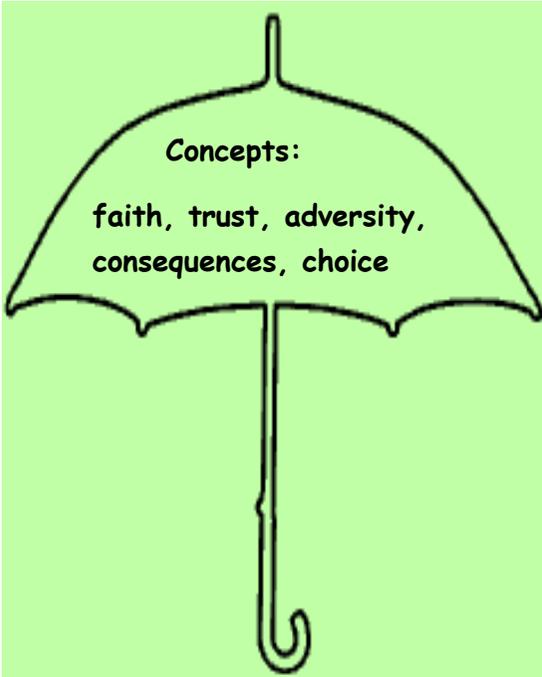


Explore

Geography and DT focus - Italy/Volcanoes

Enquiry question - How do we cope with adversity?



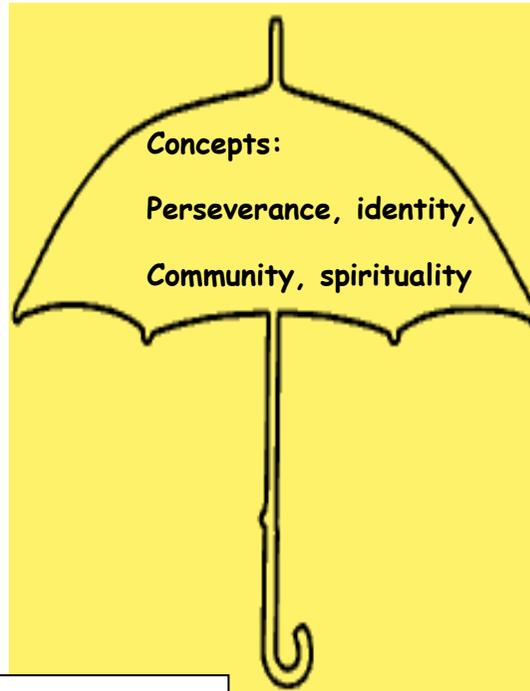
Authentic Outcome:

Volcano Museum-
Blowing up volcanoes,
displaying their work.

Discover

History focus - Early Britain-Invaders and Settlers Anglo Saxons / Vikings

Enquiry question - What does it mean to survive?



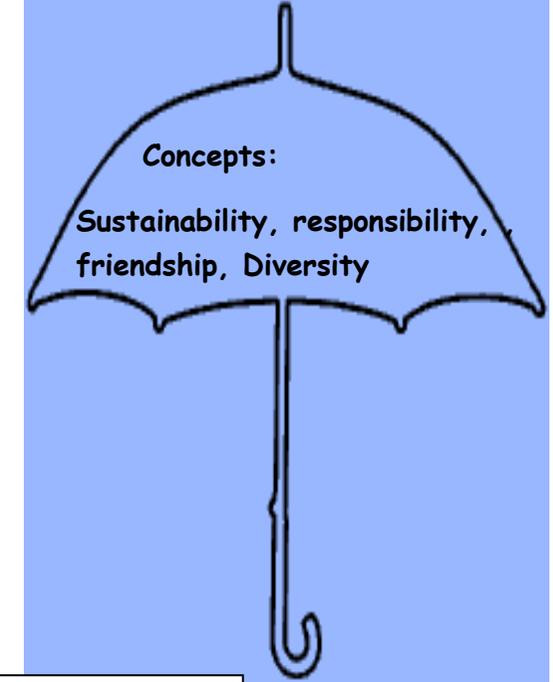
Authentic Outcome:

Create museum
artefacts

Create

Arts focus -Year 3 Saves the World

Enquiry question - Can we do more to save the world?



