




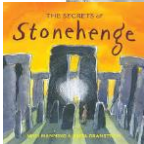
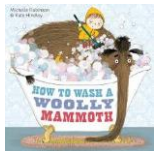


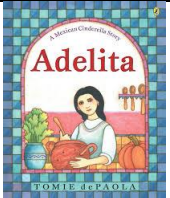
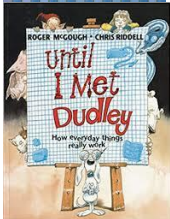
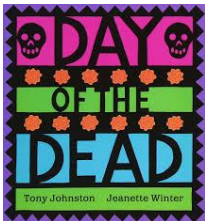
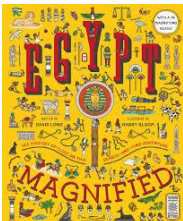
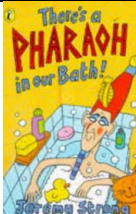
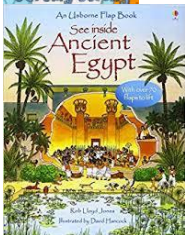






Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Stone Age to The Iron Age 		Mexico 		Ancient Egypt 	
Curriculum Link	History	History	Geography	Geography	History Geography	History
Breadth	How did life change from the Stone Age to the Iron age?	How did life change from the Stone Age to the Iron age?	How is Mexico similar and different to the U.K?	How is Mexico similar and different to the U.K?	What achievements did the ancient Egyptians make?	What achievements did the ancient Egyptians make?
Core Text (s)	 <small>(Stone Age Day - 2012)</small>  	  	 			 
Hook	Drama activity linked to Stone Age to begin topic.	Building Stonehenge	Mexican objects led enquiry	Mexico Day – food, music, clothing, dancing.	Ancient Egypt objects led enquiry	Building a pyramid

