

Year Group: 3	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
Real Projects	Food Glorious Food 	Predator or Prey? 	How does your garden grow? 	What makes the Earth angry? 	Groovy Greeks 	Stone Age 
Hook	<b>Andy from Points carrying out a healthy eating activity (Free)</b>	<b>Yorkshire Wildlife Park Monday 11<sup>th</sup> November</b>  <b>BOOKED</b>	<b>Visit to Meersbrook Park Walled Gardens (TBC)</b>	<b>Magna Monday 9<sup>th</sup> March 2020</b>  <b>BOOKED</b>	<b>Greek Day £1 donation for food/resources</b>	<b>Creswell Craggs</b>
Writing	<b>Instructional writing</b> Food origami Recipes - linked to The Twits  <b>Persuasive writing –</b> letter to encourage healthier school meals  <b>Persuasive writing -</b> Focus on Fairtrade – Why choose Fairtrade? (Look at Journey of a coco bean)	<b>Non-Chronological reports -</b> Polar bears What is a Predator?  <b>Poetry –</b> The Quarry  <b>NFER WEEK</b>	<b>Persuasive writing –</b> Newspaper report based on ‘The Enchanted Wood’  <b>Non-Chronological report –</b> Plants (information leaflet)	<b>Narrative –</b> Escape From Pompeii  <b>Recount –</b> Newspaper report about Boxing Day Tsunami Diary entry  <b>NFER WEEK</b>	<b>Narrative –</b> Theseus and The Minotaur The Wooden Horse  <b>Poetry –</b> Kennings  <b>Persuasive writing –</b> Athens or Sparta?	<b>Narrative –</b> Stone Age Boy  <b>Persuasive writing –</b> Visit Creswell Craggs (information leaflet)  <b>Instructional writing –</b> Stewed Fruit  <b>NFER WEEK</b>
Spelling	Personalised Spelling Words and Y3/Y4 Statutory Word List	Personalised Spelling Words and Y3/Y4 Statutory Word List	Personalised Spelling Words and Y3/Y4 Statutory Word List	Personalised Spelling Words and Y3/Y4 Statutory Word List	Personalised Spelling Words and Y3/Y4 Statutory Word List	Personalised Spelling Words and Y3/Y4 Statutory Word List
Reading	The Twits – Roald Dahl	The Rainbow Bear – Michael Morpurgo	The Enchanted Wood – Enid Blyton	Escape From Pompeii - Christina Ballit	Greek Mythology:	Stone Age Boy – Raymond Briggs

	<p>Revolting Rhymes – Roald Dahl</p> <p>Charlie and The Chocolate Factory – Roald Dahl</p> <p>James and The Giant Peach – Roald Dahl</p>	<p>The Hodgehog – Dick King Smith</p> <p>Harry and The Poisonous Centipede – Lynn Reed Bank</p> <p>Diary of a Killer Cat – Anne Fine</p>	<p>The Magic Faraway Tree– Enid Blyton</p> <p>The Secret Garden – Frances Hodgson Burnett</p> <p>The Lost Happy Endings – Carol Ann Duffy</p>	<p>The Erupt – National Geographic</p> <p>Vacation under the volcano – Mary Pope</p> <p>I survived the San Francisco earthquake – Lauren Tarshis</p>	<p>Theseus and The Minotaur</p> <p>The Wooden Horse</p> <p>The Labours of Herakles</p> <p>Pandora’s Box</p> <p>Sarah’s Shadow – Nick Jones</p>	<p>Stig of The Dump – Clive King</p> <p>Ug - Satoshi Kitamura</p> <p>The Secrets of Stonehenge – Mick Manning</p>
Maths	<p>Place value</p> <p>Addition</p> <p>Subtraction</p> <p>Consolidation</p>	<p>Multiplication</p> <p>Division</p> <p>Measurement – Money</p> <p>Consolidation</p>	<p>Place value (recap)</p> <p>Measurement – Length + Perimeter</p> <p>Statistics</p> <p>Fractions</p>	<p>Fractions</p> <p>Addition + Subtraction (recap)</p>	<p>Multiplication + Division (recap)</p> <p>Time</p> <p>Consolidation</p>	<p>Properties of shape – angles, position</p> <p>Measurement – mass and capacity</p>
Computing	<p><b>What makes a good poster?</b></p> <p>Healthy eating posters</p> <p>Fairtrade posters</p>	<p><b>How do I design and program in Scratch/Code?</b></p> <p>Create game – predator to find prey</p>	<p><b>How do we use databases to find out information?</b></p> <p>Link to Statistics in Maths</p>	<p><b>How do I design and program in Scratch/Code?</b></p> <p>Making a volcano erupt</p>	<p><b>How do I use a computer as a musician?</b></p> <p>Greek Music link</p>	<p><b>How do I draw complex shapes in Logo?</b></p> <p>Link to shape in Maths</p>
Science	<p><b>States of Matter – Y4</b></p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p>	<p><b>Animals including Humans – Y3</b></p> <p>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</p>	<p><b>Plants – Y3</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and</p>	<p><b>Rocks – Y3</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things</p>	<p><b>Light – Y3</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p>	<p><b>Forces + Magnets – Y3</b></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p>

