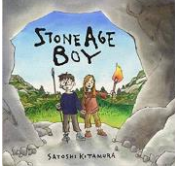



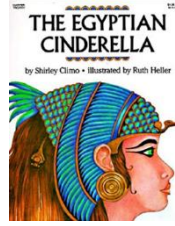
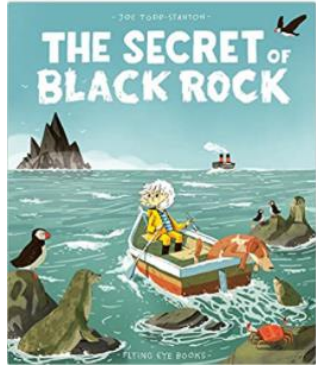


Year 3 English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 <p>Stone Age Boy One day a little boy is walking along when he trips, stumbles and falls ... into the Stone Age! He meets a girl his own age and her tribe, and learns all about their way of life. He watches them make tools, clothes and weapons. He sees how they hunt, fish, cook, celebrate and even how they paint on the walls of caves. But when a furious cave bear attacks, he wakes up back in his own time where everyone tells him it was only a dream. But was it?</p> <p>We shall be learning the features of an adventure fiction story. Our literacy skills will include using inverted commas, powerful verbs, adjectives and adverbs as well as packing a punch with a range of exclamation and question marks.</p>	 <p>Autumn is Here Children will look at the model poem 'Summer is Here' and learn to understand it as a visual, jigsaw style shape. They will be taught with a sharp focus on the craft and construction of sentences in sentence stacking lessons split into three chunks. Also taking part in experience lessons to strengthen context and build imagination.</p> <p>Children will write and edit their own seasons themed poem.</p>	 <p>The Iron Man The Iron Man: A classic children's story written in five chapters by the poet Ted Hughes. A very exciting beginning and experience days will grip the children and enthuse them for writing.</p> <p>We will be exploring sentence types and then using these to structure our own sentence stacking lessons that will include repetition, adding multiple clauses and subordinate clauses.</p>	 <p>Flood With intensely coloured, gorgeous artwork, Alvaro F.Villa depicts the effects of a devastating flood on a family and their home in this wordless-and startlingly beautiful-picture book .</p> <p>We will link our learning to the our Biome topic to write a disaster story.</p>	 <p>Egyptian Cinderella Poor Rhodopis! She has nothing - no mother or father, and no friends. She is a slave, from the far-off country of Greece. Only the beautiful rose-red slippers her master gives her can make Rhodopis smile. So when a falcon swoops down and snatches one of the slippers away, Rhodipis is heartbroken. For how is she to know that the slipper will land in the lap of the great Pharaoh himself? And who would ever guess that the Pharaoh has promised to find the slipper's owner and make her queen of all Egypt?</p> <p>We will gather information from Egyptian mythology and non-fiction texts and write a traditional tale with an Egyptian twist.</p>	 <p>The Secret of Black Rock The Secret of Black Rock We will be reading the story in sections to help form children's paragraphs of writing. After analysing what makes a good sentence we will then construct our own thinking carefully about ambitious word choices. Then mixing experience days and sentence stacking lessons for the children to create a narrative of their own. They will be taught lots of skills in deepening the moment to include interesting word choices for adjectives and adverbs.</p>

ERIC	 Esio Trot	 Esio Trot	  The Boy Who Grew Dragons and A Walk In Paris	 The Boy Who Grew Dragons and a range of non-fiction texts	 Egyptian Myths and a range of non-fiction texts	 A range of non-fiction texts
Maths	<p>Place Value Identify, represent and estimate numbers using different representations.</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a 3-digit number.</p> <p>Compare and order number up to 1,000.</p> <p>Read and write numbers up to 1,000 in numerals and words.</p> <p>Count from 0 in multiples of 50 and 100.</p> <p>Solve number problems and practical problems.</p> <p>Addition and subtraction Adding numbers mentally, including 3-digit numbers and tens and 3-digit numbers and ones.</p> <p>Adding numbers with up to 3-digits using formal written methods.</p> <p>Estimate the answer to a question and use inverse</p>	<p>Addition and subtraction Subtracting numbers mentally, including 3-digit numbers and tens and 3-digit numbers and ones.</p> <p>Subtracting numbers with up to 3-digits using formal written methods.</p> <p>Estimate the answer to a question and use inverse operations to check the answer.</p> <p>Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Multiplication and Division Count from 0 in multiples of 4 and 8.</p> <p>Recall and use multiplication facts from the 3, 4 and 8 times tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know.</p> <p>Solve problems including missing number problems, involving multiplication and division.</p>	<p>Multiplication and Division Recall and use multiplication facts from the 3, 4 and 8 times tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems including missing number problems, involving multiplication and division.</p> <p>Measurement - Money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Statistics Interpret and present data using pictograms, bar charts and tables.</p> <p>Solving 1-step and 2-step problems using data presented in bar charts, pictograms and tables.</p>	<p>Measurement - Length and perimeter Measure, compare, add and subtract length, mass, volume and capacity.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Number - Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.</p> <p>Recognise and use fractions as numbers.</p> <p>Solve problems using fractions.</p>	<p>Fractions Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominator.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Solve problems using fractions.</p> <p>Measurement - Time Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare times in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</p>	<p>Geometry - Properties of shapes Recognise angles as a property of shape or a description of a turn.</p> <p>Identify angles, recognise that 2 right angles make a half-turn, 3 make 3 quarters of a turn and 4 make a whole turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2D shapes and make 3D shapes using modelling materials.</p> <p>Recognise 3D shapes in different orientations and describe them.</p> <p>Measurement - Mass and capacity Measure, compare, add and subtract length, mass, volume and capacity.</p>

