

 YEAR 3 THEME	AUTUMN		SPRING		SUMMER	
	Autum i	Autum ii	Spring i	Spring ii	Summer i	Summer ii
	Building on Strong Foundations Stone/Iron Age Britain	Fit for a King Edgar's Field	Zoo & Safari Animals	Is Britain Great?	The Ancient Egyptians	Out Of Africa
KEY EXPERIENCES	Weaver Hall Museum or Great Orme Copper Mines	Edgar's Field family learning day	Knowsley Safari Park keeper visit Healthy sandwich making	Islam talk	Egyptian Day	Churches in the Community Visits
LITERACY	<u>Adventure and Mystery Stories</u> <ul style="list-style-type: none"> Stone Age Boy <u>Letters</u> <ul style="list-style-type: none"> Stone Age Boy <u>Poetry</u> <ul style="list-style-type: none"> If I had wings Edgar's Field (similes and metaphors) 		<u>Authors and Stories in Familiar Settings</u> <ul style="list-style-type: none"> Michael Foreman stories. Comparisons with other Michael Foreman texts <u>Shape Poems and Calligrams</u> <ul style="list-style-type: none"> Range of shape poetry Animal poetry <u>Letters</u> <ul style="list-style-type: none"> Letters of enquiry Letters of complaint Letters of persuasion <u>Information Texts</u> <ul style="list-style-type: none"> Zoo and Safari Park leaflets <u>Instructions Part 1</u> <ul style="list-style-type: none"> Sandwich making Science link 		<u>Simple Playscripts</u> <ul style="list-style-type: none"> One Man Band (Video) Stig of the Dump <u>Myths and Legends</u> <ul style="list-style-type: none"> Egyptian Myths and Legends <u>Poetry</u> <ul style="list-style-type: none"> Performance poetry <u>Non-Chronological Reports</u> <ul style="list-style-type: none"> Edgar's Field Through the Ages The Friends of Edgar's Field Science link – rocks and soils 	
MATHS	Number – Place Value Number – Addition and Subtraction Number – Multiplication and Division Consolidation		Number - Multiplication and Division Measurement: Money Statistics Measurement: length and perimeter Number - Fractions Consolidation		Number – fractions Measurement: Time Geometry – Properties of Shapes Measurement: Mass and Capacity Consolidation	
SCIENCE	<u>Rocks and Soils</u> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. 		<u>Healthy Diets</u> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. Describe the ways in which nutrients and water are transported within animals, including humans. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. 	<u>Forces (Magnets)</u> <ul style="list-style-type: none"> Notice that some forces need contact between two objects and some forces 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. 	<u>Healthy Plants</u> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, 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. 	<u>Light and Shadows</u> <ul style="list-style-type: none"> Notice that light is reflected from surfaces. Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.
HISTORY	Balance of British/European History/ World History and a Local Study <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. (Ongoing throughout year) 					
	<u>LOCAL: Stone Age Britain Skara Brae (Edgar's Field)</u> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Suggest causes and consequences of some of the main events and changes in history. Describe changes that have happened in the locality of the school throughout history. Understand the concept of change over time, representing this, along with evidence, on a time line. 				<u>Ancient Egypt</u> <ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. 	
GEOGRAPHY	<u>Edgar's Field Changes in the local environment</u> <ol style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Explain own views about locations, giving reasons. Use fieldwork to observe and record the human and 		<u>Zoo locations and mapping</u> <ol style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some aspects have changed over time. 		<u>Africa Continents</u> <ol style="list-style-type: none"> Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Africa and identify 	

		physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 10. Describe how the locality of the school has changed over time.				their main physical and human characteristics. 9. Describe geographical similarities and differences between countries
RE	<u>Christianity: (The Bible (Jesus as a Healer))</u> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Give some reasons why religious figures may have acted as they did.	<u>Christianity: (European Christmas Traditions)</u> • Show an understanding that personal experiences and feelings influence attitudes and actions.		<u>Christianity: (Churches in the Community)</u> • Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. • Describe how some of the values held by communities or individuals affect behaviour and actions. <u>The Easter Story</u>		<u>Islam</u> • Identify religious symbolism in literature and the arts. • Discuss and give opinions on stories involving moral dilemmas. (Mohammed) • Give some reasons why religious figures may have acted as they did.
COMPUTING	<u>Finding Information</u> Skara Brae Espresso <u>Communication</u> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	<u>Finding Information</u> Edgar's Field <u>Photo Story</u> Stone Age Presentation	<u>Databases</u> Branching Databases (animals) Creating Databases (sandwich making and data handling on information magic) • Devise and construct databases using applications designed for this purpose in areas across the curriculum.	<u>Connecting</u> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work.	<u>Coding</u> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects.	<u>Simulation</u> Crystal Rainforest
ART AND DESIGN	<u>Cave Painting</u>	<u>Painting: (landscapes)</u> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	<u>Animal Sculptures</u> Create and combine shapes to create recognisable forms • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	<u>Georgia O'Keefe Art based on plants</u> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	<u>Islamic Art Symmetrical Patterns</u> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make precise repeating patterns.	
DESIGN TECHNOLOGY	<u>Possible activity linked to Stone Age</u> To be discussed	<u>Mechanics</u> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). Christmas Cards / scenes RE link	<u>Food Technology: (Healthy Sandwich Making)</u> • Prepare ingredients hygienically using appropriate utensils. • Follow a recipe • Assemble ingredients	<u>Materials (photo frames)</u> Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Select the most appropriate techniques to decorate textiles.	NOT THIS HALF TERM	<u>Egyptian Textiles and Materials</u> Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Select the most appropriate techniques to decorate textiles.
MUSIC	MUSIC (Mrs Atherton)	MUSIC (Mrs Atherton)	MUSIC (Mrs Atherton)	MUSIC (Mrs Atherton)	MUSIC (Mrs Atherton)	MUSIC (Mrs Atherton)
PHYSICAL EDUCATION	P.E (Ms McCormick)	P.E (Ms McCormick)	P.E (Ms McCormick)	P.E (Ms McCormick)	P.E (Ms McCormick)	P.E (Ms McCormick)
	Games: Basketball / Netball	Games: Hockey / Rugby	Games: Net / Wall	Games: Tennis	Games: Athletics	Games: Cricket / Rounders

MFL	<p>3. Use a translation dictionary or glossary to look up new words. 10. Take part in discussions and tasks. 13. Make comparisons between life in countries or communities where the language is spoken and this country.</p>		<p>7. Understand the main points from spoken passages. 8. Ask others to repeat words or phrases if necessary.</p>		<p>4. Write a few short sentences using familiar expressions. 9. Ask and answer simple questions and talk about interests. 6. Write short phrases from memory with spelling that is readily understandable.</p>	
PSHCE	<p>New Beginnings</p> <ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<p>Getting on and falling out</p> <ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<p>Going for Goals</p> <ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<p>Good To Be Me</p> <ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<p>Moving On</p> <ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.