



YEAR 3: AUTUMN		WHAT'S UNDER THE GROUND?		Values: Respect/Peace
Suggested Entry Point: A palaeontologist's bag appears with rocks & fossils in it for class to explore & discuss.		Suggested Final Outcome: Cross-curricular topic display in class and hall.		Suggested Visit: Stone Age Day – in school visit.
Suggested Entry Point: A palaeontologist's bag appears with rocks & fossils in it for class to explore & discuss.		Suggested Final Outcome: Cross-curricular topic display in class and hall.		Using the School Environment: Stone Age Day using school field.
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>Science: Rocks & Fossils 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. Ask relevant questions. Set up simple practical enquiries and comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p>History: Prehistoric Britain Learn about changes in Britain from the Stone Age to the Iron Age. Understand the concept of change over time, representing this, along with evidence, on a time line. Use evidence to ask and answer questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history. 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.</p>		<p>Geography: Local Area – Mapping Build knowledge of the UK and the local area. Use the eight points of a compass, four-figure grid references, symbols and a key (including the use of Ordnance Survey maps). Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs. Ask and answer geographical questions about the physical and human characteristics of a location. Create maps of locations.</p> <p>Science: Animals, Including Humans Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and that they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Ask relevant questions. Set up simple practical enquiries and comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>Art: Printing Develop ideas from starting points throughout the curriculum. Explore ideas in a variety of ways. Comment on artworks using visual language. 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.</p>		<p>RE: Who is Jesus?/Fame & Christianity/Advent & Epiphany</p> <p>Computing: Programming Animation/Bug Fixer Scratch Project/E-safety</p> <p>PSHE: Drug, alcohol & tobacco education: Tobacco is a drug Keeping safe & managing risk: Bullying – see it, say it, stop it</p> <p>Music: Charanga Scheme Three Little Birds/ Ho, Ho, Ho</p> <p>MFL (Spanish): La Jolie Ronde Scheme Numbers & Greetings/Instructions/ Christmas</p> <p>PE: Real PE Unit 1: Personal Coordination: Footwork Static Balance: One Leg Unit 2: Social Dynamic Balance to Agility: Jumping/Landing Static Balance: Seated</p> <p>BIG QUESTIONS:</p> <p>Autumn 1: Is it more important to respect yourself or other people?</p> <p>Autumn 2: How would you bring peace to the world?</p>



YEAR 3: SPRING		WHY ARE RAINFORESTS IMPORTANT?		Values: Love/Faith
Suggested Entry Point: Rainforest sounds play as children enter classroom.	Suggested Final Outcome: Rainforests art and DT display in class.	Suggested Visit: Rainforest Café or London Zoo.	Using the School Environment: Investigate and collect plants in the school grounds.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>Geography: Rainforests Name and locate the countries of North and South America and identify their main physical and human characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ask and answer geographical questions about the physical and human characteristics of a location. Describe key aspects of physical geography, including mountains, volcanoes, earthquakes and the water cycle. Describe key aspects of human geography, including land use. Use a range of resources to identify the key physical and human features of a location. Explain own views about locations, giving reasons.</p> <p>Science: Plants 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. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Ask relevant questions. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p>		<p>Art: Painting Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 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 background washes then add detail. Experiment with creating mood with colour.</p> <p>DT: Materials & Construction Make products by working efficiently, carefully selecting materials. Refine work and techniques as work progresses, continually evaluating the product design. 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. Choose suitable techniques to construct products or repair items. Strengthen materials using suitable techniques.</p>		<p>RE: Hindu Beliefs & Symbols/Jesus's Commandments/Easter People</p> <p>Computing: Videoining Performance/Vlogging/E-safety</p> <p>PSHE: Mental health & emotional wellbeing: Strengths & challenges. Identity, society & equality: Celebrating difference.</p> <p>Music: Charanga Scheme Glockenspiel Stage 2/ Benjamin Britten – There Was a Monkey</p> <p>MFL (Spanish): La Jolie Ronde Scheme Colours/Spring/Easter</p> <p>PE: Real PE Unit 3: Cognitive Dynamic Balance: On a Line Coordination: Ball Skills Unit 4: Creative Coordination: Sending & Receiving Counter Balance: With a Partner</p> <p style="text-align: center;">BIG QUESTIONS:</p> <p style="text-align: center;">Spring 1: Do you have to earn love?</p> <p style="text-align: center;">Spring 2: What does it mean to have faith?</p>



YEAR 3: SUMMER		WAS IT EASY TO BE AN ANCIENT EGYPTIAN?		Values: Perseverance/Hope
Suggested Entry Point: Egyptian hieroglyphics appear around class – where are they from/what do they mean?	Suggested Final Outcome: Create a class museum about Ancient Egypt.	Suggested Visit: The British Museum.	Using the School Environment: Forces investigation in school grounds.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>History: Ancient Egypt To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Understand the achievements of the ancient Egyptian civilisation and where and when it appeared. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. Place events, artefacts and historical figures on a time line using dates. Use dates and historical terms to describe events.</p> <p>Geography: Egypt & the Nile Identify the location and characteristics of a range of the world's most significant human and physical features. Develop geographical knowledge, understanding and skills to enhance locational and place knowledge. 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. Describe key aspects of physical geography, including mountains, volcanoes, earthquakes and the water cycle. Describe key aspects of human geography, including land use.</p>		<p>Science: Forces & Magnets Compare how things move on different surfaces. 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 materials depending on 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. See science skills below.</p> <p>Science: Light Understand we need light in order to see things and dark is the absence of light. Notice that light is reflected from surfaces. Know light from the sun is dangerous and ways to protect eyes. Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows. Ask relevant questions. Carry out simple practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Use scientific evidence to answer questions or to support findings. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Art/DT: Textiles Develop ideas from starting points throughout the curriculum. Design with purpose by identifying opportunities to design. Use a range of tools and equipment to perform practical tasks. Refine work and techniques as work progresses. Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p>		<p>RE: Miracles of Jesus/Being a Muslim</p> <p>Computing: Communicating/Collecting & Analysing Data/ E- safety</p> <p>PSHE: Careers, financial capability & economic wellbeing: Saving, spending & budgeting Physical health & wellbeing: What helps me choose?</p> <p>Music: Charanga Scheme Let Your Spirit Fly/ Reflect, Rewind and Replay</p> <p>MFL (Spanish): La Jolie Ronde Scheme Fruit/Letter Sounds/Days and Months</p> <p>PE: Real PE Unit 5: Applying Physical Agility: Reaction/Response Static Balance: Floor Work Unit 6: Health & Fitness Agility: Ball Chasing Static Balance: Stance</p> <p>BIG QUESTIONS:</p> <p>Summer 1: How can we persevere to make a better world?</p> <p>Summer 2: What would our planet hope for?</p>