

Year 3							
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	Egyptians		Rainforests		We are Britain		
Literacy	<p><u>Egyptians</u></p> <ul style="list-style-type: none"> Retelling the story of Egyptian Cinderella and creating own versions Who Killed Tutankhamun? (A research project culminating in the children writing their own theories about what happened to Tutankhamun.) Descriptive writing about entering a tomb Egyptian Gods—mythology stories Creating Egyptian fact files Writing letters to Egyptian Pen Pals <p><u>Grammar</u></p> <ul style="list-style-type: none"> Revision of nouns, verbs and adjectives Determiners Prefixes Conjunctions <p>'Wow' day to finish topic</p> <ul style="list-style-type: none"> Eat like an Egyptian Walk like an Egyptian Write like an Egyptian 		<p><u>Rainforests</u></p> <p>'Wow' day to start topic</p> <ul style="list-style-type: none"> Class reader: "Running Wild" by Michael Morpurgo How the Tiger got his Stripes - reading, retelling and writing their own versions The Great Kapok Tree - retelling and using for speaking and listening (Words and Music) Poetry unit: Tyger, Tyger (William Blake) for Words and Music and writing their own poems as a group Where the Forest meets the Sea—writing a story to go with. Diary entries Persuasion— Why should we save the rainforests? BOOK WEEK – whole school project <p><u>Grammar</u></p> <ul style="list-style-type: none"> Pronouns Punctuating direct speech Fronted adverbials Apostrophes 		<p><u>We are Britain</u></p> <ul style="list-style-type: none"> Create WOW Wall to represent the children and their lives in Britain today. British author studies including 'Danny, The Champion of the World' by Roald Dahl <p>Where would you like to live?</p> <ul style="list-style-type: none"> Using Wordsmith eBook to read, discuss and retrieve information from text. Compare with other locations and lives. Write a report. <p>Letter-writing</p> <ul style="list-style-type: none"> Understanding features and structure of letters to write letters to pen-pals. <p>Instructions</p> <ul style="list-style-type: none"> How do you get to school? 		<p><u>Arthurian Legends</u></p> <ul style="list-style-type: none"> Reading and identifying features of a legend. Introducing specific vocabulary. To write and retell their own legend <p><u>'We are Britain' by Benjamin Zephaniah</u></p> <ul style="list-style-type: none"> To read and discuss ideas. Rewrite using own experiences. <p><u>Grammar</u></p> <ul style="list-style-type: none"> Revision of verbs Conjunctions to express passing of time Adverbs Clauses Subordinate clauses
<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> <i>Throughout the year: Guided reading, Spelling practice, handwriting practice</i> </div>							

					Persuasive writing <ul style="list-style-type: none"> Writing a persuasive piece to save a British monument 	
Maths	<ul style="list-style-type: none"> Read and write numbers to 1000 (words and numerals) Place value in 3 digit numbers Number bonds to 100 Doubling 2 digit numbers Multiplying and dividing using 2, 3, 4, 5 and 10 times table 	<ul style="list-style-type: none"> Fractions Telling the time to the nearest 5 minutes 3D shapes Adding and subtracting sums of money Measuring and comparing lengths Measuring capacity 	<ul style="list-style-type: none"> Rounding 2 and 3 digits to the nearest 10 or 100 Doubling and halving Finding the perimeter of 2D shapes Identifying right angles Identifying quarter, half and three quarter turns Subtract 2 digit numbers from 3 digit numbers (partitioning) 	<ul style="list-style-type: none"> Count in 25s and 50s Expanded column addition Grid method Working systematically Comparing and ordering numbers 1-1000 	<ul style="list-style-type: none"> Adding 3 digit and 1 digit numbers using known number facts Equivalent fractions (halves) Function machines Division using chunking Drawing and interpreting graphs 	<ul style="list-style-type: none"> Column addition Word problems Working systematically Perimeter Analogue and digital time to nearest minute Finding one-tenth and several tenths of multiples of ten
History/Geography	<u>Egyptians</u> <ul style="list-style-type: none"> Locating Egypt on a map Continents and oceans of the world Locating the River Nile and understanding the importance of it Climate Timeline of Ancient Egypt Mummification Pyramids Tutankhamen 	<u>Rainforest</u> <ul style="list-style-type: none"> Locating continents and oceans Locating tropic of Capricorn and cancer and the equator Climate of the rainforest Structure of the rainforest Tribes that live in the rainforest Comparing and contrasting lives of tribal people vs their own lives. 	<u>We are Britain</u> <ul style="list-style-type: none"> Share maps of Britain of different ages. What features can you identify? Why do we have maps? Comparison of features of British landscape over time Discrete map skills OS maps Map of classroom How has transport changed? Canals, Rail, motorways How has the landscape changed? Rural and urban differences in UK Changes in monarchy British landmarks How has Britain changed since 1948 			
