | Use inverted commas to punctuate direct speech (and to show relationship between two characters) | Group related ideas into paragraphs |  |  |
| P2R texts | | * The Sea Book by Charlotte Milner | * Ice Palace by Robert Swindells | | | * The Iron Man by Ted Hughes, The Iron Giant (film, 1999) | * The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company | * Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company | * Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) |
| Reading keys | Ongoing | • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Read books that are structured in different ways and read for a range of purposes  • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally  • Check that the text makes sense to them and discuss their understanding  • Participate in discussion about books | | | | | | | |
| Core skills | Predict: Predict what might happen from details stated and implied  Clarify vocabulary: Explain meaning of words in context  Retrieve: Retrieve and record information | | | | | | | |
| Mastery | Identify themes and conventions in a wide range of books    Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning | Discuss words and phrases that capture the reader’s interest and imagination  Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Identify themes and conventions in a wide range of books  Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | | | Discuss words and phrases that capture the reader’s interest and imagination  Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Use dictionaries to check the meaning of words that they have read  Identify main ideas drawn from more than one paragraph and summarise  Retrieve and record information from nonfiction | Use dictionaries to check the meaning of words that they have read  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from nonfiction |
| Learning behaviour | | Collaboration | Friendship | Flexibility | | | Responsibility | Imagination | Resourcefulness |
| Science | | Animals including humans (nutrition, skeletons and muscles)  Begin study of rocks | | Continue rocks | | | Forces and magnets (linked to poles) | Plants | Light |
| * 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. * 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. | | * 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. | | | * 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 identify some magnetic materials * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing. | * 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 from soil, and room to grow) 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 flowering plants, including pollination, seed formation and seed dispersal. | * 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 size of shadows change. |
| History | |  |  | The Stone Age | | | Changes in Britain from Iron Age to Bronze Age | In depth study of Ancient Egypt |  |
|  |  | * Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. * Bronze Age religion, technology and travel, for example, Stonehenge.   Iron Age hill forts: tribal kingdoms, farming, art and culture. | | | | * The achievements of the earliest civilizations – Ancient Egypt. | |
| Geography | | Magnificent Maps | Settlements |  | | |  |  | Rivers |
| * locate the world’s countries, using maps to focus on Europe * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass. * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps | * + - human geography, including: types of settlement and land use, economic activity.     - Look at human and physical features, sketching maps. |  | | |  |  | * + - Physical geography, including rivers.     - The water cycle     - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.     - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers). |
| D&T | |  | Shelter building | Cooking | | |  | Design and make a bridge to cross the moat into the citadel – research and evaluate bridges, test materials and evaluate |  |
|  | * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. | * Understand and apply the principles of a healthy and varied diet * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | |  | **Design**   * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * Generate, develop, model and communicate their ideas through discussion, annotated sketches.   **Make**   * Select from and use a wider range of equipment to perform practical tasks [for example, cutting, finishing], accurately.   **Evaluate**  Evaluate their ideas and products against their own design criteria |  |
| Art | | Hokusai – The great wave off Kanagawa  Painting, colour mixing |  | Stone age art  Early cave paintings | | |  |  | Steven Brown – Giraffe drawings (charcoal, pencil drawings and mark making) |
| * About great artists, architects and designers in history. * To improve their mastery of art and design techniques, including drawing, painting. |  | * To improve their mastery of art and design techniques, including drawing, painting. | | |  |  | * To create sketch books to record their observations and use them to review and revisit ideas. |
| RE | | How do people talk about God? | How do people decide what they believe is right or wrong? | What is Islam? | | | How do people talk about life after death? | How does belief shape identity? | How and why do Jews celebrate? |
| * What do Christians think about God? * What is creation? * The story of Adam and Eve * Jesus as a saviour * Jewish views on God | * How do Christians welcome babies? * How do Jews welcome babies? * Jesus as a saviour at Christmas time. | * Allah and the 99 names * Muhammad (pbuh) * The night of power | | | * Easter and the resurrection * The Holy week * Disciples | * Disciples * Humanist views * Views from a range of religions | * Bar and Bat Mitzvah * Passover |
| Computing | | Online Safety | | Online Safety | | | Email | Coding | Using Microsoft PowerPoint  Simulations |
| To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.  • To understand how the Internet can be used to help us to communicate effectively.  • To understand how a blog can be used to help us communicate with a wider audience.   * To consider if what can be read on websites is always true.   • To think about why these sites might exist and how to check that the information is accurate. | | * To learn about the meaning of age restrictions symbols on digital media and devices. * To discuss why PEGI restrictions exist. * To know where to turn for help if they see inappropriate content or have inappropriate contact from others. | | | * Children can list a range of different ways to communicate. * Children can use 2Connect to highlight the strengths and weaknesses of each method. * Extension: Children can order the various types of communication that have been used through history. * To open and respond to an email. * To write an email to someone from an address book. * To learn how to use email safely. | * To review previous coding knowledge.   • To understand what a flowchart is and how flowcharts are used in computer programming.   * To understand that there are different types of timers. * To be able to select the right type of timer for a purpose. * To understand how to use the repeat command. * To use coding knowledge to create a range of programs. * To understand the importance of nesting. * To design and create an interactive scene. | * To create a page in a presentation. * To add media to a presentation * To add animations into a presentation * To add timings into a presentation. * To use the skills learnt in previous weeks to design and present an effective presentation. * To find out what a simulation is and understand the purpose of simulations * To explore a simulation, making choices and discussing their effects. * To work through and evaluate a more complex simulation. |