	<p>operations to check the answer.</p> <p>Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>				<p>Know the number of seconds in a minute, and the number of days in each month, year and leap year.</p> <p>Compare the duration of events.</p>	
History	<p>Stone Age</p> <p>We will look back in time at life in the stone age.</p> <p>We will become archaeologists and dig up some stone age tools, investigate the diet of stone age people and look at the homes that they lived in.</p> <p>- understanding ancient, modern, BC, AD, century and decade - understand how knowledge of the past is structured from a range of sources</p>				<p>Ancient Egypt</p> <p>- locate Egypt on a map and describe and understand the key aspect of human geography of land use in Ancient Egypt.</p> <p>- appreciate the impact between the Egyptian writing system and our own today.</p> <p>- use a range of sources to understand a typical day for an ancient Egyptian man, woman or child.</p> <p>- compare and contrast the powers of different Egyptian Gods.</p> <p>- understand the relevance ancient Egyptians had on the world today.</p> <p>- compare the lives of ancient Egyptians to the lives of people from the Stone Age.</p>	<p>How has communication changed through time since the Stone Age?</p> <p>- use a timeline to understand what chronology is.</p> <p>- know how Stone Age people communicated and compare this to modern day.</p> <p>- know how Ancient Egyptians communicated and compare to the Stone Age and modern day.</p> <p>- know about different forms of communication through the years.</p> <p>- use my knowledge of chronology to make a prediction.</p>
Geography		<p>Mapping The World</p> <p>We will learn about the Equator and the Northern and Southern Hemispheres. Then we will focus on learning more about countries in the Northern Hemisphere by using atlases and the internet for research. Children will be able to use coordinates to locate places in an atlas.</p>	<p>France topic with comparisons between UK and France.</p> <p>We will compare France to the UK by looking at facts, things they do/eat and we will compare a typical day for a child in the UK to a typical day to a child in France.</p>	<p>Wild and Wonderful World</p> <p>Weather and Biomes</p> <p>We will learn the names of the Biomes and where they are located. Know key aspects of the beach biome. Know how plants and animals adapt and survive in different biomes. Look at how</p>		

				biomes effect human activity.		
DT	<p>Design, make and evaluate Stone Age bread.</p> <p>Evaluate existing products.</p> <p>Design a product suitable for the intended consumer.</p> <p>Write and follow a step-by-step guide to make the bread.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown and processed.</p> <p>Evaluate the final product against a set criteria and their own design.</p>		<p>Enterprise week-Advertising.</p> <p>Investigate and analyse a range of existing products.</p> <p>Design and create a product that is appealing to the intended consumer.</p> <p>Carry out market research on prices and designs.</p> <p>Evaluate the products that are made.</p>	<p>Design, make and evaluate a shelter for a specific biome.</p> <p>Research and design a shelter for a specific biome that meets the needs of the user.</p> <p>Build and test their biome shelter and then evaluate its success based on their own set criteria.</p>	<p>Simple pneumatic systems (Linkages and levers) – moving monsters.</p> <p>Design a product that has moving parts.</p> <p>Choose materials that are suitable and work accurately to measure, make cuts and make holes.</p> <p>Evaluate their ideas and products against their own design criteria.</p>	
IT Coding IT Digital literacy	Computing Systems and networks – Emailing	Rodocodo – Programming	Programming – Scratch	Video Trailers – Creating Media	Website Design – Creating Media	Computational Thinking – Programming
Science	<p>Rocks and fossils</p> <p>- 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>	<p>Animals inc humans</p> <p>-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</p> <p>-identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Plants</p> <p>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>-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</p> <p>-investigate the way in which water is transported within plants</p>	<p>Light and darkness</p> <p>-recognise that they need light in order to see things and that dark is the absence of light</p> <p>-notice that light is reflected from surfaces</p> <p>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>-recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p>Famous scientists and experiments linked</p> <p>- setting up simple practical enquiries, comparative and fair tests</p> <p>- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>- gathering, recording, classifying and presenting</p>	<p>Forces and magnets</p> <p>- Compare how things move on different surfaces.</p> <p>- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>- Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>- Compare and group together a variety of</p>