Science	<u>Light</u> <ul style="list-style-type: none"> Light sources How light travels Reflective materials Creating shadows 	<u>Plants</u> <ul style="list-style-type: none"> Naming different parts of plants and describing their functions Do plants need leave to help them grow? Effects of light on plant growth 	<u>Rocks and Soils</u> <ul style="list-style-type: none"> Describe and compare different types of rocks 	<u>Forces and Magnets</u> <ul style="list-style-type: none"> Describe direction of forces between magnets 		

	<ul style="list-style-type: none"> Shadow puppet shows 	<ul style="list-style-type: none"> Lifecycle of plants Plants in the rainforests Adaptations of plants Why are rainforests so important Animal adaptation 	<ul style="list-style-type: none"> Describe how and why rocks change over time Investigation into whether rocks are permeable To understand what fossils are Investigate different soils 	<ul style="list-style-type: none"> Classify materials and magnetic and non-magnetic Investigation: How much weight can different magnets hold? (fair test)
Art	<p><u>Egyptian themed art:</u></p> <p>Portraits, sarcophagus 3d sculpture, masks, sunset, hieroglyphics</p> <p><u>Autumn leaf Printing</u> - Andy goldsworthy sculptures.</p> <p>Colour theory, mixed media Art.</p>	<p><u>Henri Rousseau -</u></p> <p>Botanical Art</p> <p>Animal shadow Art.</p> <p>Animal prints</p> <p><u>Gauguin</u></p>	<p><u>City scapes</u></p> <p>London themed Art.</p> <p>Skylines and buildings. City scape Art.</p>	<p><u>Monsters project</u></p> <p>Roll a monster</p> <p>Painting a monster mini canvas.</p> <p>Mixed media – card layered sculpture.</p> <p>Clay monster</p>
DT	<p><u>Typography</u></p> <ul style="list-style-type: none"> Links with Egyptian topic work. Recognising the world around you, identifying logos, understanding how to adapt pictures to look like letters. Basic use of coloured pencils and presentation techniques. 	<p><u>Bridges and structures</u></p> <ul style="list-style-type: none"> Creating a lego shaduf (pivots and levers) What is the strongest shape? How can we adapt shapes to make them stronger? Manipulating materials to form a purpose. Modelling and adapting designs to make them better. 	<p><u>Shelters</u></p> <ul style="list-style-type: none"> Links with rainforest topic work. Analysing and collecting information, researching a design, drawing initial sketches and using evaluative language to choose which is the best design. Following a design process, working in a practical situation safely 	<p><u>Moving monsters – Pneumatics</u></p> <p>Researching a design, presenting design ideas effectively, drawing initial sketches and using evaluative language to choose which is the best design.</p> <p>Following a design process, planning for making, selecting materials, selecting the correct tools, working in a practical situation safely</p>

RE	<p><u>Christianity</u></p> <p>Who is God?</p> <ul style="list-style-type: none"> • God the father • God the son • God the holy spirit • The story of Christmas 		<p><u>Judaism</u></p> <ul style="list-style-type: none"> • Core belief • Torah • Synagogues • Meanings of artefacts and symbols <p><u>Easter– Christianity</u></p> <ul style="list-style-type: none"> • Palm Sunday • Maundy Thursday • Good Friday • Easter Sunday • Symbols associated with Easter 		<p><u>Islam</u></p> <ul style="list-style-type: none"> • key features of Islam • mosque • Salah • 5 pillars • connections to other religions 	
ICT	<p><u>E-safety – SMART</u> (safe, meeting, accepting, reliable, tell)</p> <p><u>Cyber bullying</u></p> <ul style="list-style-type: none"> • PowerPoint Poster – E-Safety Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. • Children understand that some information held on websites may not be accurate or true. <p><u>Coding – Vehicle</u></p> <ul style="list-style-type: none"> • Children can explain what Object, Action, Output, Control and Event are in computer programming. • Children can explain which commands they included in their program and what they achieve. <p>Children can explain how their program simulates a physical system, i.e. my vehicles move at different speeds and angles.</p> <ul style="list-style-type: none"> • Children can explain what steps to follow to debug a program. 	<p><u>Keyboard skills</u></p> <ul style="list-style-type: none"> • BBC • Basic Computer Skills • Dance Mat <ul style="list-style-type: none"> • http://www.bbc.co.uk/guides/z3c6tfr#z34thyc • Dance mat typing – guided instruction on what fingers are used to touch type each key 	<p><u>Refresh:</u></p> <p><u>E-safety and cyberbullying at the commence of the term.</u></p> <p><u>Word Processing – Manipulating texts and adding pictures</u></p> <ul style="list-style-type: none"> • Select, use and combine a variety of Word functions to design and create a range of programs, systems and content that accomplish given goals, including collecting and presenting data and information. 	