Visits and visitors		Visit to Jewish Heritage Centre linked to R.E topic based on Judaism.	Mexican workshop	Mexico Day	Leeds City Museum ancient Egypt workshop.	Moving Words drama and poetry workshop
Community Links		Visit to the Jewish Heritage Centre, Shadwell		Link to Mexican restaurant	Visit to Leeds City Museum	
English	<p>‘Stone Age Boy’ – descriptive writing. Non-chronological reports about Skara Brae and Stonehenge, features of a Stone Age home.</p> <p>Drama – linked to ‘Stone Age Boy’</p>	<p>‘Secrets of Stonehenge’ – features of persuasive writing (AFOREST), writing a leaflet about Stonehenge (focus on introduction, and individual paragraphs)</p> <p>‘How to Wash a Woolly Mammoth’ – instruction writing</p> <p>‘Mary Anning and the Sea Dragon’ – Newspaper reports</p> <p>Drama – linked to ‘How to Wash a Woolly Mammoth’</p>	<p>‘Adelita (Mexican Cinderella)’ – Narrative writing / retelling story and writing own versions of story.</p> <p>‘Until I Met Dudley’ – writing explanations about how items work.</p> <p>Drama – linked to ‘Adelita’</p>	<p>‘The Day of the Dead’ – poetry writing</p> <p>‘Mexico’ – writing an advert to promote Mexico and regions of Mexico</p> <p>Drama – linked to ‘Day of the Dead’</p>	<p>Egypt Magnified’ – making cartoons</p> <p>‘Tutankhamun’ – Diary entries, Biography, Newspaper report</p> <p>Drama – linked to ‘Tutankhamun’</p>	<p>‘There’s a Pharaoh in Our Bath’ – Narrative writing.</p> <p>‘See Inside Egypt’ – Non – Chronological reports.</p> <p>Drama- linked to ‘There’s a Pharaoh in Our Bath’</p>
Maths	<p><u>Place Value up 1000</u></p> <p>Identifying Hundreds, Tens and Ones and finding numbers greater than and less than.</p> <p>Finding 1, 10, and 100 more or less than numbers to 1000.</p> <p>Comparing objects and numbers to 1000.</p> <p>Counting in 50s.</p> <p><u>Addition and subtraction using three digit numbers</u></p> <p>Adding and subtracting multiples of 100.</p> <p>Adding and subtracting single digits to three digit numbers</p>	<p><u>Multiplication and Division</u> (focus on 3, 4 and 8 times tables)</p> <p>Identifying that multiplication uses equal groups.</p> <p>Multiplying and dividing by 3.</p> <p>Multiplying and dividing by 4.</p> <p>Multiplying and dividing by 8.</p> <p>Using 3, 4 and 8 times tables to solve problems.</p> <p>Consolidation of addition and subtraction</p> <p>-recapping using columns to add and subtract.</p>	<p><u>Multiplication and Division</u> – recapping 3, 4 and 8 times table, Two digits multiplied by single digit.</p> <p>Comparing statements.</p> <p>Multiplying two digit numbers by single digits.</p> <p>Dividing two digit numbers by single digits.</p> <p>Scaling.</p> <p><u>Measurement - Money</u></p> <p>Identifying and finding totals using pounds and pence.</p> <p>Converting pounds and pence.</p> <p>Adding and subtracting amounts of money.</p> <p>Giving change.</p>	<p><u>Measurement – length and perimeter.</u></p> <p>Measuring lengths and identifying equivalents lengths (mm, cm and m)</p> <p>Comparing lengths.</p> <p>Adding and subtracting lengths</p> <p>Measuring and calculating perimeters.</p> <p><u>Number – fractions</u></p> <p>Identifying unit and non-unit fractions.</p> <p>Making a whole.</p> <p>Identifying and counting in tenths.</p> <p>Finding fractions on a number line.</p> <p>Finding fractions of amounts.</p>	<p><u>Fractions</u></p> <p>Identifying equivalent fractions.</p> <p>Comparing fractions.</p> <p>Ordering fractions.</p> <p>Adding and subtracting fractions with the same denominator.</p> <p><u>Measurement – time</u></p> <p>Identifying months and years.</p> <p>Hours in a day.</p> <p>Telling the time to 5 minutes.</p> <p>Using am and pm.</p> <p>24 hour clock.</p> <p>Finding and comparing durations.</p> <p>Start and end times.</p> <p>Measuring time in seconds.</p>	<p><u>Measurement – Geometry of shapes</u> (</p> <p>Identifying turns and angles.</p> <p>Recognising right angles in shapes.</p> <p>Comparing angles.</p> <p>Drawing lines accurately.</p> <p>Horizontal and vertical lines.</p> <p>Parallel and perpendicular lines.</p> <p>Recognising and describing 2D shapes.</p> <p>Recognising and describing 3D shapes.</p> <p>Making 3D shapes.</p> <p><u>Measurement – mass and capacity</u></p> <p>Measuring mass.</p> <p>Comparing mass.</p>

	Adding and subtracting two digit numbers to three digit numbers. Adding two three digit numbers crossing 10 or 100. Subtracting a three digit number from a three digit number with an exchange.		<u>Statistics</u> Interpret and present data in bar charts, pictograms and tables.			Adding and subtracting mass. Measuring capacity. Comparing capacity. Adding and subtracting capacity.
Science	<u>Light and Shadows</u> Children will learn that they need light to see, how reflections are made, that the sun is a light source and how shadows are made.	<u>Rocks</u> Children will compare and group rocks, identify how fossils are formed and what soil is made up of.	<u>Forces and magnets</u> Children will compare how things move on different surfaces, some forces need contact, magnets attract from a distance, attracting and repelling, identifying that magnets have two poles, identifying magnetic and non magnetic items.	<u>Animals including Humans</u> Children will learn about skeletons and their uses and muscles and how they work. They will also learn about nutrition and types of food (macro and micro nutrients)	<u>Plants</u> Children will Identify and describe functions of plants (roots, stem, leaves, flowers), learn the requirements of plants.	<u>Plants</u> The children will investigate how water is transported in plants, life cycle of flowering plants. The will also find out about Plant Hunters.
Writing Focus:	Investigation about which material would make a good blackout curtain.	Biography about Mary Anning	Explanation about how magnets work.	Poem about the skeleton	Recount of a plant growing.	Diary extract of a plant hunter.
Investigative Science – Focus question?	What makes a good reflective material?	How do fossils form?	How can paper be lifted from the table without touching it?	What muscles do we use when we do different activities?	What happens when a plant is left in the dark?	Which plants are safe to eat?
DT	<u>Topic based activities – The Stone Age</u> The children will make thumb pots. They will also recreate cave painting using pastels.	<u>Food</u> Children will learn about the different food groups and understand what they need to have a healthy, balanced diet. They will design, make and evaluate a healthy snack using more than one food group.	<u>Topic based activities - Mexico</u> The children will find out about the tradition of and then make Oji de Dios (Eye of God) which is a weaving activity. Cooking and Nutrition – The children will research, make and taste Mexican food.	<u>Mechanical systems</u> Children will learn about lever and linkage systems. They will investigate objects that use this mechanical system and then they will design, make and evaluate a moving picture.	<u>Topic based activities – Ancient Egypt.</u> The children will Make an ancient Egyptian reed boat. The children will making a shaduf (used to lift water from canals) using construction materials (Lego)	<u>Textiles</u> Children will use the running and overstitch to design, make and evaluate a 2D shape into a 3D product. They will create a template before they sew.