Authentic Outcome:

Art Gallery



Year 3	Autumn Term - Key Skills		Spring Term - Key Skills	Summer Term - Key Skills	
English (Texts)	When the Giant Stirred Celina Godkin The street beneath my feet Charlotte Guillan & Yuval Zommer Pompeii by Karen Ball Escape from Pompeii by Christina Balit		Beowulf Rob Lloyd Jones How to be a Viking? Cressida Cowell The pebble in my pocket - Meredith Hooper	The Iron Man Books about saving the environment The Lorax - Dr Suess The Sandman and the Turtle Michael Morpurgo (Linked to Sea and Plastic)	
Book Entitlements	Charlotte's Webb E B White - Disney class The Creakers Tom Fletcher - Moore Class Planet Omar Zanib Mian - St James		The Creakers Tom Fletcher - Disney class Planet Omar Zanib Mian - Moore Class Charlotte's Webb E B White St James	Planet Omar Zanib Mian - Disney class Charlotte's Webb E B White- Moore Class The Creakers Tom Fletcher St James	
Maths	Following White Rose Scheme Number: Place Value Number Addition and Subtraction Number Multiplication and Division		Following White Rose Scheme Number: Multiplication & Division Measure: Money Statistics Measurement: Length & perimeter Number: Fractions	Following White Rose Scheme Number Fractions Measurement: Time Geometry Properties of shape Measurement: Mass and capacity	
Science	Rocks & Soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Animals incl humans/Healthy Living/ Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their	Forces & 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 on the basis of whether they are attracted to a magnet and identify some magnetic materials Describe magnets as having two poles	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers.	Light Recognise that they need light in order to see things and that dark is the absence of light,



	Describe in simple terms how fossils are formed when things that have live are trapped within rock.	own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Predict whether two magnets will attract or repel each other, depending on which poles are facing	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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	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 an opaque object Find patterns in the way that the size of shadows change
Geography	Use maps/globes/digital/computer mapping to locate countries and describe features. <ul style="list-style-type: none"> Describe the layers of earth using key vocabulary Locate tectonic plates on a map Locate key mountain ranges around the world 				



- Discuss the climate of mountains and explain why this may be the case.
- Locate volcanoes around the world.
- Discuss what you have notice about the location of volcanoes and the edges of tectonic plates
- Investigate the **similarities and differences between a volcanic region of Italy and a region of the UK**
- Find the regions using a map, an atlas and a globe. What are the skills you need to use each of these?
- Compare the key human and physical geographical features of a region of UK and a volcanic region of Italy e.g. Sicily
- Saying how they are similar and different. How can you present this information in different ways (e.g. Carroll and Venn diagrams)
- Research the different climate zones in each country.
- Research the average temperature for each of the countries and create a chart to show this.



	<ul style="list-style-type: none"> • Observe aerial view photographs to compare countries and climate zones • Use the compass points to describe the countries in relation to each other 		
DT	<p>2D Shape to 3D Product</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. 		<p>Structures</p> <p>Shell structures using computer- aided design</p> <p>Experience of using different joining, cutting and finishing techniques with paper and card.</p> <ul style="list-style-type: none"> • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.



	<ul style="list-style-type: none"> • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.
History		<p><u>Anglo-Saxon and Vikings.</u></p> <p>Brief explanation of what the Stone, Bronze and Iron age were.</p>	



			<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To include Black Romans such as Emperor Septimius Severus</p> <ol style="list-style-type: none"> 1. Recognition of similarities and differences between periods. 2. Use of dates/terms, e.g. <i>Second World War, Victorian</i> 3. Recount specific details and unconnected episodes from the past. 4. Begin to give a few reasons for, and results of, main historical events and changes to expand knowledge base enabling a developing understanding of links between events and developments within/across periods. 5. Identify some of the different ways of representing the past and give reasons for this. 6. Make simple deductions from sources. 7. Communicate through a structured context, making own amendments/edit 		
Music	<p>Whole school</p> <p>Ludwig Van Beethoven: Symphony no.5 1st movement (1808)</p>	<p>Whole school</p> <p>Pyotor Ilyich Tchaikovsky: The Nutcracker - Waltz of the flowers</p>	<p>Whole school</p> <p>Vaughan Williams: The Lark Ascending (1914)</p>	<p>Whole school</p> <p>Gustav Holst: Mars from The Planets (1914)</p>	<ul style="list-style-type: none"> • To think about what the lyrics mean • To discuss how a song makes them feel • Listen carefully to other people's thoughts about the music • Copy rhythm patterns, create rhythm patterns



