

High expectations by all, for all, reflecting the example of Jesus

<u>Year 3</u> 2023 - 24	<b>AUTUMN ONE</b> How did life change from the Stone Age to the Iron Age?	<b>AUTUMN TWO</b> How did life change from the Stone Age to the Iron Age?	<b>SPRING ONE</b> What did the Romans leave behind?	<b>SPRING TWO</b> What did the Romans leave behind?	<b>SUMMER ONE</b> What is similar and different about India and the UK?	<b>SUMMER TWO</b> What is similar and different about India and the UK?
<b>Maths</b>	<b>White Rose Maths</b> Number – Place Value	<b>White Rose</b> Number- Addition and Subtraction Multiplication and Division	<b>White Rose</b> Number- Roman Numerals <b>Measurement:</b> Money <b>Length and perimeter</b> of simple shapes	<b>White Rose</b> <b>Statistics-</b> data handling <b>Fractions-</b> unit and non-unit	<b>White Rose</b> <b>Fractions-</b> add and subtract, compare and order. <b>Measurement-</b> Time	<b>White Rose</b> <b>Mass and capacity (kg/ g)</b> <b>Geometry-</b> Properties of shape
<b>English</b>	<b>The Magic Box (Poetry)</b> Using alliteration and similes in poetry <b>Ugg by Raymond Briggs (Fiction)</b> Expressing time, place and cause in writing using conjunctions, adverbs and prepositions	<b>Stone Age Poetry and Non-Fiction</b> Introducing paragraphs as a way to group related material. Headings and subheadings to aid presentation of information.	<b>Myths and Legends (Fiction)</b> Instructions Persuasive writing  Editing and improving writing using taught spelling, punctuation and grammar.	<b>Escape from Pompeii (Fiction)</b> Recounts Adventure story writing creating settings, characters and plot Historical Fiction- Introduction to inverted commas to punctuate direct speech	<b>Dialogues and plays (Fiction)</b> Descriptive Writing Informational, non-chronological reports <b>(Non-Fiction)</b> Use of the present perfect form of verbs instead of the simple past.	<b>Cloud Tea Monkeys (Fiction)</b> Poetry Persuasive letter writing  Use and understand grammatical terminology (such as subordinate clauses) to discuss writing.
<b>Science</b>	<b>Rocks: “How are fossils formed?”</b>	A comparison of different types of rocks and to understand how fossils are formed. .Key Scientist- Mary Anning	<b>Forces &amp; Magnets: “How do things move?”</b> Compare how things move on different surfaces Notice that some forces need contact between two objects but magnetic forces can act at a distance.	<b>Animals including humans:” What does an animal need to survive?”</b> Nutrition, health & exercise Identify that animals, including humans, need the right types and amount of nutrition. Identify that humans and some animals have skeletons and muscles.	<b>Plants &amp; Growth.”What are the different parts of a flower? “</b> Identify and describe the different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate the way in which water is transported within plants.	<b>Light: “How do we see things?”</b> Recognise that light is needed in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise how shadows are formed and find patterns in the way that the size of shadows change.
<b>Exploring Faith</b>	<b>The Christian Community</b> Christian beliefs, values and commitment.	<b>The Christmas Story</b> How does Art and music convey Christmas for Christians?	<b>Who is Jesus?</b> Jesus the Healer	<b>Jesus’ New Commandment</b> Easter People & Events	<b>Introduction to Hinduism</b>	<b>Hindu Festivals &amp; Celebrations</b>
<b>Humanities</b>	<b>History</b> “How did life change from the Stone Age to the Iron Age?”	Note connections, contrast and trends over time and develop appropriate use of historical terms.	<b>History</b> “What did the Romans leave behind?” Devise historically valid questions about change, cause, similarities and differences.	<b>Geography</b> Locate and recognise countries in Europe through the maps of the Roman Empire. Pompeii and the eruption of Mt. Vesuvius	<b>Geography</b> Mapping skills and locational knowledge including in relation to the Equator, Tropics of Cancer & Capricorn Comparison of India and the UK	<b>Geography</b> Physical features including climate, biomes and landmarks of India, mountains & rivers Cultural features of India including food, dance, music and film

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<b>Art</b>	<p><b>Cave paintings</b> Clay work for pinch pots, painting &amp; drawing skills Refine skills in sculpture and develop and share ideas. Combine experiences and imagination. Develop and use a texture for effect. Create visual texture using different marks. Looking at a variety of artists' styles</p>		<p><b>Create Roman style mosaics</b> To develop a wide range of skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create own piece of art.</p>		<p><b>Studying and matching the style of a variety of printmaking artists</b> Rangoli patterns &amp; making clay Indian diva lamps Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</p>	
<b>Design &amp; Technology</b>	<p><b>Cave designs, Mesolithic houses &amp; Stone Age tools</b> Using this as inspiration, create your own shelter.</p>	<p><b>Design and make Christmas decorations</b> to displayed in hoops.</p>	<p><b>Design and make a Roman purse</b> Design and make a purse for a purpose.</p>	Exploring seasonal food and designing <b>healthy meals</b>	<p><b>Designing, constructing and evaluating mini greenhouses.</b></p>	<p><b>Designing costumes for the KS2 production</b></p>
<b>PE</b>	<b>Dance and netball</b>	<b>Gymnastics and football</b>	<b>Tag Rugby and swimming</b>	<b>Yoga and hockey</b>	<b>Gymnastics and athletics</b>	<b>Dance and cricket</b>
<b>Classics for All (Latin)</b>	<p>Introductions and greetings, building vocabulary for family members.</p>	<p>Introductions and greetings, building vocabulary for family members.</p>	<p>Using adjectives to add meaning to sentences</p>	<p>Using adjectives to add meaning to sentences</p>	<p>Understanding verbs &amp; adverbs to translate more complex sentences.</p>	<p>Understanding verbs &amp; adverbs to translate more complex sentences.</p>
<b>Computer Science</b>	<p>E-safety, touch typing and blogging</p>	<p>Building an App &amp; touch typing</p>	<p>Basics in programming &amp; debugging &amp; touch typing</p>	<p>Creating a gif/moving image &amp; touch typing</p>	<p>Word processing skills &amp; touch typing</p>	<p>Creating a presentation and using photostory software</p>
<b>Music</b>	<p>Music Express 'Composing'</p>	<p>Music Express In the past 'Pitch'</p>	<p>Music Express Building 'Beat'</p>	<p>Music Express Human Body 'Structure'</p>	<p>KS2 Production</p>	<p>KS2 Production</p>
<b>PSHE</b>	<p>Being Me in My world &amp; Growth Mindsets</p>	<p>Celebrating Difference – including anti-bullying</p>	<p>Dreams &amp; Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>