| **CLASS 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| 8 Weeks | 7 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 Weeks |
| **½ Term Class Topic / Theme** | **Black History** | **The Stone, Bronze and Iron Age** | **New**  **Beginnings** | **Walk like an Egyptian** | Walk like an Egyptian | **The Great Outdoors** |
| **ENGLISH** | **Week 1-2: Induction**  ***Writing to Persuade***  **Speech/Manifesto**  Class Rules (non-negotiables, Mission Statement & School Council Manifesto, speeches & voting.  Focus on punctuation/conjunctions  **Week 3-4: Safety Week**  ***Writing to Inform***  **Information Page/Poster**  Focus on punctuation/conjunctions  ***If Safety Week is not scheduled for WK3, children will begin the Black History unit.***  **Week 5-8 Black History – Rosa Parks**  ***Writing to Inform***  **Diary**  **Biography**  Focus on use of adverbs | **Week 1-3 Stone Age**  **Class Text: Stone Age Boy**  **Writing to Entertain**  **Story**.  **Character/\Setting Descriptions**  Focus on Apostrophes, subordinate clauses and tense  **Week 4-7 Bronze Age to the Iron Age**  ***Writing to Inform***  **Newspaper Article**  **Explanations**  **Writing to Entertain**  **Descriptions**  Focus on subordinate clauses and paragraphing. | **Week 1-3**  **Class Text: The Tin Forest**  **Writing to Entertain**  **Story**  **Character and Setting Descriptions**  Focus on apostrophes, prepositions and description  **Week 4-6**  **Class Text: The lion, the witch and the wardrobe**  **Writing to Entertain**  **Story**  Focus on inverted commas, paragraphs and description | **Week 1 – 2 – Ancient Egypt**  **Why move to the Nile?**  ***Writing to Persuade***  **Letter**  Focus on layout and organisation  **Week 3 -4 – Ancient Egypt  Life of an Egyptian**  **Writing to Inform/Entertain**  **Diary**  Focus on subordinate clauses and paragraphing. Also look at  tense  **Week 5-6 - Ancient Egypt**  **Mummification**  **Writing to Inform**  **Instructions**  Focus on organisation, adverbs and punctuation | **Week 1 -3 –Ancient Egypt**  **Curse of the Mummies**  **Writing to Entertain**  **Story**  Focus on apostrophes, prepositions and description  **Week 4-6 Ancient Egypt**  **Egyptian Report**  **Writing to Inform**  **Non-Chronological Report**  Focus on Layout and organisation | **Week 1-2 – Coasts**  ***Writing to Entertain***  **Setting Description**  Focus on prepositions, adverbs and conjunctions  **Week 3-4 – Coasts**  ***Writing to Persuade/Inform***  **Letter**  Focus on organisation, layout and punctuation.  **Week 5-7 – Seaside**  ***Writing to Entertain***  **Poetry**  Focus on different layouts and techniques |
| **Class Text** | **Reading for pleasure: Charlie and the Chocolate Factory by Roald Dahl**  **Story of Rosa Parks** | **Reading for Pleasure: The Christmas Pig by J.K Rowling**  **Stone Age Boy by Satoshi Kitamura** | **Reading for Pleasure: Mega Monster by David Walliams** **?????** **The Tin Forest by Helen Ward** | **Reading for Pleasure: The Creakers By Tom Fletcher** | **Reading for Pleasure: The Ancient Egypt Sleepover by Stephen Davies** | **Reading for Pleasure: The Witches by Roald Dahl** |
| **MATHS**  **Power Maths (aligned with White Rose Maths)** | **Week 1-4**  Number – Place Value  **Week 5- 8**  Number – Addition and Subtraction | **Week 9-10**  Number – Addition and Subtraction  **Week 11-14**  Number –Multiplication and Division  **Week 15**  **REVIEW** | **Week 1-3**  Multiplication and Division  **Week 4-5**  Measurement – length and perimeter - to finish in Spr2 first | **Week 6-8**  Measurement – Fractions  **Week 9-10**  Measurement – Mass and Capacity  **Week 11**  **CONSOLIDATION/REVIEW** | **Week 1-2**  Number - Fractions  **Week 3**  Measurement – Money  **Week 4-6**  Measurement – Time | **Week 7-9**  Geometry – Properties of Shapes  **Week 10-11**  Statistics  **Week 12-13**  **CONSOLIDATION/REVIEW** |