| MFL | | **A new start**  - Getting to know you.  - Numbers  - Colours | **Calendar & Celebrations**  - Commands, colours & numbers  - Bonfire night colours  - Calendar time  -Christmas starry night | **Animals I like & don’t like**  - Epiphany celebrations  - Animals around us | | | **Carnival colours & playground games**  - Carnival and playground games  - Easter celebrations | **Breakfast, fruit nouns & a hungry giant**  - A Hungry Giant story | **Going on a picnic**  - Where does the Gingerbread man live?  - Going on a picnic (story) |
| AT focuses covered:  *1, 2, 4, 5 & 10* | AT focuses covered:  *1, 5, 7, 9, 10 & 11* | AT focuses covered:  *1, 2, 4, 7, 8 & 9* | | | AT focuses covered:  *1, 5, 6, 8, 10 & 12* | AT focuses covered:  *1, 4, 7, 8, 9 & 10* | AT focuses covered:  *3, 6, 8 & 12* |
| PE | | Hockey  Football  Gymnastics – linking movements together  Health related fitness | | | Dance  Tennis  Basketball  Football | | | Athletics  Outdoor adventurous activities  Rounders  Cricket | |
| PSHE + Citizenship | | Classroom Monitors  Anti-bullying week  RSE  Values in modern day Britain  Drugs & Alcohol awareness | | Develop their knowledge of how to help those less fortunate in their community.  Children’s Mental Health Week  RSE  Values in modern day Britain  Drugs & Alcohol awareness | | | | Values in modern day Britain  Drugs & Alcohol awareness  RSE | |
| * Develop an interest in, and commitment to, volunteering that they will take with them into adulthood. * Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); * Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take); * Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting); * To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; * To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. * Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. * What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; | | * To talk and write about their opinions, and explain their views, on issues that affect themselves and society; * To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; * To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. * To research, discuss and debate topical issues, problems and events; * About how the body changes as they approach puberty. * What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; * To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; * That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; * To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; * To resolve differences by looking at alternatives, making decisions and explaining choices; what democracy is, and about the basic institutions that support it locally and nationally; * To recognise the role of voluntary, community and pressure groups; * To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. | | | | * What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; * Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; | |
| Music | | *Love Music Trust*  Peter and the Wolf  Perform with a greater awareness of the inter-related dimensions of music (P4)  Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end. (C4)  Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (C4)  Present multiple layers on graphic scores or rhythm grids (C4)  Explain how different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (U4)  Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (U4)  Understand how sounds combine and create different effects on mood referring to the interrelated dimensions of music (U4)  Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (L4) | *Love Music Trust*  Christmas singing  Perform with a greater awareness of the inter-related dimensions of music (P4)  Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C - G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet) (P4)  Provide more opportunities to sing as a choir to an audience (P4)  Develop opportunities to play tuned percussion or other melodic instruments i.e. recorder (P4)  Perform simple parts with expression and awareness of rhythm e.g. a drone and an ostinato or a 2-part round (P4)  Have clear diction when singing to communicate lyrics effectively (U4)  Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (U4)  Understand a rest indicates silence in music (crotchet rest) (U4)  Identify silent beats in music (rests) (L4) | *Love Music Trust*  Planet Exploration  To compose a short piece of music within a given structure - (C4)  When listening use the correct vocabulary for each musical dimension - (L4)  Recognise a repeated musical theme and how it can be varied - (L4)  Explain how different musical dimensions such as pitch, duration, texture and dynamics can be combined and used with expression - (P4) | | | *Love Music Trust*  Stone Age  Have clear diction when singing to communicate lyrics effectively (P4)  Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end (C4)  Apply word chants to rhythms understanding how to link each syllable to a music note(U4)  Introduce and understand the difference between crotchets and quavers and their values (U4). | *Love Music Trust*  Sporting Anthems  Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)  Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P)  Provide more opportunities to sing as a choir to an audience (Y3 P)  Play and perform melodies following stave notation using a small range of 5 notes by the end of the year (Y3 P)  Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords (Y3 C)  Apply word chants to rhythms understanding how to link each syllable to a musical note (Y3 U)  Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)  Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L) | *Love Music Trust*  Meet and Greet  To perform simple parts with expression and awareness of rhythm (P4)  To compose a short piece of music with a given structure (C4)  Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (L4)  Introduce and understand the differences between crotchets and quavers and their values (U4) |
| Visits and Visitors | | Panto | | Iron Age/Bronze Age round house | | | | Ancient Egyptian workshop | |
| Theme Days | | Children in Need | | Mad Science Day  Comic Relief  World Book Day | | | |  | |
| Enterprise | | Christmas Craft Fayre | |  | | | |  | |
| Community and Awareness | | Firework Night  Anti Bullying Week  Christmas Jumper Day  Children in Need  Rock Steady  Harvest Celebration  Christmas Carols  Remembrance Event | | Children’s Mental Health Week  Safer Internet Day  Pancake Day  Comic Relief / Sport Relief  World Book Day  British Science Week  Rock Steady  Easter  Mother’s Day | | | | World Day  Summer Fayre  Rock Steady  Sports Day  Father’s Day | |
| Outdoor Education | |  | | Stone Age | | | | Sports day  Shadows (Science) | |
| Display | | Settlements, Maps, Science, English, Maths, Celebration of children’s work. | | Stone Age, Science, English, Maths, and celebration of children’s work. | | | | Ancient Egypt, Science, English, Maths, Celebration of children’s work. | |