<p><u>Introduction to Spreadsheets</u></p> <ul style="list-style-type: none"> • Children can create a table of data on a spreadsheet. • Children can use a spreadsheet program to automatically create charts and graphs from data. • Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. • Children can find specified locations in a spreadsheet. 	<p><u>Refresh:</u></p> <p><u>E-safety and cyberbullying at the commence of the term.</u></p> <p><u>Animation – Design</u></p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a short story animation • Students build and design their creations in PowerPoint shapes, each slide representing a different segment in the story 	<p><u>Animation – iMovie</u></p> <ul style="list-style-type: none"> • Using the designs created in the first half of the term, students will transfer their designs onto the i-pad and adding sound, transitioning and text elements.

	<ul style="list-style-type: none"> • Children can explain what they did so that my computer program did not work. • Children can create a variable in a program. 					
Languages	French <ul style="list-style-type: none"> • Introductions • Greetings • Family Members • Days of the week • Colours • Numbers 1 – 20 • Christmas 	French <ul style="list-style-type: none"> • Countries • I like/I do not like • Parts of the face • Parts of the body • Numbers 1 to 31 • Clothes 	French <ul style="list-style-type: none"> • Months • Translation into English • On the farm • Animals • Pets • What is...like? • Where is...? • Food 			
Music	<p>“Let Your Spirit Fly” from Charanga Scheme of Work.</p> <ul style="list-style-type: none"> • R&B Music • Listening and appraising others from the genre • Vocal experiments with improvisation <p>Preparing for Whole School Harvest Festival, focusing on more challenging work: singing parts</p>	<p>Preparation for Whole School Carol Service + “Glockenspiel Stage 1” from Charanga Scheme of Work.</p> <ul style="list-style-type: none"> • Introduction to music reading + the stave • Following dynamics reading music when singing and using an instrument • ‘Hairpin dynamics’ • Holding different beats with their bodies: 3/4, 4/4, 6/8 	<p>Glockenspiel Stage 1 + Three Little Birds</p> <ul style="list-style-type: none"> • Continuation of Glockenspiel, including reading music • Listening to Reggae Music + refresher from last year. Using Glockenspiels to make Reggae Music, creating pentatonic melodies <p>Preparation for Y3 Words and Music Performance (Whole Class Singing)</p>	<p>The Dragon Song:</p> <ul style="list-style-type: none"> • How has music been used against bullying? • Kindness/respect/appreciation of others SMSC link. • Singing in parts and holding harmony parts <p>Further music reading and following a score in both singing and reading music for tuned percussion.</p>	<p>“Bringing Us Together” from Charanga Scheme of Work:</p> <ul style="list-style-type: none"> • Disco Music • Disco Dance • Singing while moving <p>Country Dance / Beat finding / holding a tempo</p> <p>Continuing tuned percussion work – reading music, playing simple melodies from a score</p>	<p>Continuation of tuned percussion work + Preparation for Prize Day performance: dance element to performance as well as singing</p>
PE	<p>Autumn 1</p> <p>Football</p> <ul style="list-style-type: none"> • Be able to perform dribbling skills with control • To be able to replicate successful passing technique using a variety of styles • To be able to shoot the ball at a target • To be able to demonstrate core football skills in a game situation. 	<p>Autumn 2</p> <p>Football</p> <ul style="list-style-type: none"> • Be able to perform dribbling skills with control • To be able to replicate successful passing technique using a variety of styles • To be able to shoot the ball at a target • To be able to demonstrate core 	<p>Spring 1</p> <p>Rugby</p> <ul style="list-style-type: none"> • Children will focus on introducing and developing basic skills for tag rugby. • In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition. 	<p>Spring 2</p> <p>Rugby</p> <ul style="list-style-type: none"> • Children will focus on introducing and developing basic skills for tag rugby. • In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition. • Individuals will learn to make informed decisions during small sided games and plan attacking ideas. 	<p>Summer 1</p> <p>Cricket</p> <ul style="list-style-type: none"> • Children will be introduced to and develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games. • Pupils will work on the common skills and principles, including attack and defence. To 	<p>Summer 2</p> <p>Cricket</p> <ul style="list-style-type: none"> • Children will be introduced to and develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games. • Pupils will work on the common skills and

