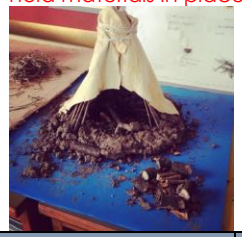
YEAR THREE

	SOLID AS A ROCK	STICKS & STONES	AROUND THE WORLD IN 80 DAYS	WHEN IN ROME	HIGHS & LOWS	END OF AN ERA
TOPIC(S) / 50 Things	13 Learn a new language 18.Make an exploding volcano 31. Receive an award from school 34. Take part in a sporting competition	13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public	10. Teach someone a new skill 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition	8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 33. Swim a length of the pool (25metres) 34. Take part in a sporting competition 49. Read a book somewhere unusual	13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition	13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public
ENGLISH	**Stig of the dump by Clive King**	**Stone Age Boy by Satoshi Kitamura**	**Around the world in 80 days by Jules Verne (Usborne Young Reading)**	**Escape from Pompeii by Christina Balit**	**The Firework Maker's Daughter by Philip Pullman**	**Oliver Twist by Charles Dickens (Usborne Young Reading)**
	WRITING EXPECTATIONS (FIRST WEEK)	**WRITING TO INFORM** ***Non-Chronological Report Stone Age*** ***GS PVPG MODEL TEXT – Prehistoric Creatures*** ***GS NON-CHRONOLOGICAL UNIT GUIDE (Prehistoric Creatures)*** *Follow Whole Unit Guide*	**WRITING TO ENTERTAIN** ***Recount – Letter*** ***GS MODEL TEXT – Letter Home (Meerkat)*** ***GS RECOUNT LETTER UNIT GUIDE (Stone Age Letter)*** *Use this as a basis for the lesson foci but change the theme to 'countries'.*	**WRITING TO ENTERTAIN** ***Characterising Speech*** ***GS MODEL TEXT – Escaping Pompeii*** ***GS CHARACTERISING SPEECH UNIT GUIDE (Escaping Pompeii)*** *Follow the whole unit guide.*	**WRITING TO INFORM** ***Explanation*** ***GS MODEL TEXT – How Volcanoes Are Formed*** ***GS EXPLANATION UNIT GUIDE (Digestive System)*** *Use this as a basis for the lesson foci but change the theme to 'volcanoes'*	**WRITING TO PERSUADE** ***Persuasive Advert*** ***GS MODEL TEXT – Join Our Workhouse*** ***GS PERSUASIVE ADVERT UNIT GUIDE (Save Our Bees)*** *Use this as a basis for the lesson foci but change the theme to ''workhouses'.*
	PVPG LESSONS	**POETRY** ***Diamante Poems (Stone Age Theme)***	**WRITING TO INFORM** ***Persuasive Advert*** ***GS MODEL TEXT – Visit Kenya Bangladesh (Y4)*** ***GS PERSUASIVE ADVERT UNIT GUIDE (Visit Egypt)*** *Follow whole unit guide.*	**POETRY** ***Simile/Word Play Poems (Weather Theme)***	**WRITING TO ENTERTAIN** ***Setting Description*** ***GS MODEL TEXT – The Flame Friend's Grotto*** ***GS SETTING DESCRIPTION UNIT GUIDE (Jungles/Rainforests)*** *Use this as a basis for the lesson foci but don't use the jungle/rainforest theme*	**POETRY** ***Haiku Poems (Seasons Theme)***
MATHS	**NUMBER:** Place Value **NUMBER** Addition and Subtraction **NUMBER:** Multiplication and Division		**NUMBER:** Multiplication and Division **MEASUREMENT:** Money **STATISTICS** **MEASUREMENT:** Length and Perimeter **NUMBER:** Fractions **CONSOLIDATION**		**NUMBER:** Fractions **MEASUREMENT:** Time **GEOMETRY:** Properties of Shape **MEASUREMENT:** Mass and Capacity **CONSOLIDATION**	