| **SCIENCE**  **Switched on Science – Rising Stars** | **Chemistry: Rocks**  -compare and group together different kinds of rocks (M, I and S) 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. | **Physics: Light**  **-**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. | **Physics: 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. | **Biology: Animals including Humans**  -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. | **Biology: 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 | **Biology: Plants**  -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. |
| **COMPUTING**  **Purple Mash** | **Unit 3.1 Coding 5 week**  DESIGN, WRITE AND DEBUG PROGRAMS THAT ACCOMPLISH SPECIFIC GOALS, INCLUDING CONTROLLING OR SIMULATING PHYSICAL SYSTEMS; SOLVE PROBLEMS BY DECOMPOSING THEM INTO SMALLER PARTS  **Unit 3.2 Online safety 3 week**  USE TECHNOLOGY SAFELY, RESPECTFULLY AND RESPONSIBLY; RECOGNISE ACCEPTABLE / UNACCEPTABLE BEHAVIOUR; IDENTIFY A RANGE OF WAYS TO REPORT CONCERNS ABOUT CONTENT AND CONTACT | **Unit 3.3 Spreadsheets 3wk**  USE SEQUENCE, SELECTION, AND REPETITION IN PROGRAMS; WORK WITH VARIABLES AND VARIOUS FORMS OF INPUT AND OUTPUT  **Unit 3.4 Typing 4 week**  USE TECHNOLOGY TO ACCOMPLISH GIVEN GOALS | **Unit 3.8 Graphing 6 week unit**  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 | **Unit 3.5 Email 6 week**  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 | **Unit 3.6 Branching Databases 6 week**  [science link - plants – branching database to identify different common plants/trees]  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 | **Unit 3.7 Simulations 7 week**  DESIGN, WRITE AND DEBUG PROGRAMS THAT ACCOMPLISH SPECIFIC GOALS, INCLUDING CONTROLLING OR SIMULATING PHYSICAL SYSTEMS; SOLVE PROBLEMS BY DECOMPOSING THEM INTO SMALLER PARTS |
| **RE/CULTURES**  **Leeds Agreed Syllabus**  **Christianity (+ Islam & Judaism)**  **Following the Leeds Agreed Syllabus** | **CL2.6** How do Jews remember the stories of God’s covenant with Abraham and Moses?  **The reli*gion studied in this unit:***  *Judaism* | **CL2.5** How do ancient stories influence modern celebrations? |  | **FL2.12** How does the Bible help Christians to live a good life?  **The reli*gion studied in this unit:***  *Christianity* | **CL2.2** How do different people express their spirituality? |  |
| **HISTORY**  **Rising Stars Voyagers Scheme** | **What was new about the New Stone Age? Changes in Britain from the Stone Age to the Iron Age**  **STONE AGE TO IRON AGE**   * Know how Britain changed between the beginning of the stone age and the iron age * Know the main differences between the stone, bronze and iron ages * Know what is meant by ‘hunter-gatherers’ * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * Know and understand the history of these islands (The UK) as a coherent chronological narrative from the earliest times to the present day. | **How unpleasant were the Bronze and Iron Ages?**  **N.C. Changes in Britain from the Stone Age to the Iron Age**   * Know how Britain changed between the beginning of the stone age and the iron age * Know the main differences between the stone, bronze and iron ages * Know what is meant by ‘hunter-gatherers * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * Know and understand the history of these islands (The UK) as a coherent chronological narrative from the earliest times to the present day. | |  |  |  | | --- | --- | --- | | Christianity |  |  |
| **GEOGRAPHY**  **Rising Stars Voyagers Scheme**  **Fieldwork skills** |  |  | **Where on Earth are we?**  **LOCATIONAL GEOGRAPHY:**  IDENTIFY THE POSITION AND SIGNIFICANCE OF LATITUDE, LONGITUDE, EQUATOR, NORTHERN  HEMISPHERE, SOUTHERN HEMISPHERE, THE TROPICS OF CANCER AND CAPRICORN, ARCTIC AND ANTARCTIC CIRCLE, THE PRIME/GREENWICH MERIDIAN AND TIME ZONES (INCLUDING DAY AND NIGHT); LOCATE THE WORLD’S COUNTRIES, USING MAPS TO FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) AND NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES  **SKILLS AND FIELDWORK:**  USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED |  | **Is climate cool?**  **PHYSICAL GEOGRAPHY:**  DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING: CLIMATE ZONES, BIOMES AND VEGETATION BELTS, RIVERS, AND MOUNTAINS | **Do you like to be beside the seaside?**  **LOCATIONAL KNOWLEDGE:**  *NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES (INCLUDING HILLS, MOUNTAINS, COASTS AND RIVERS), AND LAND-USE PATTERNS; AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME*  **FIELDWORK AND SKILLS:**  *USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED*  *USE THE EIGHT POINTS OF A COMPASS, FOUR AND SIX-FIGURE GRID REFERENCES, SYMBOLS AND KEY TO BUILD THEIR KNOWLEDGE OF THE UNITED KINGDOM AND THE WIDER WORLD* |