	<p><u>Netball</u></p> <ul style="list-style-type: none"> To develop ball handling skills To develop movement and footwork skills To develop throwing and catching skills To introduce simple team games leading to invasion games of defending and attacking To develop understanding of basic netball rules To have a knowledge of the named playing positions <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To introduce the term "Travel". To introduce flight and hands/feet as part of the theme. To introduce a slide and a roll as part of the theme. To learn how to put together a sequence. To perform a travel sequence on medium level apparatus. <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> To display a range of skills to control of a ball. 	<p>football skills in a game situation.</p> <p><u>Netball</u></p> <ul style="list-style-type: none"> To develop ball handling skills To develop movement and footwork skills To develop throwing and catching skills To introduce simple team games leading to invasion games of defending and attacking To develop understanding of basic netball rules To have a knowledge of the named playing positions <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To introduce the term "Travel". To introduce flight and hands/feet as part of the theme. To introduce a slide and a roll as part of the theme. To learn how to put together a sequence. To perform a travel sequence on medium level apparatus. <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> To display a range of skills to control of a ball. 	<ul style="list-style-type: none"> Individuals will learn to make informed decisions during small sided games and plan attacking ideas. To understand the effect of exercise and its importance. To develop an attitude of fair play and enjoyment through games activities. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will learn a number of different techniques to pass, dribble and shoot. Children will play games confidently. Children will control the ball consistently and use a range of tactics in attack and defence; Children will be able to explain what is more or less effective in the games played and make changes that improve their teams performance. <p>In addition to concluding the carousel of gymnastics, dance and ball skills children will participate in a health-related fitness unit.</p> <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> Children will develop an understanding of their overall levels of fitness through participation in cross country running. Children will develop an ability to pace themselves. 	<ul style="list-style-type: none"> To understand the effect of exercise and its importance. To develop an attitude of fair play and enjoyment through games activities. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will learn a number of different techniques to pass, dribble and shoot. Children will play games confidently. Children will control the ball consistently and use a range of tactics in attack and defence; Children will be able to explain what is more or less effective in the games played and make changes that improve their teams performance. <p>In addition to concluding the carousel of gymnastics, dance and ball skills children will participate in a health-related fitness unit.</p> <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> Children will develop an understanding of their overall levels of fitness through participation in cross country running. Children will develop an ability to pace themselves. Children will further their knowledge of in race tactics. <p><u>Swimming</u></p> <ul style="list-style-type: none"> During this unit children will look at range of different activities based around three major strokes of swimming Front Crawl, Breaststroke and Backstroke. A strong emphasis will be placed on the children building a fun 	<p>develop an attitude of fair play, sportsmanship and enjoyment.</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> Children will develop a range of sending, receiving, batting and bowling skills. Children will work on quality of replication with the intention of beating an opposition. To implement simple tactics to form an attacking and defending principle in the game of rounders. To develop an understanding of rounders rules and scoring. To develop an attitude of fair play, sportsmanship and enjoyment. <p><u>Athletics</u></p> <ul style="list-style-type: none"> Children will be introduced to the concept of throwing for distance using a range of objects, jumping for distance and with accuracy. Children will accurately replicate running challenges and competitions that require both and stamina. In all athletic activity, pupils will engage in performing skills, measuring and 	<p>principles, including attack and defence. To develop an attitude of fair play, sportsmanship and enjoyment.</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> Children will develop a range of sending, receiving, batting and bowling skills. Children will work on quality of replication with the intention of beating an opposition. To implement simple tactics to form an attacking and defending principle in the game of rounders. To develop an understanding of rounders rules and scoring. To develop an attitude of fair play, sportsmanship and enjoyment <p><u>Athletics</u></p> <ul style="list-style-type: none"> Children will be introduced to the concept of throwing for distance using a range of objects, jumping for distance and with accuracy. Children will accurately replicate running challenges and