	<p>(°C) – melting chocolate</p> <p><b>Animals including Humans – Y2</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
RE	<p><b>Beliefs and questions – Christianity</b> How do Christian people’s beliefs about God, the world and others have an impact on their lives?</p> <ul style="list-style-type: none"> <li>• Discuss celebrations that they have enjoyed / know about</li> <li>• Learn about Christian celebrations and commitments</li> <li>• Describe and understand links between Bible stories of creation</li> </ul>	<p><b>Religion and family – Judaism and Islam</b> How do religious families and communities live out their faith?</p> <ul style="list-style-type: none"> <li>• Pursue an enquiry into Jewish and Islamic prayer finding out and exploring beliefs about worship, prayer, God and human life for Jewish and Islamic people</li> <li>• Find out about the meanings of symbols, words and actions in prayer and worship</li> </ul>	<p><b>Life as a journey – Christianity, Hinduism, Islam</b> Why do some people think life is a journey? Where do we go? What do people think about life after death?</p> <ul style="list-style-type: none"> <li>• Find out about and describe some ways in which different religions see life as a journey</li> <li>• Make connections between different features of the religions and world views they study</li> </ul>			

	<p>and Christian beliefs about God as the creator</p> <ul style="list-style-type: none"> <li>Express and communicate their understanding of the challenges of commitment for a Christian person and community</li> <li>Discuss a range of ideas about some 'big questions'</li> </ul>		<ul style="list-style-type: none"> <li>Find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer can bring the community together</li> <li>Investigate the meaning of prayer in these communities</li> </ul>		<ul style="list-style-type: none"> <li>Compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or life of someone who has died</li> <li>Develop understanding of links between beliefs</li> </ul>	
PE	Hockey Gymnastics	Basketball Dance	Indoor athletics Gymnastics	Tri-golf Tennis	Athletics Dance (link to Greeks)	Orienteering Tag Rugby
Art	<p><b>Use sketching techniques and watercolour to complete observational drawings of different foods</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><b>Use oil pastels to replicate work produced by the illustrator Michael Foreman</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Use paint to replicate work by Van Gogh (sunflowers)</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Use oil pastels to draw volcanic eruptions</b></p>  <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><b>Use sketching skills to complete observational drawings of where shadows fall</b></p> <p><b>Study Greek architecture and pottery</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><b>Replicate stone age style drawings using a range of natural media</b></p> <p><b>Use watercolours to create sunset/night pictures of Stonehenge</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>