	All pieces of music and lesson plans can be found at BBC Ten pieces	Russian Dance (1892) All pieces of music and lesson plans can be found at BBC Ten pieces	All pieces of music and lesson plans can be found at BBC Ten pieces	All pieces of music and lesson plans can be found at BBC Ten pieces	<ul style="list-style-type: none"> • Copy back a rhythm without notation • Copy back a rhythm with notation (crotchet and crotchet rests - crotchet = 1 beat) • Sing in unison and in two simple parts • Play a one note part on a recorder from memory or using notation • Play a one note part on a recorder in time to a song • Improvise a piece of music using one, two or three notes on a recorder • Help create at least one simple melody using 1, 3 or 5 different notes • Choose what to perform, record it and say how they were feeling • Rehearse and perform their part within the context of the song • Sing songs with more than one part 	
	<p style="text-align: center;">Topic links</p> <p>Sing Up- Have a blast with volcanoes; TES song 'Walking on lava'; Hamilton Trust - representing volcanoes through music. Disney - Lava</p>				<p style="text-align: center;">Whole school</p> <p>Benjamin Britten: Storm interlude (1945)</p> <p>All pieces of music and lesson plans can be found at BBC Ten pieces</p>	<p style="text-align: center;">Whole school</p> <p>Anna Clyne: Night Ferry (1980)</p> <p>All pieces of music and lesson plans can be</p>



				found at BBC Ten pieces
				<p style="text-align: center;">Topic links</p> <p>Charanga unit- bringing us together (friendship); SingUp songs: Recycle it, Don't throw it away, The conservation rap.</p>
Art	Colour wash The blue Lagoon collage			<ul style="list-style-type: none"> • To create sketchbooks to record observations and use the, to review and revisit. • To improve their mastery of art and design techniques-drawing, painting, sculpture with a range of materials. <p>Drawing</p> <ul style="list-style-type: none"> • Experiment with the potential of various pencils • close observation • Draw both the positive and negative shapes • initial sketches as a preparation for painting • accurate drawings of people - particularly faces <p>Colour</p>



			<ul style="list-style-type: none"> • colour mixing • Make colour wheels • Introduce different types of brushes • techniques- apply colour using dotting, scratching, splashing <p>Texture</p> <ul style="list-style-type: none"> • weaving • Tie dying, batik <p>Form</p> <ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • understanding of different adhesives and methods of construction • aesthetics <p>Pattern</p> <ul style="list-style-type: none"> <input type="checkbox"/> pattern in the environment <input type="checkbox"/> design <input type="checkbox"/> using ICT <input type="checkbox"/> make patterns on a range of surfaces <input type="checkbox"/> symmetry
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<p>Computing Purple Mash 2 simple</p>	<p>Touch Typing To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand.</p> <p>Spread sheets To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to</p>	<p>Coding To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. To understand how to use the repeat command. To understand the importance of nesting. To design and create an interactive scene.</p> <p>Online safety To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be</p>	<p>Branching databases To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice.</p> <p>Graphing To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.</p>	<p>Simulations To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation</p> <p>Emails To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.</p>	<p>Presenting To understand the uses of PowerPoint. To create a page in a presentation. To add media to a presentation. To add animations to a presentation. To add timings to a presentation. To use the skills learnt to design and create an engaging presentation.</p>	<p>Presenting To understand the purpose of the Slides tool. To add slides to presentations. To add media to presentations. To format text appropriately. To add shapes and lines to enhance a presentation. To use the skills learnt to design and create an engaging presentation.</p>
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	learn about cell references.	used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices				
PSHE	Head injury Bites and Stings Being the same / Being different Prejudice Racism Sexism Equality Respect	What makes a good friend? (MEDWAY) Falling out with friends (MEDWAY)	CONSENT Safety Rules and Risks - Medicines and household products (Lesson 1) Safety Rules and Risks - Alcohol and smoking (Lesson 2) Belonging to a community (Lesson 2) Mutual Respect	What makes somebody a role model? What are your aspirations? Looking after money What type of jobs are there? Healthier eating habits	TALKING MENTAL HEALTH - WHAT MAKES ME HAPPY/SAD CONFLICTING FEELINGS SELF REGULATION SELF-ESTEEM NSPCC TALKING PANTS GENDER STEREOTYPES WHAT IS NEGLECT?	