YEAR THREE

		WORKING SCIENTIFICALLY • **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**.					
	SCIENCE	**FORCES AND MAGNETS** 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.		**ROCKS** 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.	**PLANTS** 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.	**ANIMALS, INCLUDING HUMANS** 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.	**LIGHT-SUMMER 2** 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.
	PSHE	**Me and my Relationships** Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	**Valuing Difference** Recognising and respecting diversity Being respectful and tolerant My community	**Keeping Safe** Managing risk Decision-making skills Drugs and their risks Staying safe online	**Rights and Respect** Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	**Growing and Changing** Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	**Being my Best** Keeping myself healthy and well Celebrating and developing my skills Developing empathy
	ART AND DESIGN	**COLOUR TEXTURE** Edvard Munch's 'The Scream' series was inspired by the eruption of Krakatoa in 1883. Experiment with sand, PVA and paint to create a variety of textures of fire and ash. Design and paint (on card) a modern day version of Edvard Munch's 'The Scream'.		**TEXTURE, COLOUR** Research weaving from around the world and textile artist Gunta Stolz. Experiment with paper weaving techniques and make a loom. Decorate paper weaving with Stone Age images from topic learning.		**PATTERN PRINTING** Research & draw patterns in nature including spirals and tessellations. Research artists who use repeating patterns: William Morris, Owen Jones, Annie Albers. Use research to create a repeating pattern print, using a foam tile.	

YEAR THREE	COMPUTING	**DIGITAL LITERACY** Online Safety create a strong password, explaining why it is important; explain what privacy settings are and how to use them safely; discuss the benefits and disadvantages of email as a form of communication; identify an email that may be unsafe to open, explaining why; write a clear email, explaining why an address and subject is important; know how to safely send and receive emails;	**INFORMATION TECHNOLOGY** Word processing Select single words, cut, copy and paste text, format the font, insert images, copy a screenshot into another application, use a secure password, use <ctrl> keyboard shortcuts.	**DIGITAL LITERACY** Internet research Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. identify which word order gives the better results when searching online.	**INFORMATION TECHNOLOGY** Presentation create a hyperlink to another slide, use slide transitions, insert audio and video files (where possible), record audio onto a slide, plan a branching story, create simple slide templates and copy and organise slides as required.	**INFORMATION TECHNOLOGY** Branching Databases recognise an increasing range of data being used in the world around them and begin to understand why data is collected; understand that some data is personal and that this should be protected online; learn about different types of data organisation including graphs, charts, maps, diagrams and databases; know that information can be searched and sorted to find specific answers; know that the attributes of objects can be used to group them and follow database structures to create their own branching databases; create and use branching databases on a topic	**COMPUTER SCIENCE** Turtle/ Scratch Draw shapes with spaces between using penup and pendown in Turtle Logo, change and alter the pen settings in Scratch.

	DESIGN AND TECHNOLOGY	**Stone Age** models of prehistoric shelters- Structures/woodwork Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • To create a stiff and sturdy structure using clear elements of joining. • To use a vice to hold the wood in place. • To saw under high levels of supervision. • To use an age appropriate hammer and nails to hold materials in place. 		**Around the World** Light house linked to circuits, switches and bulbs and structures using recycled materials. 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 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • To use simple circuits to make movement or light. • To join materials using permanent and temporary fixings. • To add a mechanical element to a model following instructions, switches, bulbs and motors. 		**How have children's lives changed?** Rice Pudding Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook healthy ingredients (controlling the temperature of the oven or hob, if cooking) • To Prepare ingredients hygienically • To weigh and measure using scales accurately with support. • To follow a recipe • To use a grater with support. • To use heat on a hob and oven under close adult supervision 	
	GEOGRAPHY	**Mountains, Volcanoes and Earthquakes (Asia)** To describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes. To focus of Asia physical geography.			To locate geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coast) and land-use patterns; and understand how some of these aspects have changed over time. To focus on local area: Stonehenge	To use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Orienteering Skills	