<p>Design &amp; Technology</p>	<p><b>Cooking and Nutrition – making a healthy snack</b>          Understand and apply the principles of a healthy and varied diet</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>		<p><b>Design, make and evaluate a plant pot (Clay)</b> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Select from and use a wider range of materials and components          Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p><b>Technical Knowledge – Pop up scene from a Greek myth</b>          Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products</p>	<p><b>Cooking and Nutrition – Stewed Fruit</b>          Understand and apply the principles of a healthy and varied diet</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>
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	Understand the source, seasonality and characteristics of a broad range of ingredients					Understand the source, seasonality and characteristics of a broad range of ingredients
Geography	<p><b>Geographical Skills and Fieldwork</b></p> <p>– Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – link to journey of a coco bean</p>	<p><b>Locational Knowledge –</b></p> <p>Use maps/google earth to locate animal territories (eg. The seas for Polar Bears, Orcas etc.)</p> <p><b>Place Knowledge -</b></p> <p>Compare physical and human characteristics of different territories (eg. Why don't you find Polar Bears near the UK?)</p>	<p><b>Locational Knowledge/Human and Physical Geography –</b></p> <p>describe and understand key aspects of physical geography, including: climate zones – why do plants grow in specific regions?</p>	<p><b>Human and Physical Geography -</b></p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes (tectonic plates)</p> <p><b>Place Knowledge –</b></p> <p>Tectonic plates – why do we not experience earthquakes etc. in the UK?</p>	<p><b>Locational Knowledge –</b></p> <p>Use map's to locate countries (Greece) in Europe and major cities (Athens + Sparta)</p>	<p><b>Locational Knowledge -</b></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time (Stonehenge + Creswell Crags)</p>
History	When/How, did chocolate arrive in the UK?		History of walled garden		<p><b>Ancient Greece</b></p> <p>A study of Greek life, their achievements and their influence on the western world</p> <p><b>Thomas Edison –</b></p> <p>History of the lightbulb</p>	<p><b>Pre-Roman Britain – Stone Age to Iron Age:</b></p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age technology and travel, for example, Stonehenge</p>

PSHCE/British Values	<p><b>Safety</b> Why/how rules are enforced? Why different rules are needed in different situations?</p> <p>About people who are responsible for helping them stay safe and healthy</p> <p>How to make informed choices and to understand the concept of a 'balanced lifestyle'</p>	<p><b>Myself</b> What positively/negatively affects mental/physical/emotional health?</p> <p>Reflect on and celebrate achievements, identify strengths, set high aspirations/goals</p>	<p><b>Media</b> Explore and critique how the media represents information</p> <p>Recognise how images in the media do not always reflect reality</p>	<p><b>Risk</b> To recognise when help is needed, resist pressure to do something dangerous/makes them feel uncomfortable</p> <p>To know pressure to behave in different ways comes from a variety of sources</p> <p>To know that their actions reflect themselves and others</p>	<p><b>Feelings</b> To deepen their understanding on good/not so good feelings</p> <p>To recognise that they may experience conflict emotions</p> <p>To recognise and respond to a wider range of feelings in others</p>	<p><b>Relationships</b> Recognise different types of relationships</p> <p>That two people who love and care for each other do not have to be married</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to maintain this</p>
MfL	<p>Numbers 0 – 10 Greetings + praise words Classroom instructions</p>	<p>Ask for and give name Numbers to 10 + simple sums, revisit greetings, ask and answer birthday questions</p>	Colours	Food / opinions	<p>Food and numbers to 12 Days of the week Months of the year</p>	Food and numbers to 12
Music	Recorders – how to hold a recorder and play basic notes	Recorders	Recorders	Recorders	Recorders	Recorders
Parental Engagement	<p>English Workshop Friday 18<sup>th</sup> October 2019</p>	<p>Parents Evening Tuesday 19<sup>th</sup> November (early)</p> <p>Thursday 21<sup>st</sup> November (late)</p>	<p>STEM Week 3<sup>rd</sup> – 7<sup>th</sup> February 2020</p>	<p>Maths Workshop Tuesday 3<sup>rd</sup> March 2020</p> <p>Parents Evening</p>	<p>Shadow Puppet Theatre Date TBC</p>	<p>Carfield Music Festival</p> <p>Parents to watch Sports Day</p>

		Christmas Carols December 2019		Tuesday 17 <sup>th</sup> March (Early) Thursday 19 <sup>th</sup> March (Late)		
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