						
Art	<p><u>Topic based activities – The Stone Age</u> Drawings using different media – The children will create cave painting using pastels after discovering facts about cave paintings found. Sculpture – the children will also make thumb pots using clay in the style of those made in Palaeolithic age.</p>	<p><u>Painting</u> Children will mix colours effectively, to create mood. They will paint a water colour background, and then experiment with different paintbrushes to add texture, patterns and lines to their artwork.</p> 	<p><u>Topic based activities - Mexico</u> The children will decorate maracas using a variety of media.</p>	<p><u>Drawing</u> Children will use different pencil grades to sketch lightly. They will add light and shadow to their drawings and learn techniques such as hatching and cross hatching to add texture.</p>  <p>The children will find out about Day of the Dead and create some Day of the Dead themed art. The children will create Mexican folk art.</p>	<p><u>Topic based activities – Ancient Egypt.</u> The children will create scrolls of their name using the Ancient Egyptian alphabet.</p>	<p><u>Printing</u> Children will make their own printing blocks using string. They will create patterns observed in their natural environment and use 2 or more layers of colour to print.</p>  <p>The children will make Egyptian masks and Design an Egyptian God or Goddess.</p>
History	<p><u>Prehistoric Britain from the Stone Age to the Iron Age</u> The children will learn about life in the Stone Age – clothes, homes, diet and Stonehenge. They will also find out about the differences between the Ages.</p>	<p><u>Prehistoric Britain from the Stone Age to the Iron Age</u> The children will identify that the Bronze Age followed the Stone Age and that Bronze was discovered by mixing tin and copper. They will then identify that the Iron Age</p>	<p><u>Mexico</u> Children will learn about traditional Mexican celebrations including Day of the Dead.</p>	<p><u>Mexico</u> Children will learn about Aztecs and how they settled in Mexico.</p>	<p><u>Ancient Egypt</u> Children will learn about one of the earliest civilisations, Ancient Egypt, where and when it appeared and Egyptian life.</p>	<p><u>Ancient Egypt</u> Children will learn about Egyptian life (continued), Gods and Goddesses, beliefs and religion.</p>

		followed the Bronze Age and developments made.				
Writing Focus:		Non-chronological report about the features in a stone Age house.	Poetry about Day of the Dead.	Newspaper report about Aztecs.	Non-chronological report about life in ancient Egypt.	Diary of Howard Carter.
Geography	Stone Age to Iron Age. The children will locate Scotland and the Orkney Isles on a map. They will identify human and physical characteristics of the area.		Mexico. The children will locate Mexico on a map and a globe and identify that it is in N America. They will identify the human and physical characteristics of the country and the main cities. The children will find out about the climate of Mexico in relation to it's location on the Tropic of Cancer. They will compare and identify similarities and differences between Mexico and the UK.	Mexico. The children will look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources in relation to the s and where they settled in Mexico.	Ancient Egypt. The children will identify Egypt in an atlas and identify the country is in Africa.	
Writing Focus:			Non-chronological report about the location of Mexico	Newspaper report about Aztecs. (locational facts)	Non-chronological report about life in ancient Egypt. (locational facts)	
Computing	<u>Developing basic skills and using them effectively.</u> The children will learn how to set up user name on Chromebook. They will use google docs to create documents, save and retrieve documents. They will create a non chronological report about the Stone Age.	<u>Switched on Computing: We are Programmers</u> The children will set out a Scratch account online. They will learn how to write simple algorithms to make a short animation to move a sprite.	<u>Switched on Computing: We are Bug Fixers</u> The children will develop skills to find errors in programs. They will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	<u>Switched on Computing: We are Presenters</u> The children will gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. They will understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.	<u>Switched on Computing: We are Vloggers</u> The children will use a search engine to research a topic. They will plan, design and deliver a presentation. They will copy and paste images and create their own images for the presentation.	<u>Switched on Computing: We are Opinion Pollsters</u> The children will plan and develop an online survey accessible for the rest of year 3. They will add questions using different criteria. They will analyse data and interpret results.

