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|  | **Year 3 2016 - 2017** | | | | | | | | | | | | | | |
| Autumn | | | | | Spring | | | | | Summer | | | | |
| TOPIC | **Romans and Saxons** | | | | | **African Adventure** | | | | | **Living things** | | | | |
| 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) | | | Adventure story – King Solomon’s minds  Explanations – Science experiments  Letter Writing – Dr K Fisher | | Poetry- appreciation (African Poems)  Persuasive letter writing link to King S | | | Report  Traditional tales – Jack and the Beanstalk (alternative endings)  Explanations – Science experiments | | | Poetry –limericks  Recounts newspapers/magazines | |
| Science | forces and magnets | | Changing, classifying and grouping materials | | | Light | | Rocks | | | Plants and animals including humans. (nutrition) | | | | |
| DT | **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) | | | | | **Mouldable materials – African pots.**  Do they select the most appropriate materials?  Can they use a range of techniques to shape and mould?  Do they use finishing techniques? | | | | | **Health and nutrition**  Can they choose the right ingredients for a product?  Can they use equipment safely?  Can they make sure that their product looks attractive?  Can they describe how their combined ingredients come together?  Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? | | | | |
| Art and Design | **3D**  Can they create pop-ups? – Christmas card  **I.T. Designs for Roman Shield/Saxon**  Can they use the printed images they take with a digital camera and combine them with other media to produce art work?  Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?  Can they use the web to research an artists or style of art?  **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? | | | | | **Textiles**  Can they add onto their work to create texture and shape?  Can they work with life size materials?  Can they use more than one type of stitch?  Can they join fabric together to form a quilt using padding?  Can they use sewing to add detail to a piece of work?  Can they add texture to a piece of  **Printing –Adrinka Art tshirts**  Can they make a printing block?  Can they make a 2 colour print? | | | | | **Drawing – Sketch plants**  Can they show facial expressions in their drawings?  Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?  **Painting –**  Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel?  Can they create a background using a wash?  Can they use a range of brushes to create different effects? | | | | |
| 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 | 3.2 We are bug fixers Finding and correcting bugs in programs | | | | | 3.3 We are presenters Videoing performance | 3.4 We are network engineers Exploring computer networks, including the internet | | | 3.5 We are communicators Communicating safely on the internet | | | 3.6 We are opinion pollsters Collecting and analysing data | |
| 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. | | | | | | Geography focus: Use 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 | | | | Science focus: Explain the importance of a nutritious balanced diet.  Describe how nutrients, water and oxygen are transported within animals and humans.  Describe and explain the skeletal system and muscular of a human.  Identify and describe the functions of different parts of plants.  Investigate the way in which water is transported within plants. | | | | |
| Music | Music Express  Exploring composition | | | Music Express  Exploring sounds | | | Music Express  Exploring pitch | | Music Express  Exploring pitch | | Music Express  Exploring structure | | Music Express  Exploring structure | |
| PE | Swimming  Games- Invasion Games\* (Tag Rugby)  MultiskillsDance\*\*  Stomp | | | | OAA  Games – ball on floor (Football) | | Gymnastics\* Patterns and Pathways  Multiskills / speedstacking | | Games\*- Tri-golf  Gymnastics – Hand apparatus | Athletics\*  Swimming | | Striking & fielding-throwing & catching\* (scatterball/Danish long ball)  Swimming | | | |
| RE | **Church People:** Who are the “Saints of God” and why are they important? | | | | **Christian Worship:** How and why are Churches different? | | **Islam:** Why is prayer important to Muslims and not for some people? | | **Islam** – special places | People of Faith, Courage and Commitment | | **Christianity:**  What do people believe about the creation of our world? | | | |
| 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 | | | |