			-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	-find patterns in the way that the size of shadows change	data in a variety of ways to help in answering questions	everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - Describe magnets as having 2 poles. - Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
Art		Stephen Wiltshire	Sketching Tone and shade Cross-hatching	Georgia O'Keefe Sketching Painting Oil pastels		Clay Coiling, mark making using different tools. Creating an Egyptian clay pot and tile.
Music	Ballads Kapow The children listen and learn how to identify the features of a ballad. Understanding that ballads tell a story through song.	Introduction to the recorder. Charanga Learning how to play clear notes on the recorder.	Harry Potter ostinato Listening to the music of John Williams. Composition and performance. Recognising the the work of famous composers	Glockenspiel Charanga Developing compositions. Playing clear notes with fluency and accuracy.	Reggae Charanga Three little birds As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.	Jazz Kapow Children learn various jazz techniques including syncopated rhythms. Listening with attention to detail, recalling sounds with increasing aural memory.
French	Language Angels- Early Language Teaching I'm Learning French: - Introduction to France - Ca Va? - Comment tu t'applles? -	Les Couleurs - Numbers 1-10 Colours	Language Angels- I'm Learning French: Animaux 1-6	Language Angels- I'm Learning French: Animaux 1-6	Language Angels- I'm Learning French: Les Instruments 1-6	
RE	Religions: Hinduism Theme: Prayer and Worship What is the best way for a Hindu to show commitment to God? Identities and diversity: They identify some of the diverse groups and communities in the UK and the wider world and	Religions: Christianity Theme: Christmas Is the Christmas story true? Advocacy and representation: They make informed contributions to discussions and debates giving some	Religions: Christianity Theme: Miracles Could Jesus really heal People? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion?	Religions: Christianity Theme: Easter What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand	Religions: Sikhism Theme: Sharing and Community Do Sikhs think it is important to share? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life?	Religions: Sikhism Theme: Prayer and Worship What is the best way for a Sikh to show commitment to God? Do religious people lead better lives? Does participating in worship

	begin to explore how these relate to their own identities and communities	reasons for their view	Is religion the most important influence and inspiration in everyone's life?	their religion? Can the arts help communicate religious beliefs?	Do all religious beliefs influence people to behave well towards others?	help people to feel closer to God or their faith community?
PE PE specialist	<p>Hockey- Invasion Games</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives -engage in competitive sports and activities</p> <p>Content: Pupils should be taught to: -play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending -use running, jumping, throwing and catching in isolation and in combination -take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Dance- Setting Sequences and Developing Choreography</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives</p> <p>Content: Pupils should be taught to: -develop flexibility, strength, technique, control and balance -perform dances using a range of movement patterns -compare their performances with previous ones</p>	<p>Floor Gymnastics: Shapes, Levels and Jumps</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives</p> <p>Content: Pupils should be taught to: -develop flexibility, strength, technique, control and balance -use a range of movement patterns -compare their performances with previous ones</p> <p>Apparatus: Sequences and Partner Work</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives</p>	<p>Athletics</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives</p> <p>Content: Pupils should be taught to: -develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Tennis: Net and Wall Games</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives -engage in competitive sports and activities</p> <p>Content: Pupils should be taught to: -play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending</p>	<p>Striking and Fielding: Cricket, Rounder's and Scatter Ball</p> <p>Aims: Ensure that all chn: - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -lead, healthy, active lives -engage in competitive sports and activities</p> <p>Content: Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending -take part in outdoor adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
PE Teacher led	<p><u>Health Related Exercise</u> SOW Milestone Focus: -Show an awareness of how the body functions/changes during exercise</p>		<p><u>Invictus (New and Inclusive activities)</u> SOW Milestone Focus: -Demonstrate changes of level, direction and speed</p>		<p><u>Rounders</u> SOW Milestone Focus: -Throw and catch displaying with accuracy, in isolation and varied environments</p>	

	<ul style="list-style-type: none">-Repeat and perform sequences of movements-Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination)-Develop children's knowledge of how the body functions/changes during exercise-Develop children's ability to exercise at different intensities	<ul style="list-style-type: none">-Show an awareness of how the body functions/changes during exercise-With guidance participate displaying respect, fair play and working well with others<ul style="list-style-type: none">-To develop children's ability to solve problems-To develop children's ability to engage in new activities fairly	<ul style="list-style-type: none">-Displays an understanding of fair play, respect and working well with others
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