--	--	--	---	--	--	--

	<ul style="list-style-type: none"> To understand how to position their bodies, hands and feet when sending and receiving a ball. To display tactics and develop an ability to outwit an opponent when playing ball games. <p><u>Dance</u></p> <ul style="list-style-type: none"> Children will create and control their movements by varying shape, size, direction, level, speed and tension. Children will express feelings, moods and ideas, to respond to music and to create simple characters and narratives in response to a range of stimuli, through dance. Children will work with a partner or in small group and evaluate and assess movements to improve overall routines. <p><u>Swimming</u></p> <ul style="list-style-type: none"> During this unit children will look at range of different activities based around three major strokes of swimming Front Crawl, Breaststroke and Backstroke. A strong emphasis will be placed on the children building a fun relationship with the water to build confidence. 	<ul style="list-style-type: none"> To understand how to position their bodies, hands and feet when sending and receiving a ball. To display tactics and develop an ability to outwit an opponent when playing ball games. <p><u>Dance</u></p> <ul style="list-style-type: none"> Children will create and control their movements by varying shape, size, direction, level, speed and tension. Children will express feelings, moods and ideas, to respond to music and to create simple characters and narratives in response to a range of stimuli, through dance. Children will work with a partner or in small group and evaluate and assess movements to improve overall routines. <p><u>Swimming</u></p> <ul style="list-style-type: none"> During this unit children will look at range of different activities based around three major 	<ul style="list-style-type: none"> Children will further their knowledge of in race tactics. <p><u>Swimming</u></p> <ul style="list-style-type: none"> During this unit children will look at range of different activities based around three major strokes of swimming Front Crawl, Breaststroke and Backstroke. A strong emphasis will be placed on the children building a fun relationship with the water to build confidence. 	<p>relationship with the water to build confidence.</p>	<p>recording their own performance.</p> <ul style="list-style-type: none"> Pupils will develop the ability follow safety procedures and handle equipment correctly. <p><u>Swimming</u></p> <ul style="list-style-type: none"> During this unit children will look at range of different activities based around three major strokes of swimming Front Crawl, Breaststroke and Backstroke. A strong emphasis will be placed on the children building a fun relationship with the water to build confidence. 	<p>competitions that require both and stamina.</p> <ul style="list-style-type: none"> In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. Pupils will develop the ability follow safety procedures and handle equipment correctly. <p><u>Swimming</u></p> <ul style="list-style-type: none"> Children take part in the Rookie Lifeguard Award working towards achieving the next stage in their development.
--	--	---	--	---	---	--

		<p>strokes of swimming Front Crawl, Breaststroke and Backstroke. A strong emphasis will be placed on the children building a fun relationship with the water to build confidence.</p>				
PSHEE	<p>Right and wrong – the need for rules and class rules</p> <p>Target setting - what do I want to achieve this year? Why? Personal goals Who am I? What makes me, me? Interests? What am I good at? What are my strengths and what do I need help with?</p>	<p>Jobs people do in our school community – appreciation for others</p> <p>Co-operating and sharing</p> <p><i>Throughout the year: Community service – visiting local care home, Charity fundraising</i></p>	<p>Fairness – to recognise what is fair and unfair</p> <p>Kind and unkind behaviour – bullying. How to treat people</p> <p>Stealing and truthfulness</p>	<p>Other people's feelings and understanding others</p> <p>Resolving conflict</p>	<p>My responsibilities (iii)</p> <p>How we change (i)</p> <p>Dealing with persuasion (iii) Peer pressure – how we can be encouraged by friends to engage in risky or anti-social behaviour. Addressing role models, road safety and the need for rules. (Go Givers)</p> <p>Journeys around the world (v)</p> <p>Different customs and traditions – celebrating diversity. To think about the lives of people living in other places and people with different values and customs (v)</p> <p>Similarities and difference between people; including nationality, language, food and culture, and how they should be embraced. (Go Givers)</p> <p>Evaluation of the year. (i) What could I have done differently (i)</p>	
Visits	Richmond theatre – horrible histories Egypt		The living rainforest - March			