

All topics based on Edison or Chris Quigley units which are supplemented by: PLAN Primary Science resources, Rising Star Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2-year Phase for every subject.

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year Three						
Theme	Super Forces	Awesome Egyptians	Mirror Mirror	Stone Age to Bronze Age	Land of Hope and Glory	Food Glorious Food
Literacy text with writing outcome	Superhero Hotel <i>Adventure story – rewrite the ending.</i> Letter Style <i>Informal writing – Write a letter to a ‘real-life’ superhero.</i>	Meet the Ancient Egyptians <i>Instructions - How to mummify an orange.</i> Egyptian Cinderella <i>Traditional tale with a twist – rewrite the ending.</i>	Into the Forest: Anthony Browne <i>Traditional tale with a twist – Write a short story.</i> The Boy Who Cannot See <i>Poetry – The Boy Who Cannot See.</i>	Stone Age boy <i>Narrative – Rewrite the story.</i>	Information booklet about Flag Fen Write up about the trip to tell Year 2 all about Flag Fen. Non-Chronological report	The World Came to My Place Today. Story in a familiar setting – Rewrite story set in own homes. Persuasive speeches Persuasive speech writing linked to the topic of food.
Subject Focus	Science DT	History Art + DT	Science Art	History Science	Geography Science	Science DT
Enrichment	Geography fieldwork in Stanground	History off the Page – Life in Ancient Egypt		Trip – Flag Fen	Geography fieldwork	Trip – Sacrewell Farm
Outdoor learning	Shelter Building Create a tarpaulin shelter in a woodland. Work successfully as a group, having considered and evaluated each members’ contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and		Using Tools In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children’s ability to use tools will develop at different ages.		Using Fire for Cooking Light a fairy fire and keep it going.	

	whether it is fit for purpose					
PSHE	<p>MMR BB 3/4 Beginning & Belonging (start of term) WB</p> <p>MMR ME 3/4 My emotions WB</p> <p>Written outcome – Circle of feelings.</p> <p>E-safety</p> <p>1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 1 & Gooseberry app game)</p>	<p>C DC 3/4 Citizenship Diversity & Communities D</p> <p>C WT 3/4 Working Together (circle time)</p> <p>Written outcome – What makes up my identity poster.</p> <p>E-safety</p> <p>1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 3 & Gooseberry app game)</p>	<p>H&SL DL 3/4 Healthier & Safer Lifestyles Digital Lifestyles E-S</p> <p>Written outcome – Poster explaining the difference between ‘liking’ and ‘trusting’ someone online.</p> <p>E-safety</p> <p>5-6 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 2 & Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring & circle time if needed</p>	<p>H&SL DL 3/4 Healthier & Safer Lifestyles Digital Lifestyles E-S</p> <p>Written outcome – Informative poster about the importance of limiting time online.</p> <p>E-safety</p> <p>5-6 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 4 & Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring & circle time if needed</p>	<p>H&SL HL 3/4 Healthy Lifestyle H T</p> <p>Managing safety & risk (what to do in an emergency?)</p> <p>Written outcome – Leaflet: ‘What to do if...’</p> <p>E-safety</p> <p>1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 5 & Gooseberry app game)</p>	<p>RSE Lesson 1 – Body Differences Lesson 2 – Personal Space Lesson 3 – Help and Support</p> <p>H & SL HL 3/4 Healthy Lifestyle HS WB</p> <p>Written outcomes – Poster: Identifying ways to rest as part of a healthy balanced lifestyle.</p> <p>Response to a case study: Advice on how to make better choices.</p> <p>E-safety</p> <p>2 x Project Evolve lesson</p> <p>2 x Gooseberry Playground App</p> <p>1 x Tchr Gooseberry monitoring & circle time if needed</p>
Science	<p>Magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 		<p>Light</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. 	<p>Rocks, soils and fossils</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 	<p>Plants</p> <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 	<p>Food and Our Bodies</p> <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.

	<ul style="list-style-type: none"> • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<ul style="list-style-type: none"> • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • 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 rock. • Recognise that soils are made from rocks and organic matter. 	<p>plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify that humans and some animals have skeletons and muscles for support.
History		<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a timeline using dates. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> - dates 		<p>Stone age to Bronze age</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Use dates and terms to describe events. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Use different sources of evidence in an enquiry. Understand the concept of change over time, representing this, along with evidence, on a timeline. 		

