W

| **Year Group: 3** | **Autumn** | | **Spring** | | **Summer** | |
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| **English** | **The Iron Man**  Creative writing  Traditional Tale Narrative  Survival Guide  Historical Narrative | **The Butterfly Lion**  Journey Narrative  Holiday brochure  Non-chronological report  Letter | **The Firework Maker’s Daughter**  Play script  Mystery narrative  Creative writing | **The Firework Maker’s Daughter**  Narrative (Once in a lifetime)  Explanation text  Narrative Poetry  Job description  Creative writing | **Charlotte’s Web**  Narrative (Flood)  Persuasive letter  Balanced argument | **Charlotte’s Web**  Narrative (Tadeo Jones)  Diary |
| **Maths** | Number Sense & Exploring Calculation Strategies  Place Value  Graphs  Addition & Subtraction  Length & Perimeter | | Length & Perimeter  Multiplication & Division  Deriving multiplication facts  Time  Fractions | | Angles & Shape  Measures  Securing Multiplication & Division  Calculation Strategies & Place Value | |
| **Science** | **Animals, including humans**  Could animals (including humans) survive without a skeleton? | **Light**  How does light shape our understanding of the world around us? | **Plants**  How do plants adapt and thrive in their environments? | **Rocks**  What might happen if we had the same types of rocks and soil all over the world? | **Forces and magnets**  Does the size and shape of a magnet affect how strong it is? | |
| **History** | **Stone/Bronze/Iron Age**  How did early humans in Prehistoric Britain shape the world and leave a lasting legacy? | | | | **Ancient Egypt**  How did Ancient Egyptians build a flourishing civilization along the Nile River? | |
| **Geography** | **Our Local Area (land use/settlements)**  What is the land use like in our local area? | | **London**  Why does London have a diverse population? | | **Water**  What is the water cycle and how does it work?  What is the river’s journey? | |
| **Computing** | **Online Safety** How do we use the internet safely and handle uncomfortable online content? | **Spreadsheets**  How can spreadsheets help organise and analyse data for hobbies or school projects, and what patterns can we find? | **Online Safety**  **Touch Typing** Why are improved typing skills important for schoolwork and computer use? | **Branching databases** How can branching databases help classify animals, plants, or books, and what questions aid correct sorting? | **Online Safety**  **Coding** How can coding help us create games or animations, and what steps bring our ideas to life on a computer? | |
| **Art** | **Drawing - Stone Age**  How can we express our imagination through drawing and connect with Stone Age artistic expression? | | **Printing- plants**  How can we capture the beauty of nature through printing? | | **Painting- Monet painting water**  How can we emulate Monet's mastery of light, colour and reflections in our own water-themed paintings? | |
| **DT** | **Kaleidoscopes**  How can we use design and reflection to create mesmerising kaleidoscopes? | | **Cooking**  How can we explore the culinary diversity of London through cooking and understanding different cultures? | | **Creating a magnetic game**  What innovative magnetic games can we design and build to explore the principles of attraction and repulsion? | |
| **PSHE** | **Me and My Relationships**  As a rule  My special pet  Looking after our special people  Dan’s Dare  Friends are special | **Valuing Difference**  Families and friends  Respect and challenge  Friends and neighbours  Celebrating differences  Zeb | **Keeping Myself Safe**  Safe or unsafe?  None of Your Business  Help or harm?  **Rights and Responsibilities**  Helping each other to stay safe | **Rights and Responsibilities**  Our helpful volunteers  Harold's environment project  Recount task  Can Harold afford it?  **Being My Best**  Derek Cooks Dinner  Poorly Harold | **Being My Best**  For or against?  I am fantastic!  Getting on with your nerve  Top talents | **Growing and Changing**  Relationship Tree  Body space  Secret or surprise |
| **RW** | **Beginnings** – when a Muslim child is born  **Reflection** – To find out what is special about the month of Ramadan in the Muslim calendar. | **Food** - To explore what foods Muslim laws allow Muslim people to eat.  **Festivals** - To find out about how Muslim people celebrate a festival together | **Five Pillars** Understanding the five central beliefs of Islam **Key beliefs** - Can you describe the key beliefs and customs of Muslim people? | **Places of worship** – what is a mosque and what Muslim people do there?  **Community** - What happens in a mosque?  Is it just for Prayer? | **Holy places -** Exploring Muslim holy places | **Special books** - finding out about the Qur’an  **Celebrations** - Exploring how Muslim people celebrate.  Are there any links between Islam and Judaism? |
| **Music** | **BMS Instrumental Lessons**  Playing toots and dudes | | **Ballads**  How do ballads through the ages tell stories and express emotions? | | **Musical Me**  How does music reflect and express our individual identities, and how can we use music to share our personal stories and emotions? | |
| **PE** | **Multi Skills- Agility/ Balance** How can we use agility and balance in different sports, and what activities or games can help us improve these skills? | **Dance and Movement- African Storytime Dancing** How can we use dance to express different stories or cultures, and what movements can we create to go along with different types of music? | **Gymnastics- Jumping** What different types of jumps can we learn in gymnastics, and how can we perform them safely and gracefully? | **Ball Skills- Throwing & Catching** What techniques can we learn to throw and catch more accurately, and how can these skills be used in different team sports? | **Throwing & Catching- Fielding Games** How can we challenge ourselves to improve our throwing and catching skills, and what fun team games can we play to practise these skills? | **Active Athletics** What are the different types of events in athletics, such as running, jumping, and throwing, and how can we train to become better at them? |
| **French** | **Providing personal information**  *Comment tu t’appelles?* (What is your name?)  *Quel âge as-tu?* (How old are you?) | | **Expressing feelings - Saying how you are**  *Ça va ? / Comment ça va ?*  (How are you?) | | **Providing personal information (birthday)**  *Quelle est la date de ton anniversaire ?*  (When is your birthday?) | |