E safety:	<u>E safety: Digital footprint</u> Identifying how to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying.	<u>E safety: What is Cyberbullying?</u> The children will use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying.	<u>E safety: To Buy or Not to Buy</u> The children will 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. They will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of identifying advertisements online.	<u>E safety: Keep it to Yourself</u> The children will use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings.	<u>E safety: Emailing</u> The children will 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. They will use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of sending and receiving emails safely.	<u>E safety: Online Communication</u> The children will 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. They will use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online.
Music	<p>Throughout Year 3 and 4 children will:</p> <p>Evaluate music using musical terms such as duration, timbre, pitch, beat and tempo to describe music.</p> <p>Identify areas of likes and dislikes and discuss effects on mood and feelings.</p> <p>Understand the history of music.</p> <p>Sing from memory, pronouncing words clearly, using accurate pitch and tune.</p> <p>Learn to maintain a simple part within a group and show control of voice or instrument.</p> <p>Play notes on an instrument with care and control.</p> <p>Compose a range of sounds to create effect using voice or instrument.</p> <p>Create accompaniments for tunes using a variety of instruments.</p> <p>Use digital technologies to compose pieces of music (Computing).</p> <p>use symbols to represent when to play and begin to recognise notes on a musical stave and recognise symbols such as a minim, crochet, rest and semibreve.</p> <p>Children also do Made with Music throughout the Year.</p>					

PE and Sport	<p><u>Swimming</u> The children will learn and develop swimming techniques, water confidence and stamina.</p> <p>Mrs Lowe: <u>Cross country</u> Children begin to develop running skills over longer distances leading to a class race. Children can recognise changes in body temperature, heart rate and breathing and understand how this is linked to exercise <u>Dance - Bollywood</u> Children explore indian movement and dance using a Bollywood theme. Children can create dance phrases with a partner and in a small group. <u>Striking and fielding</u> Children play simple batting games using small equipment Children make up and play a simple ball game with rules.</p>	<p><u>Swimming</u> The children will learn and develop swimming techniques, water confidence and stamina.</p>	<p><u>Swimming</u> The children will learn and develop swimming techniques, water confidence and stamina.</p> <p>Mrs Lowe: <u>Gymnastics - lifting feet high</u> Children develop movements and shapes with the feet high using large apparatus including the apparatus frame, benches, tables, benches, planks and boxes. Children are able to use the apparatus frame with confidence and imagination. Children can perform a sequence showing contrasts in shapes, levels and directions with attempts at extension and precision. <u>Skiping skills</u> Children develop skipping skills both individually and using a long rope. Children can work in a responsible and safe manner.</p>	<p><u>Swimming</u> The children will learn and develop swimming techniques, water confidence and stamina.</p>	<p><u>Swimming</u> The children will learn and develop swimming techniques, water confidence and stamina.</p> <p>Mrs Lowe: <u>Invasion games</u> Children explore skills and tactics used in football, netball and hockey using simple small sided games.</p> <p>Children can use a bat or hockey stick to dribble a small ball. <u>Throwing and catching</u> Children improve ball handling skills and can travel while bouncing a large ball with control. Children can suggest some ideas for warm up and know how to dress appropriately for PE.</p>	<p><u>Swimming</u> The children will learn and develop swimming techniques, water confidence and stamina.</p>
RE	<p><u>How do Jews Remember God's Covenant with Abraham and Moses?</u></p> <p>The children will learn about what it is like to be a Jew and the covenant. They will find out about how God is expressed in stories, celebration, ritual and action.</p>	<p><u>How do Jews Remember God's Covenant with Abraham and Moses?</u></p> <p>The children will continue the unit. They will learn that the Torah is a sacred text, the festival of Pesach and the weekly celebration of Shabbat.</p> <p>Visit to Jewish Heritage Centre</p>	<p><u>What do creation stories tell us about our world?</u></p> <p>The children will explore the creation stories from Christianity, Judaism, Islam and Sikhism. They will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. They will allow pupils to</p>	<p><u>Who can inspire us?</u></p> <p>The children will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their</p>	<p><u>What do Christians believe about a good life?</u></p> <p>The children will learn what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables.</p>	<p><u>How do people express spirituality.</u></p> <p>The children will explore the concept of spirituality and focus on creative ways in which spirituality may be demonstrated. They will experiment with and experience a range of creative arts as they explore how religious communities and</p>

