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|  | **Year 3 2017 - 2018** | | | | | | | | | | | | | | | | |
| Autumn | | | | | Spring | | | | Summer | | | | | | | |
| TOPIC | **Romans and Saxons** | | | | | **African Adventure** | | | | **Living things** | | | | | | | |
| English | Instructions – Mosaics / Catapult  Narrative – Escape from Pompeii  Non-fiction – Romans / Volcanoes  Poetry – Modern Rhymes about Roman Times | | | | Narrative – Beowulf  Performing a play - Beowolf  Poetry – structure Kenning’s poems. (riddles)  Christmas List  Short Story – A Christmas Carol | Adventure story – King Solomon’s minds  Persuasive letter writing link to King Solomon  Letter Writing – Dr K Fisher | | Letter Writing – Dr K Fisher  Explanations – Science experiments  Poetry- appreciation (African Poems) | | Report  Traditional tales – Jack and the Beanstalk (alternative endings)  Explanations – Science experiments | | | | | Poetry –limericks  Advert  Recounts newspapers/magazines  Narrative - Krindlekrax | | |
| Science | forces and magnets  Can they compare how things move on different surfaces?  Do they notice that some forces need contact between two objects, but magnetic forces can act at a distance?  Can they observe how magnets attract or repel each other and attract some materials and not others?  Do they 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?  Can they describe magnets as having two poles?  Can they predict whether two magnets will attract or repel each other, depending on which poles are facing?  **Literacy Opportunities** :  Questions – Come up with questions about magnets and springs that can be investigated.  Simple explanation – Are all magnets the same strength?  Instructions – Do magnets work under water? | | | | | Light  Can they recognise that they need light in order to see things and that dark is the absence of light?  Do they notice that light is reflected from surfaces?  Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?  Do they recognise that shadows are formed when the light from a light source is blocked by an opaque object?  Can they find patterns in the way that the size of shadows change?  **Literacy Opportunities** :  Instructions – Does lght travel in straight lines  Explanation – How do we see?  Letter – Shadows  Non-Chronological Report - What do you know about light and shadows? | | Rocks  Can they compare and group together different kinds of rocks on the basis of their appearance and simple physical properties?  Do they describe in simple terms how fossils are formed when things that have lived are trapped within rock?  Can they recognise that soils are made from rocks and organic matter?  **Literacy Opportunities** :  Compare Rocks  Non-Chronological Report – Are all rocks the same?  Explanation – Which rock will float the longest?  Which stone would be the best as a roof tile?  Letter – Are all rocks the same? | | Plants  Can they identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers?  Can they 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?  How can they investigate the way in which water is transported within plants?  Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?  **Literacy Opportunities** : Parts of a plant Report  Instructions – Plan a roots investigation Explanation – What will a plant do to find light?  Newspaper –  Plant in a box  Plants absorb water  Plantomatic Advert | | | | | | Animals including humans. (nutrition)  Can they 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?  Can they identify that humans and some other animals have skeletons and muscles for support, protection and movement?  **Literacy Opportunities** : Skeleton Advert  Non-Chronological Skeleton and Muscles Report  Skeleton Advert | |
| DT | **Design and Making Roman Catapults**  **Stiff and flexible sheet materials** | | | | | **Making African pots. Mouldable materials –** | | | | **Making 3D Vincent Van Gogh sunflowers**  **Healthy Salad (Health and nutrition)** | | | | | | | |
| Art and Design | **Making Roman Mosaics**  Look at examples  Design and Make foam tiles  Design and make using stone tiles  **ICT** – Research and collect examples of Roman examples  **3D**  Popup - Christmas card Can they create pop-ups? – | | | | | **Printing –Adinkra Art Hessian bag**  Can they make a printing block?  Can they make a 2 colour print?  **ICT** – Research and collect examples of adinkra art using Popplet | | | | **Vincent Van Gogh – Sunflowers**  **Sketch and paint sunflowers plants**  **Learn about the life and Works of Vincent Van Gogh**  **ICT –** Brushes – make sunflowers  **Popplet** – Collect examples of art created by Vincent Van Gogh | | | | | | | |
| 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 | Romans/Saxons/Vikings  Geography – Pompeii and the Eruption of Pompeii | | | | | | Geography focus: African countries / wildlife  History link: Africa – Benin West Africa | | | | | Science focus: Plants / Jack and the beanstalk | | | | | |
| 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 | **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 | | | | |