Year 3

All topics based on Edison or Chris Quigley units which are supplemented by: PLAN Primary Science resources, 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.

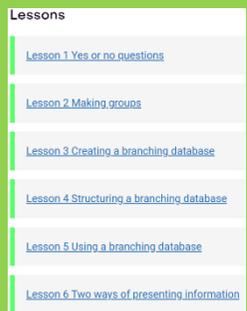| Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three						
Theme	**Super Forces**	**Awesome Egyptians**	**Mirror Mirror**	**Stone Age to Bronze Age**	**Land of Hope and Glory**	**Food Glorious Food**
Literacy text with Writing Outcome	**Superhero Hotel** *Adventure Story* – Rewrite the ending **Letter Style** *Informal writing* – Write a letter to a 'real-life' superhero	**Meet the Ancient Egyptians** *Instructions* - How to mummify an orange **Egyptian Cinderella** *Traditional Tale with a Twist* – Rewrite the ending	**Into the Forest: Anthony Browne** *Repetitive Tale* – Write a short story **The Boy Who Cannot See** *Poetry* – The Boy Who Cannot See	**Stone Age Boy** *Narrative* – Write a story from the girl's perspective **The Stone Age Period** *Non-Chronological Report* – 3 Sections of text focusing on either clothing, weapons, homes, food or hunting	**Alice in Wonderland** *Setting Description* – Describe the garden **Visit the County: Captivating Counties** *Persuasive Advertisement* – encourage visitors to a county in the UK	**Farm to Fork:** *Explanation Text* – The journey of a fruit or vegetable from the farm to people's homes **The Food Thief** *Character Description* – Describe own character who has been stealing food
Book Talk Books	<u>Adventure stories</u> Traction Man The Spectacular City Leon and the Place Between Jack and Nancy The Lighthouse Keeper's Catastrophe The Building Boy Jack Sweet-tooth <u>Biographies</u> Range of biographies – Little People, Big Dreams: Nikola Tesla Marcus Rashford Michael Jordan Greta Thunberg Rosa Parks	<u>Instructions</u> How to babysit a grandma How to wash a woolly mammoth How to sneak your monster into school How to make friends with a ghost Instructions <u>Traditional Tales</u> Sleeping Beauty Puss in Boots Snow White and Rose Red Rapunzel Beauty and the Beast The Princess and the Pea Fairy Tale Twists: Jack to the rescue	<u>Anthony Browne fiction</u> Hide and Seek The Tunnel Willy and Hugh Zoo Willy the Wizard Little Beauty Voices in the Park Hansel and Gretel	<u>Fiction texts</u> Stone Age Boy UG <u>Non-Fiction Texts / Non-Chronological Reports</u> 24 Hours in the Stone Age DK Find Out! Stone Age The Lost Village of Skara Brae The Stone Age and Skara Brae Animal Ancestors The Secrets of Stone Henge	<u>British Fiction</u> George and the Dragon Flash Harriet and the Loch Ness Monster The Dragon's Bride and other dragon stories Paddington and the Grand Tour The Caper of the Crown Jewels (Great Britain)	<u>Stories with familiar settings</u> My Humungous Hamster goes to school The Tickle Ghost Dilly and the Goody-Goody Yucky Worms The World Came to my Place Today <u>Explanation texts/ Non-Fiction Texts</u> <u>Poetry</u>

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 whether it is fit for purpose		**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. **Skeleton Building** Create skeletons out of sticks and stones.	
PSHE	**MMR BB 3/4** Beginning & Belonging (start of term) **WB** **MMR ME 3/4** My emotions **WB** Written outcome – Circle of feelings. **E-safety** 1 x Project Evolve lesson	**C DC 3/4** Citizenship Diversity & Communities **D** **C WT 3/4** Working Together (circle time) Written outcome – What makes up my identity poster. **E-safety** 1 x Project Evolve lesson	**H&SL DL 3/4** Healthier & Safer Lifestyles Digital Lifestyles **E-S** Written outcome – Poster explaining the difference between 'liking' and 'trusting' someone online. **E-safety** 5-6 x Project Evolve lesson	**H&SL DL 3/4** Healthier & Safer Lifestyles Digital Lifestyles **E-S** Written outcome – Informative poster about the importance of limiting time online. **E-safety** 5-6 x Project Evolve lesson	**H&SL HL 3/4** Healthy Lifestyle **H T** Managing safety & risk (what to do in an emergency?) Written outcome – Leaflet: 'What to do if…' **E-safety** 1 x Project Evolve lesson	**RSE** Lesson 1 – Body Differences Lesson 2 – Personal Space Lesson 3 – Help and Support **H & SL HL 3/4** Healthy Lifestyle **HS WB** Written outcomes – Poster: Identifying ways to rest as part of a healthy balanced lifestyle.