		<ul style="list-style-type: none"> - time period - era - change - chronology. 		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> - dates - time period - era - change - chronology. 		
Geography	<p>Changes in the local area - Stanground</p> <p><i>Discuss changes in Stanground's human and physical features over the years with accurate geographical vocabulary.</i></p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul 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. <p>Use a range of resources to identify the key physical and human features of a location.</p> <ul style="list-style-type: none"> • 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 and digital technologies. 				<p>The UK</p> <p><i>Discuss the UK as a place. Name countries, capitals and key counties and locate these with increasing accuracy on a map using positional language and compass points. Discuss how the counties studied have changed over time.</i></p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul 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. <p>Use a range of resources to identify the key physical and human features of a location.</p> <ul style="list-style-type: none"> • Name and locate counties and cities of 	

	<ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. <p>Describe how the locality of the school has changed over time.</p>				<p>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 of these aspects have changed over time.</p>	
Art		<p>Ancient Egyptian scrolls</p> <ul style="list-style-type: none"> • 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. 	<p>Growing Artists</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>Prehistoric Painting</p> <ul style="list-style-type: none"> • Investigating making their own paints, making tools and painting on different surfaces. 	<p>Sculpture and 3D shape and space</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	
Design Technology	<p>Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. 	<p>Mechanics</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces 				<p>Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils.

	Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. Show precision in techniques. • Cut materials accurately and safely by selecting appropriate tools.	to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Strengthen materials using suitable techniques.				<ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
Religious Education Year 3 Knowledge Organisers	Sikhism Enquiry Question: Does joining the Khalsa make a person a better Sikh? In this enquiry, the children look at one of the key stories in Sikh history. They reflect on the messages and begin to understand why some Sikhs would want to join the Khalsa.	Christianity Enquiry Question: Has Christmas lost its true meaning? This enquiry investigates the meaning of Christmas to Christians and examines the elements we see both with the Christmas story in the Bible, and Christmas today	Christianity Enquiry Question: Could Jesus heal people? Were these miracles or is there some other explanation? This enquiry investigates two miracles of Jesus where healing took place and children evaluate whether they think they were miracles or if there could be another explanation.	Christianity Enquiry Question: What is good about Good Friday? This enquiry considers the Christian concepts of Salvation and the Gospels, where we find the story of Holy Week (the events leading up to Jesus' death and resurrection starting with Palm Sunday and finishing on Easter Sunday).	Sikhism Enquiry Question: Do Sikhs think it is important to share? In this enquiry, the children learn about why sharing is so important to Sikhs. They look at key festivals and begin to understand how important the community is to Sikhs. Keeping the stories fresh in their minds helps Sikhs live their daily lives in what they believe is the correct way.	Sikhism Enquiry Question: What is the best way for a Sikh to show commitment to God? In this enquiry, the children talk about different Sikh practices and rank them according to which they feel show the most commitment whilst recognising that all are important
Physical Education	Dance Fundamentals (Key Sports)	Ball Handling skills Fitness (Key Sports)	Gymnastics Dodgeball (Key Sports)	Basketball Hockey (Key Sports)	Swimming Cricket (Key Sports)	Football Netball (Key Sports)
Computing	CODE Espresso Coding (Block Coding/ Level 3 refresher lessons 1-3)	CODE Espresso Coding (Block Coding/Unit 3 sequence and	COMMUNICATE Use slides app to create a page PowerPoint (Slides)	COMMUNICATE Slides app- application of previous terms skills	COLLECT Teach Computing unit: Branching databases	CODE Programming Espresso Coding (Block Coding/Unit 3

		animation: lessons 1-4)		teaching.		conditional events: lessons 1-5)
Music See Music Express overview for Year 3	Music Express: Sounds Exploring Sounds: Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	Music Express: Ancient Structure: Performing& Playing, Improvise and compose, listens with attention, Develop an understanding of History.	Music Express: Communication Recorders- D2 Composition: Play and perform, Use and Understand staff and musical notations.	Music Express: In the past Recorders- D1 Pitch: Use and understand staff and musical notations, develop understanding of History.	Music Express: Time Beat: Play and Perform, Improvise and Compose, listen with attention, Use and understand staff and musical notation, Understanding of History Timbre	Music Express: Human Body Structure: Understanding call and response structure, performing word rhythms, Exploring sounds.
Italian	Y3: Basic Greetings and conventions of politeness /Introducing Themselves; Reading: Read and understand the main points in short written texts. Speaking/Listening: Understand the main points from spoken passages Culture: Describe with some interesting details some aspects of countries or communities where the language is spoken. Halloween/Day of the dead	Y3: Numbers 1-15 Age/Birthday Family. Writing: Write a few short sentences using familiar expression Speaking/Listening: Ask others to repeat words or phrases if necessary Culture: Il Natale/ La Befana	Days/weeks/ months/seasons weather Reading: Read short texts independently Speaking/Listening: Ask and answer simple questions and talk about interests Culture: Make comparisons between life in countries or communities where the language is spoken and this country. San Valentino	Y3: Body Parts (describing themselves) Writing: Express personal experiences and responses. Speaking/listening: Take part in discussions and tasks Culture: Il Carnevale La Pasqua	Y3: Food Spatial awareness; Reading: Use a translation dictionary or glossary to look up new words Speaking/listening: Demonstrate a growing vocabulary Culture: Italian Geography	Y3: Environment Bedroom Environment/animals House and furniture Writing: Write short phrases from memory with spelling that is readily understandable Speaking/ listening :Demonstrate a growing vocabulary Culture: Italian National Day