	HISTORY		The achievements of the earliest civilizations: To know where and when. The Shang timeline Farming and Food Writing and the Shang calendar Technology Warfare Worship Cities Music Remembrance week.	To understand the changes in Britain from the Stone Age to the Iron Age: Examples: Late Neolithic hunter-gatherers and early farmers Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.			A local study about a local smuggler (Isaac Gulliver). A comparison study with Jean Lafitte (French pirate/privateer operating in the Caribbean and in American waters from his havens in Texas and Louisiana during the 1810s) Link with Geography
	MFL	**Beginnings** France Greetings and name - Learn about France, French people, French customs, French culture and French speaking countries in the world - Use simple greetings - Greet people at the right time of the day - Ask how people are feeling - Say how I am feeling - Ask someone's name - Say my name - Learn classroom instructions - Count from 0-10	**Learning** Classroom instructions the alphabet - Count from 0 up to 20 in French - Ask someone's age - Say my age - Learn the French pronunciation and sounds of the alphabet - Vocabulary of Christmas	**Next steps** Numbers 0-20 and age the colours Learn the French pronunciation and sounds of the alphabet - Spell my name - Spell words - Name the French colours red (rouge) bleu (blue) blanc (white) vert (green) - Say my favourite colour - Say which colours I like/ don't like - Count up to 50 in French	**Further steps** Numbers 20-50 the date and birthday Count up to 50 in French - Understand and use numbers 0-50 both in and out of sequence - Name months of the year - Use numbers up to 31 - Say my birthday - Ask someone's birthday - Say today's date - Name days of the week - Say the year - Use numbers up to 31 - Ask someone the date	**Family** The Very Hungry Caterpillar My Family Use the days in a sentence - Name some food items un fromage (cheese) un gâteau (cake) une glace (icecream) -Name vocabulary of a caterpillar - Tell the story of the very hungry caterpillar - Name members of my family Mon père (father) Ma mère (mother) Ma soeur (sister) Mon frère (brother) - Say if I have brothers and sisters - Ask someone if they have brothers or sisters	**Animals** At the Farm - Name farm animals un cochon (pig) une vache (cow) un cheval (horse) - Learn farm animals' sounds in French - Count the animals - Describe the animals at the farm by using the numbers - Review everything seen this year
YEAR THREE	MUSIC	**Writing music down** **MMS** Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names.	**Glockenspiel 1** **Original scheme** Learning basic instrumental skills by playing tunes in varying styles. Begin to read Notated music Christmas concert	**Three little Birds** **Original scheme** Listening to Reggae music. The interrelated dimensions of music are explored through one song. .	**Playing in a band** **MMS** What are the time signatures of the music you are playing?	**Enjoying improvisation** **MMS** Exploring the structure of songs	**Opening night** **MMS** Create and present a performance with an understanding of the songs you are singing and where they fit in the world.

	PE	**Symmetry and Asymmetry** To focus on exploring movements and balances in a symmetrical way.	**Swimming** **2 Rivers Meet**	**Witches and Wizards**	**Tag Rugby** To introduce moving with the ball, passing and receiving in order to keep possession of the ball.	**Communications and Tactics** To look at what makes an effective team with the focus being on creating tactics as a team. To learn why children need to work as a team to create simple tactics.	**Tennis** To introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.
	PE	**Game Sense Invasion**	**Handball** To introduce passing and receiving in order to keep possession of the ball. To concentrate on the attacking players, keeping possession. To develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.	**Wall**	**Dance** **Weather** To respond to different stimuli being able to add drama and emotion to the dance.	**Rounders** To introduce the concept of batting and fielding. To develop an understanding of the purpose of each team.	**Cannon and Unison**
	RE	Theme: **Divali** Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religions: Hinduism	Theme: **Christmas** Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religions: Christianity	Theme: **Jesus' miracles** Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religions: Christianity	Theme: Easter – **Forgiveness** Concept: Salvation Key Question: What is 'good' about Good Friday? Religions: Christianity	Theme: **Hindu beliefs** Key Question: How can Brahman be everywhere and in everything? Religions: Hinduism	Theme: **Pilgrimage to the River Ganges** Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religions: Hinduism