Response to a case study: Advice on how to make better choices.

E-safety

2 x Project Evolve lesson

Science	**Magnets** • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.		**Light** • 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. • 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.	**Rocks, Soils and Fossils** • Compare and group together different kinds of rocks on the basis of their appearance and 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 rock. • Recognise that soils are made from rocks and organic matter.	**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.	**Food and Our Bodies** • 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. • Identify that humans and some animals have skeletons and muscles for support.
History		**Ancient Egypt** •Use evidence to ask questions and find answers to questions about the past. •Describe the social, ethnic, cultural or religious diversity of past society.		**Stone Age to Bronze Age** •Give a broad overview of life in Britain from ancient until medieval times. •Use dates and terms to describe events.		

		•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:
		  - dates
		  - time period
		  - era
		  - change
		  - chronology.
		.
				•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.
				•Use appropriate historical vocabulary to communicate, including:
				  - dates
				  - time period
				  - era
				  - change
				  - chronology.	

Geography	**Changes in the local area - Stanground** *Discuss changes in Stanground's human and physical features over the years with accurate geographical vocabulary.* Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapp			**The UK** *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.* Ask and answer geographical questions about the physical and human characteristics of a location.	

	ing to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. • 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. • Use a range of resources to identify the key physical and human features of a location. Describe how the locality of the school has changed over time.				• Explain own views about locations, giving reasons. • 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 of these aspects have changed over time.	
Art		**Ancient Egyptian scrolls** • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively.	**Growing Artists** • 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).	**Prehistoric Painting** • Investigating making their own paints, making tools and painting on different surfaces.	**Sculpture and 3D shape and space** • 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 watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	• Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.		• Use clay and other mouldable materials. • Add materials to provide interesting detail.	
Design Technology	**Textiles** •Understand the need for a seam allowance. 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.	**Mechanics** • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). •Strengthen materials using suitable techniques.				**Food** • Prepare ingredients hygienically using appropriate utensils. • 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	**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	**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	**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

			explanation.	and finishing on Easter Sunday).	their daily lives in what they believe is the correct way.	
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	*CODING: Refresher 3 Lessons this term.* Lesson 1: Burst the bubbles. Lesson 2: Up in the air. Lesson 3: Fly a helicopter. *CONNECT:* Project Evolve Privacy and security Health, well-being and lifestyle	*CODING: 4 Lessons this term.* Lesson 1: Stepping through space. Lesson 2: Snail V's Spider Lesson 3: Alien Space Race Lesson 4: Traffic Lights *CONNECT:* Project Evolve Online bullying	*COMMUNICATE: 6 Lessons this term.* Desktop publishing Teachcomputing.org unit *CONNECT:* Project Evolve Self-image and identity	*COLLECT: 6 Lessons this term.* TeachComputing.org Unit. Branching Databases *CONNECT:* Project Evolve Managing online information	*CODING: 5 Lessons this term.* Lesson 1: Space Maze Lesson 2: Self-driving car Lesson 3: Hungry Snake Lesson 4: Pufferfish Pop Lesson 5: Debugging conditional events. *CONNECT:* Project Evolve Online reputation Online relationships	*COMMUNICATE: 5 Lessons this term.* Create slides about a chosen topic *CONNECT:* Project Involve Copyright and ownership
Music **See Music Express overview for Year 3**	Music Express: **Sounds** Exploring Sounds: Appreciate and understand a wide range of high quality	Music Express: **Ancient** Structure: Performing and playing, improvise and compose, listens with attention.	Music Express: **Communication** **Recorders** Composition: Play and perform, Use	Music Express: **In the Past** **Recorders** Pitch: Use and understand staff and	Music Express: **Time** **Recorders** Beat: Play and Perform, Improvise and Compose, listen	Music Express: **Human Body** **Recorders** Structure: Understanding call and

	live and recorded music drawn from different traditions and from great composers and musicians.	Develop an understanding of History.	and Understand staff and musical notations.	musical notations, develop understanding of History.	with attention, Use and understand staff and musical notation, Understanding of History Timbre	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