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|  | **Year 3 2020 - 2021** | | | | | | | | | | | | | | |
| Autumn | | | | | Spring | | | | Summer | | | | | |
| TOPIC | **Romans and Saxons**  West Stow Anglo-Saxon village (History) | | | | | **African Adventure**  Possible Visitor / Trip: Woburn Safari Park (Science)  Visit to St Andrews church / visit form Reverend Cleugh (Spring 2) (RE) | | | | **Living things**  Possible Visitor / Trip: Science visitor  Wicken Fen (Summer 1) (Science / Geography – Land Use) | | | | | |
| English | Instructions – Mosaics / Catapult  Narrative – Escape from Pompeii  Non-fiction – Romans  Poetry – Modern Rhymes about Roman Times | | | Narrative – Beowulf  Performing a play - Beowolf  Poetry – structure Kenning’s poems. (riddles)  Short unit – A Christmas Carol. | | Adventure story – King Solomon’s mines  Explanations – Science experiments  Letter Writing – Dr K Fisher | | | Non-chronological reports  Poetry- appreciation  Persuasive letter writing link to King Soloman | Report  Traditional tales – Jack and the Beanstalk (alternative endings)  Explanations – Science experiments | | | | Poetry –limericks  Recounts newspapers/magazines  Krindlekrax | |
| Maths  (Power Maths) | **Unit 1: Place value within 1000**  11 lessons  **Unit 2: Addition and subtraction (1)**  10 lessons | | | **Unit 3: Addition and Subtraction (2)**  9 lessons  **Unit 4: Multiplication and division (1)**  15 lessons | | **Unit 5: Multiplication and division (2)** 14 lessons  **Unit 6: Money** 5 lessons  **Unit 7: Statistics** 5 lessons  **Unit 8: Length** 11 lessons  **Unit 9: Fractions** (1) 11 lessons | | | | **Unit 10: Fractions (2)** 9 lessons  **Unit 11: Time** (11 lessons)  **Unit 12: Angles and properties of shapes** (9 lessons)  **Unit 13: Mass** (6 lessons)  **Unit 14: Capacity** (6 lessons) | | | | | |
| Science | **Forces and 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 and Shadows**  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  an opaque object   find patterns in the way that the size of shadows change. | | **Rocks**  compare and group together different kinds of rocks on the basis of their appearance and simple physical properties   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/trunk, 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 part that flowers play in the life cycle of flowering plants, including  pollination, seed formation and seed dispersal. | | | | **Animals including humans. (nutrition)**  identify that animals, including humans, need the right types and amount of nutrition,  and that they cannot make their 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. | |
| DT | **Catapults (Mini project)**  **Stiff and flexible sheet materials**  Do they use the most appropriate materials?  Can they work accurately to make cuts and holes?  Can they join materials?  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Catapults)  **Great British Bread off**  **Health and nutrition**  Can they research a product? (Taste test)  Can they choose the right ingredients for a product?  Can they use equipment safely?  Can they make sure that their product looks attractive? | | | | | **Juggling Balls: Easter Theme – Juggling chicks**   * Investigate a range of existing products. * Develop a design based around a design criteria. * Use appropriate techniques to decorate fabric. * With support create a hem using a running stitch and join fabrics using an overcast stitch. | | | | **Game Controllers using the Makey Makey:**  Explain how technology has helped shaped the  world we live in.  • Explore and make a simple circuit  and follow instructions to make a switch  • Draw a simple annotated design.  • Write their own simple design criteria.  • Make a product which contains a working circuit  to control a game.  • Use a series of given questions to evaluate their product. | | | | | |
| Art and Design | **Collage - Mosaics**   * Can they cut very accurately? * Can they overlap materials? * Can they experiment using different colours? * Can they use mosaic? * Can they use montage? * Can they use the web to research an artists or style of art? (Romans /Gaudi park Barcelona)   **British Artists**  • Draw illustrations.  • Make a portrait.  • Paint with colour. | | | | | **Collage / Printing –Adrinka Art tote bags**  Can they make a printing block?  Can they make a 2 colour print? | | | | **Van Gogh sunflowers**   * Roll clay * Use clay tools to make marks * Produce an observational drawing in charcoal * Draw a design on textiles * Mix and select colours * Paint still life flower in the style of Vincent Van Gogh sunflowers   **Bodies**   * Produce an observational drawing. * Make a maquette. * Show shapes and colours. * Draw a person in pen. * Use a sketchbook. | | | | | |
| Year 3 Sketchbooks | Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?  Can they make notes in their sketch books about techniques used by artists?  Can they suggest improvements to their work by keeping notes in their sketch books? | | | | | | | | | | | | | | |