| **DT** |  | **Design and make Christmas tree decorations to hold chocolate coins**  prove that the design meets a set criterion and make sure that it looks attractive. Choose materials for both suitability and appearance and work accurately to measure, make cuts and make holes. Select the most appropriate tools and techniques for a given task and explain how to improve a finished model saying why a it has, or has not, been successful |  | **Mechanical systems**  **Levers and Linkages**  **Design and make moving Easter cards**  know how to strengthen a product by stiffening a given part or reinforce a part of the structure and prove that a design meets a set criterion, making sure that it looks attractive. Choose a material for both its suitability and its appearance and work accurately to measure, make cuts and make holes. Explain how to improve a finished model and say why a model has, or has not, been successful  **FOOD TECHNOLOGY**  **Healthy and varied diet**  **[including cooking and nutrition requirements for KS2]**  **Design and make a healthy sandwich**  **Making savoury quiches**   * describe how food ingredients come together * weigh out ingredients and follow a given recipe to create a dish * talk about which food is healthy and which food is not * know when food is ready for harvesting |  |  |
| **ART** | **Cave painting**   * recognise when art is from different historical periods   **Sketching faces – expressions**   * know how to use sketches to produce a final piece of art * know how to show facial expressions in art. * know how to use different grades of pencil to shade and to show different tones and textures * recognise when art is from different historical periods – portraits * know how to use sketches to produce a final piece of art | **Iron age art**   * recognise when art is from different historical periods * recognise when art is from different cultures | **Study of great artists MC ESCHER**   * know how to identify the techniques used by different artists * know how to compare the work of different artists * recognise when art is from different cultures * recognise when art is from different historical periods | **Egyptian art**   * recognise when art is from different historical periods * recognise when art is from different cultures | **Study of great artists William Turner**   * know how to identify the techniques used by different artists * know how to compare the work of different artists * recognise when art is from different cultures * recognise when art is from different historical periods | **Painting coasts**   * know how to create a background using a wash * know how to use a range of brushes to create different effects in painting   **revisit work on W Turner** |
| **PSHE**  **You, Me & PSHE Scheme of Work** | **Keeping safe and managing risk**  Bullying - See it, Say it, Stop it. | **Identity, society & equality**  Celebrating difference | **Mental health and emotional wellbeing**  Strengths and challenges | **Drug, alcohol and tobacco education**  Tobacco is a drug | **Careers, financial capability and economic wellbeing**  Saving, spending and budgeting | **Physical health & wellbeing**  What helps me choose? |
| **MINDMATE** | **Feeling good & being me**  **Goals & aspirations**  *I’m good at…. & I am going to try & be better at…by setting myself a simple target* | **Friends & Family**    **Unkind behaviours**  *I understand that when I am unkind it impacts on others* | **Life Changes**  **Life in KS2**  **New faces/ new routines**  *I am learning to handle change* | **Strong emotions**  **Introducing strong emotions,**  **including anger**  *I know it’s ok to feel strong emotions sometimes* | **Being the same, being different**  **Differing opinions**  *I accept that my friends & I might have different opinions* | **Solving problems/**  **Making it better**  **Dealing with difficult situations**  *I can work with different people in my class* |