				Maintaining dental health (Lesson 2)		
RE	<p>Judaism / Christianity</p> <p>Where do religious beliefs and practises come from?</p> <p>Why is the baptism of Jesus important to Christians?</p> <p>What happens at a Christian baptism?</p> <p>What can we understand about the baptism of Jesus from art?</p> <p>Who was Moses?</p> <p>Why is Moses an important figure to Jewish people.</p> <p>Who was Muhammad?</p>	<p>Judaism / Christianity / Islam</p> <p>Where do religious beliefs and practises come from?</p> <p>Why do Christians see God as 'three in one'?</p> <p>How does art reflect Christian belief in the Trinity?</p> <p>Why is The Grace so important to Christians?</p> <p>How does the Seder meal reflect the Jewish people's understanding of God?</p> <p>Why is the story of the prophet Muhammad so</p>	<p>Judaism / Christianity</p> <p>Is seeing believing?</p> <p>What happens in churches during Holy Week?</p> <p>How did Mary feel during the events of Holy Week?</p> <p>Why do Christians call the day Jesus died Good Friday? How and why do Jewish people celebrate Passover?</p> <p>Why is the Exodus important to Jewish people?</p>	<p>Christianity / Islam</p> <p>Is seeing believing?</p> <p>How might Christians feel when they reflect on the events of Holy Week?</p> <p>How could art represent the Christian belief in salvation?</p> <p>How does the revelation of the Qur'an help Muslims to understand the prophet Muhammad?</p> <p>What do Muslims believe about the nature of Allah?</p> <p>What part did the city of Makkah play in the life of prophet Muhammad?</p>	<p>Christianity</p> <p>How is understanding of the world influenced by religious belief?</p> <p>How do our senses help us to understand the world around us?</p> <p>Why do Christians believe that God created the world?</p> <p>How does the creation story influence the choices that Christians make?</p> <p>Why do Christians seek out God's guidance?</p> <p>What does Genesis 1 teach Christians about God as a creator?</p>	<p>Judaism / Islam</p> <p>How is understanding of the world influenced by religious belief?</p> <p>How does the Torah influence the way Jewish people understand the world? How are the different parts of the synagogue important to the lives of Jewish people?</p> <p>What place does the synagogue play in the life of a Jewish person?</p>



		important to Muslims?				Why is the Kaaba so important to the life of a Muslim?
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PE	<p>Football</p> <p>LO: To pass in space</p> <p>LO: To pass and dribble in space</p> <p>LO: To attack in pairs, using passing and dribbling</p> <p>LO: To attack and shoot</p> <p>LO: To defend against attack</p> <p>LO: To use space effectively</p> <p>LO: To play small sided matches.</p>	<p>Dodgeball</p> <p>LO: To catch and throw effectively.</p> <p>LO: To dodge effectively to maintain defence</p> <p>LO: To coordinate attacks</p> <p>LO: To defend in 2 vs 1 situations</p> <p>LO: attack as a team</p> <p>LO: To play dodgeball</p> <p>LO: To play games.</p>	<p>SAQ</p> <p>LO: To keep control at speed</p> <p>LO: To move effectively around objects</p> <p>LO: To improve quickness</p> <p>LO: To develop fundamentals within speed</p> <p>LO: Use agility to get around a course</p>	<p>Tennis</p> <p>LO: To judge bounce</p> <p>LO: To improve coordination</p> <p>LO: To coordinate balance</p> <p>LO: To develop two handed strokes</p> <p>LO: To balance and strike effectively</p> <p>LO: To accurately use a forehand</p> <p>LO: To play Tennis</p>	<p>Swimming</p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
French	<p>To be able to say my name in French</p> <p>To use basic greetings - yes no</p> <p>How are you?</p> <p>Hello/ good bye please /thank you</p> <p>French songs</p> <p>To talk about feelings</p>	<p>To count to 15 in French</p> <p>To say how old I am?</p> <p>To say days of the week</p> <p>To write the date in French</p> <p>To say colours</p>		<p>To talk about body parts in French</p> <p>sing head shoulders knees and toes</p> <p>To say animals in French and to begin to describe them</p> <p>To describe a monster in French.</p>	

