

<u>Year 3</u>	<u>Autumn 1 – Under the Sea</u>	<u>Autumn 2 – Winter Wonderland</u>	<u>Spring 1 – The Stone Age</u>	<u>Spring 2 – What’s Below the Surface?</u>	<u>Summer 1 – Journeys</u>	<u>Summer 2 – Voyages & Discoveries</u>
Writing	Seal Surfer by Michael Foreman <i>Dancing Bear</i> by <i>Michael Morpurgo</i> Outcome Recount: letter in role <i>Greater depth: Write a letter from Grandad in response to one of his grandson’s letters</i>	Winter’s Child by Angela McAllister <i>Ice Palace</i> by <i>Robert Swindells</i> Outcome Fiction: Fantasy story based on a fable <i>Greater depth: Narrative from a different point of view</i>	Stone Age Boy by Satoshi Kitamura Snowdragon by Vivien French Iron Man by Ted Hughes Outcome Historical narrative: write the story from the point of view of the boy <i>Greater Depth: Write from the point of view of Om or one of her family members</i>	Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo Outcome Persuasion: leaflet persuading for the protection of the blue whale <i>Greater Depth: Include a fact file about endangered sea creatures</i>	Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty Outcome: Fiction: adventure story based on Journey using the language of Berlie Doherty <i>Greater Depth: Include a new setting route to lead from one place to another</i>	Zeraffa Giraffa by Dianne Hofmeyr White Giraffe by Lauren St John Outcome: Persuasion: tourism leaflet for Paris/Egypt <i>Greater Depth: Include a section of a researched Paris Landmark</i>
Maths	Place value within 1,000 Addition and subtraction	Multiplication and division Money	Statistics Length Fractions (1)	Fractions (2) Time	Angles Properties of shape	Mass Capacity
Science	Animals including humans (movement)	Animals including humans (nutrition, skeletons, muscles)	Rocks and soils	Magnets and Forces (linked to poles)	Plants – parts of plants, what plants need	Light and shadows
History			Would you prefer to live in the stone Age, Iron Age or Bronze Age?	Why did the Romans settle in Britain?		What did the Ancient Egyptians believe?
Geography	Why do people live near volcanoes?	Who live in Antarctica?			Are all settlements the same?	
D&T	Cooking and Nutrition. Eating seasonally		Mechanical Systems: Pneumatic toys	Electrical systems	Structures – constructing a castle. Research and evaluate castles, design, test materials and evaluate	Design and create Ancient Egyptian collars. Textiles: cross stitch and applique
Art	Drawing and Paintings: Tints and shades Texture Growing artists		Prehistoric art Early cave paintings	Sculpture: 3-D art		Ancient Egyptian scrolls
French	Greetings	Colours Shape & size	Numbers and age	‘In a french classroom’	Transport	Animals/Habitats
RE	How do Christians use the Bible to help them with their lives?	How do Hindus view God and how is Diwali celebrated? Christmas symbolism.	What do I think about Jesus and how is he portrayed in art from around the world?	RE work with partnership school and looking at Lotus Temple in Delhi. Christmas symbolism.	What is my point of view about God and why do people have faith?	How do Muslims worship?

PSHE	Families and relationships	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
Music	The story of a song Ballads	Creating compositions – ‘Mountains’	Pentatonic melodies and compositions – Theme: Chinese New Year	Jazz	Developing singing technique – Theme: The Vikings	Traditional instruments and improvisation (India)
Computing	Computing systems and networks 1: Networks and the internet	Programming – Scratch Online safety	Computing systems and networks 2: Emailing	“Journey inside a computer”	Creating media: Video trailers (Previously called 'Digital literacy')	Data handling: Comparison cards databases
Collective Worship	Generosity (cycle 1) Thankfulness (cycle 2)	Compassion (cycle 1) Trust (cycle 2)	Courage (cycle 1) Perseverance (cycle 2)	Forgiveness (cycle 1) Justice (cycle 2)	Friendship (cycle 1) Service (cycle 2)	Respect (cycle 1) Truthfulness (cycle 2)