| **PE** | **Personal**  **Coordination – Footwork**  **Static Balance – One leg** | **Social**  **Dynamic Balance to Agility – Jumping and Landing**  **Static Balance - Seated** | **Cognitive**  **Dynamic Balance – On a Line**  **Coordination – Ball Skills** | **Fitness**  **Agility – Ball Chasing**  **Static Balance - Stance** | **Creative**  **Coordination – Sending and receiving**  **Counter Balance – With a Partner** | **Physical**  **Agility – Reaction and Response**  **Static Balance – floor Work** |
| **SWIMMING** | ***The National Curriculum states: "*All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively such as front crawl, backstroke and breaststroke and perform safe self-rescue in different water-based situations.*"*** | | | | | |
| **SPANISH**  **Session delivered by Señora Vanessa Woodward** | * **Unit 1 Hola!** * **Greet and say goodbye** * **Ask someone’s name and say your own** * **Ask how someone is and respond and some basic nouns** * **Numbers 1-10** * *Social conventions/ask and answer questions and first notions of gender (el, la)*   **Rockalingua Online**  **BBC languages**  **Links to games**  [**www.spanish-games.net/spanoshtopics**](http://www.spanish-games.net/spanoshtopics)  [*www.languageangels.com*](http://www.languageangels.com) | * **Unit 2 En la aula** * **Recognise and repeat classroom instructions** * **Show understanding with physical response** * **Identify classroom objects** * **Identify colours and describe an objects colour** * **Cultural: Christmas in Spain – similarities and differences** * *Gender, ask and answer questions, basic word order, using context to determine meaning and compare languages* | * **Unit 3 Los Fonicos** * **Recognise vowel sounds in single letters** * **Recognise vowel sounds in familiar words** * **Say vowel sounds and perform with actions** * **Recognise 5`C`sounds in single sounds (ca, ce, ci, co, cu)** * **Say `C` sounds and perform actions to show understanding** * **Use knowledge of all phonic sounds to say individual words** * *Identify key phonic sounds* | * **Unit 4 Los Numeros** * **Say and understand numbers 1-10** * **Use numbers to do simple calculations** * **Say and understand colours** * **Say what is your favourite colour** * *Word order and position adjectives of adjectives in sentence* | * **Unit 5 Mi Nombre** * **Ask and say your name** * **Ask/Say what someone’s name is** * **Culture: Easter in Spain – similarities and differences** * *Use 1st and 3rd person singular (llamarse – me llamo/se llama)* | * **Unit 6 La La Oruga Muy Hambrienta** * **Understand days of the week** * **Learn and say fruit names** * **Give a simple opinion (Me Gusta)**   **Recognise negative sentences**  **Say/read some familiar words**  *Recognise and name familiar nouns*  *Read and show understanding of familiar single words and join in with actions to accompany familiar songs, stories and rhymes.* |
| **MUSIC**  **Session delivered by Mrs Rivers (Art Forms)** | **Florence Price**: A trailblazer for African American female composers.  (BBC Ten Pieces)  **Year 3 Unit 2** (second part (Charanga): What Stories does Music tell us about the Past?’ -an introduction to Gospel music (‘When the Saints go Marching in’) and the music of New Orleans. Enjoying Improvisation.  **Harvest** whole school performance with year 3 showcase | **Antonio Vivaldi** – ‘Winter’ from the Four Seasons- BBC Ten Pieces  **Christmas**- KS2 Nativity | **Charanga topic:** Year 3 Unit 1: How does Music bring us closer together?  Developing notation skills  **Ensemble work**:  Tuned/untuned percussion. Composition and performance. | **Egyptians**: ‘Tutankhamun!’ song- Sing Up  **Charanga topic:** Year 3 unit 2- ‘What stories does music tell us about the past?’’- Enjoying improvisation | **Whole class Recorder**: Following the ‘Red Hot Recorder ‘ and ‘Charanga’ schemes. | **Whole class Recorder**: Following the ‘Red Hot Recorder ‘ and ‘Charanga’ schemes.  Ensemble work – including tuned/untuned percussion, including boomwhackers. |
| **VISIT / VISITOR** | **Wed 13th September – Scooter Training** |  |  |  |  | **Beach trip** |