| ICT | **3.1 We are programmers Programming an animation**  Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence … in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software … to design and create … content that accomplish(es) given goals, including … presenting … information. | | **3.2 We are bug fixers Finding and correcting bugs in programs**  Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Introduce the Microbits to solve errors. | | **3.3 We are presenters Videoing performance**    Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Work with various forms of input and output. Use technology safely, respectfully and responsibly.  Microbit Mini-project – Pupils create buzzer game using wire, buzzer, plasticine and Microbit.  Pupils create and record instructions. | | **3.4 We are network engineers Exploring computer networks, including the internet**  Understand computer networks, including the internet; how they can provide multiple services. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | **3.5 We are communicators Communicating safely on the internet**  Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | **3.6 We are opinion pollsters Collecting and analysing data**    Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Link to DT – Which controller did they like the most? | |
| E-Safety and  PSHE Digital Lifestyles links | **Unit 3.1: We are Year 3 rule writers.**  PSHE Digital Lifestyles  • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?  PSHE Digital Lifestyles  • Why is it important to ration the time we spend using technology and/or online? | | **Unit 3.2: We are digital friends**  PSHE Digital Lifestyles  • How does my own and others’ online identity affect my decisions about communicating online?  PSHE Digital Lifestyles  • Why are social media, some computer games, online gaming and TV/films age restricted and how does  peer influence play a part in my decision making? | | **Unit 3.3: We are internet detectives**  PSHE Digital Lifestyles  • How might my use of technology change as I get older, and how can I make healthier and safer decisions?  PSHE Digital Lifestyles  • When looking at online content, what is the difference between opinions, beliefs and facts? | | **Unit 3.4 We are aware of our digital footprint**  PSHE Digital Lifestyles  • Why are social media, some computer games, online gaming and TV/films age restricted and how does  peer influence play a part in my decision making? | | | | **Unit 3.5 We are netiquette experts**  PSHE Digital Lifestyles  • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? | | | **Unit 3.6: We are avatar creators**  PSHE Digital Lifestyles  • How does my own and others’ online identity affect my decisions about communicating online?  PSHE Digital Lifestyles  • How might people with similar likes & interests get together online?  PSHE Digital Lifestyles  • Can I explain the difference between “liking” and “trusting”  someone online? | |
| Humanities | History focus: Describe how volcanoes and earthquakes are created.  Confidently describe physical features in a locality  Locate the Mediterranean and explain why it is a popular holiday destination. Compare Mediterranean living to life in UK. Name and locate European cities and countries.  Describe events and periods using the words: BC, AD and decade/ancient/century order events on a timeline.  Recognise that Britain has been invaded by several different groups over time. Romans/Saxons/Vikings  Geography focus: Destruction of Pompeii  Name the layers that make up the Earth.  • Name the key parts of a volcano.  • Show where most volcanoes are found.  • Explain how to keep safe during an earthquake. • Describe a tsunami.  • Describe the damage caused by a tsunami.  • Explain how tornadoes form.  • Describe how scientists collect data about storms.  Compare the structure of the Earth to a common object.  • Categorise volcanoes as extinct, dormant or active.  • Explain the impact of volcanoes on people and the environment.  • Compare the strength of earthquakes.  • Explain how scientists compare tornadoes.  Explain the properties of the Earth’s layers.  • Explain how a volcano is formed.  • Describe what happens when a volcano erupts.  • Describe some risks and benefits of living near a volcano.  • Explain why earthquakes occur.  • Explain how tsunamis occur.  • Explain how to keep safe in a tsunami.  • Explain where tornadoes happen. | | | | History link: African – Benin West Africa  Locate the Benin Kingdom on a map of Africa and place its significance on a timeline of African history.  • Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history.  • Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom.  • Compare and contrast the artwork and artefacts created in the Benin Kingdom with those created simultaneously in European civilisations.  • Question the Validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th century onwards.  • Compare and contrast the oral tradition of African history with the European preference for written records.  • Evaluate their understanding of the significance of the Benin Kingdom within African and world history and identify areas for further study.  • Describe some of the beliefs and rituals of the people of the Benin Kingdom.  • Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.  • Develop an understanding of the oral tradition of African history. • Recall key facts about the story of Eweka and his rise to power as the First Oba of the Benin Kingdom.  • Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th Century.  Compare and contrast the artwork and artefacts created in the Benin Kingdom with those created simultaneously in European civilisations.  • Question the Validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th century onwards.  • Compare and contrast the oral tradition of African history with the European preference for written records. • Evaluate their understanding of the significance of the Benin Kingdom within African and world history and identify areas for further study.  Geography focus:  correct geographical words to describe a place and the things that happen there.  identify key features of a locality by using a map.  begin to use a 4 figure grid references and plot NSEW. Recognise some basic OS map symbols.  Make accurate measurement of distances within 100Km.  use maps and atlases appropriately an describe human features in a locality  Name a number of countries in the Northern Hemisphere  Locate and name some of the world’s most famous volcanoes  Aware of different weather in different parts of the world | | | | | | History: Crime and punishment  Talk about and compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them.  • Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.  • Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.  • Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.  Geography focus: Land Use  Explain the purpose of a sketch map. • Identify the features of a sketch map. • Identify important landmarks in the local area. • Explain the purpose of symbols on a map. • Use symbols and a key to annotate a map. • Name landmarks we might see in a chosen area. • List ways we use land in the UK. • Describe an area as urban or rural. • List different types of rural spaces. Assessment Statements By the end of this unit... ...some children will be able to: • Compare a sketch map and a published map. • Draw a sketch map showing relative distances. • Choose symbols to use for a key. • Annotate a sketch map to show relative distances. • Describe ways farming has changed since 1950. ...most children will be able to: • Draw simple sketch map using major landmarks. • Identify landmarks using a key. • Draw a simple sketch map to show buildings in an area. • Annotate a map to show major landmarks. • List land uses in urban and rural areas. • Identify rural and urban areas in the UK. • Explain what most rural land is used for in the UK. • Compare two maps. • Explain why an area is suited to crop or livestock farming. | | | | |
| Music | Charanga  Let your spirit Fly | Charanga  Glockenspiel Stage 1 | | | Charanga  Three little birds | | | Charanga  The Dragon Song | | | Charanga  Bring us together | | **Charanga**  **Reflect, Rewind, Replay**  **Summer Concert rehearsals** | |
| PE | Swimming  Games- Invasion  MultiskillsDance\*\*  Solar System | | OAA  Gymnatics – floor apparatus | | Gymnastics\* Patterns and Pathways  Multiskills / speedstacking | | | Games\*- Tennis  Gymnastics – Hand apparatus | | | Athletics\*  Swimming | Striking & fielding-throwing & catching\* (scatterball/Danish long ball)  Swimming | | | |
| RE | **Year 2 Sikhism: How do stories from the gurus and the concept of seva (selflessness) affect Sikh children?**  **Creation 2a.1**  What do Christians learn from the Creation Story? | | **Kingdoms of God 2a.6:** When Jesus left, what was the impact of Pentecost? | | **People of God 2a.2:** What is it like to follow God? | | | **Salvation 2a.5** – Why do Christians call the day Jesus died ‘Good Friday?’ | | | **Islam**  Why is prayer important to Muslims and not for some people?  Special places – What do places of worship teach us about religions? | | | | |
| PSHCE | Myself and My Relationships 9  Beginning and Belonging (NB)  Myself and My Relationships 11  Family and Friends (GOFO) | | Myself and My Relationships 12  Anti-bullying (SNTB) | | Healthy and Safer Lifestyles 11  Managing Risk | | | Healthy and Safer Lifestyles 12  Safety Contexts | | | Citizenship 7  Diversity and Communities  Healthy and Safer Lifestyles 14  Healthy Lifestyles | Healthy and Safer Lifestyles 17  Sex and Relationships Education (4) | | | |
| French | Greetings  Culture  Instructions  Animals  Numbers  Plurals  connectives | | Gender  Story telling  Describe myself  Story reading  Christmas | | Colours  Opinions  Adjectival word order  Word order and opinions  Stories | | | Numbers  Age  Definite and indefinite articles  Easter | | | Useful phrases  Connectives  Stories  Aussi  Numbers 1-15 | Days of the week  Revision  Assessments  performance | | | |