			compare and contrast the different creation stories.	teachings. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories.		individuals express beliefs and emotions.
Writing Focus:		Writing a newspaper report about the birth of Jesus.	Non Chronological report about different creation stories.	Diary extract of a religious leader – jobs done on a daily/weekly basis	Retelling one of the Bible stories or parables.	Poem about a religious event they have found out about (any religion)
PSHE	<u>Mental Health and Emotional Wellbeing</u> Strengths and Challenges The children will celebrate achievements and set personal goals, dealing with put-downs and positive ways to deal with set-backs.	<u>Careers, financial capability and economic wellbeing</u> The children will find out about saving, spending and budgeting, what influences people's spending and saving money, how people can keep track of their money, the world of work.	<u>Drug, alcohol and tobacco education</u> The children will find out the definition of a drug and drugs can be harmful to people. They will also find out about the effects and risks of smoking tobacco.	<u>Identity, society and equality</u> The children will value similarities and differences between themselves and others, they will find out what is meant by community and belonging to groups.	<u>Keeping safe and managing risk</u> The children will recognise bullying and how it can make people feel, different types of bullying and how to respond to incidents of bullying, and what to do if they witness bullying.	<u>Physical health and wellbeing</u> The children will make healthy choices about food and drinks, find out how branding can affect what foods people choose to buy, and about keeping active and some challenges of this.
Mindmate Lessons	<u>Feeling good and being me.</u> The children will reflect on & celebrate their achievements & identify their strengths identify areas for improvement & set high aspirations & goals	<u>Friends and Family</u> The children will recognise what is fair & unfair, kind & unkind, what is right & wrong recognise when people are being unkind either to them or others, learn what to do when someone is unfair or unkind	<u>Life Changes</u> The children will understand the importance of being co-operative with others understand that change happens & can be challenging understand that adapting to change is key to developing emotional wellbeing	<u>Strong Emotions</u> The children will recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions	<u>Being the Same and Being Different</u> The children will learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome share their opinions on things that matter to them	<u>Solving problems (Making it better)</u> The children will understand that people often need to play / work together to reach a shared outcome even when they disagree begin to understand empathy & why people can be different (in behaviour & image)
French	<u>Getting to know you.</u> The children will learn to say hello and goodbye, introduce themselves and say how they are feeling. They will learn to count to 10 and say how old they are.	<u>All about me.</u> The children will learn to give and respond to simple classroom instructions appropriately. They will also name parts of the body from a song, identify colours and name items of clothing/	<u>Food, glorious food.</u> The children will learn to follow a story and join in the repeated parts. They will say what foods from a set they like/dislike; describe the colour or size of an object and ask politely for something.	<u>Family and friends.</u> The children will identify and introduce some of their relations. They will name some common pets and recognise some rooms in their home.	<u>Our school year.</u> The children will listen and respond to topic vocabulary; demonstrate understanding with actions; write sentences converting le/la to un/une; and answer questions using the topic vocabulary.	<u>Time.</u> The children will say and order the days of the week; say and order the months of the year; count on from 11-31; and say their own birthday.

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