

YEAR 3	What was Britain like in the Stone-age & Iron Age?	Light / shadows What would the world be like without light?	How strong are you?	Why is Dahl so gloriumptious?	What's so fascinating about the Ancient Egyptians?	Why do so many people go to Italy for their holiday?
Trip/WOW	Bring your wellies – Stone Age Day	School sleep over!	Tesco visit	'The Writing Shed' Dawn Robertson author visit and workshop	Manchester/ Liverpool Museum Egyptian dancing	Google expedition Restaurant visit
Texts Poetry Play scripts	<p><b>Fiction:</b> The wild girl – Wormell Minnow and the bear – Blathwayt Stone-age Boy – Kitamura The curious case of the missing mammoth – Hattie &amp; Mountford Stone Underpants- Lisle</p> <p><b>Non-fiction:</b> Instructions – How to wash a woolly Mammoth The Stone Age – Williams Stone girl, bone girl – Anholt Fantastically great Women who changed the world – Pankhurst (page about Mary Anning)</p>	<p><b>Fiction:</b> The Dark by Lemony Snickett Orion and the Dark - Yarlett Sidney and his shadow - The Queen's Christmas present- Anthony</p> <p>Non-Fiction: What Makes Day and Night - Mansfi Branley</p> <p>Film – Night and Day Dangle Poetry- senses</p>	<p><b>Fiction:</b> Traction Man is here– Grey Traction Man meets Turbo Dog- Grey Traction Man and the Beach Odyssey- Grey</p> <p><b>Poetry:</b> Food theme</p>	<p><b>Fiction:</b> Dahl's text</p> <p>Fantastic Mr Fox Magic linked – The Magic Finger George's Marvellous Medicine Matilda James and the giant peach Poetry: Revolting Rhymes (Group performance) Non-fiction: The Gloriumptious worlds of Roald Dahl Fantastic Mr Dahl – Rosen</p> <p><b>Films:</b> Biopic about Dahl Fantastic Mr Fox Video clips relating to separate stories</p>	<p><b>Fiction:</b> The Egyptian Cinderella – Shirley Climo</p> <p><b>Non-fiction:</b> How to be an Ancient Egyptian in 13 easy stages – Anderson You wouldn't want to be a ...../ How to be avoid being ... (series) Exploring Ancient Egypt – Brian Knapp Journey along the river Nile – Newland Ancient Egyptians – Explorers - Wayland Dangerous Days in Ancient Egypt: Pyramids, Plagues, Gods and Grave-Robbers - Deary The story of Tutankhamnum – Cleveland Peck</p>	<p><b>Fiction:</b> Olivia goes to Venice- Falconer The King of Capri – Winterson &amp; Ray Tony, Tony, Tony – tails of an Italian Greyhound – Clementoni Zoe Sophia's Scrapbook: An Adventure in Venice – Smalley &amp; MaunerN</p> <p><b>Non-Fiction:</b>Holiday brochures</p> <p>Italy unpacked – Gifford Venice: A Three-Dimensional Expanding City Guide (Panorama... McMenemy This is Venice - Sasek Cultural tradition in Italy (cultural traditions in my world) – Morganelli Italy (Been There) – Savery Getting to know Italy and Italian – Wright Travel guide to Venice <b>Non-fiction:</b> What makes a magnet? - Franklyn M. Branley</p>
Science	<p><b>Rocks</b> compare and group together different kinds of rocks 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.</p>	<p><b>Light</b> 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.</p>	<p><b>Animals including humans</b> 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.</p>	<p><b>Dahl's potting shed Plants</b> 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 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.</p>		<p><b>Forces and Magnets</b> Linking to Leonardo Da Vinci as an inventor 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.</p>
DT		<p><b>Shadow puppets</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 -generate, develop, model and communicate their ideas through discussion, annotated sketches</p>	<p><b>Technical knowledge focus project</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Shaduf – gears and pulleys</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 -generate, develop, model and communicate their ideas through discussion, annotated sketches</p>	

		-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages) An iron rich diet?		-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
<b>History</b> <i>*in addition to skills section</i>	Stone age to the Iron age -changes in Britain from the Stone Age to the Iron Age				<b>Ancient Egypt</b> - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer, The Indus Valley, <b>Ancient Egypt</b> , The Shang Dynasty	
<b>Geography</b>	Opportunity to look at continents; changes to physical features (how the world used to look compared with now) Geographical skills Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Locational Knowledge 4 figure grid references Using a compass Using keys How places relate to each other Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian and time zones (including day and night) Geographical skills Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied			<b>Flood plains – the river Nile (impact of Nile on land and agriculture/farming)</b> human geography, including: types of settlement and land use, economic activity including trade links Describe and understand key aspects of: Physical geography including rivers Geographical skills Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	<b>Comparison study with region of Europe- Modern Italy</b> <b>Locating World countries/maps</b> <b>Volcanoes</b> <b>4 figure grid references</b> -locate the world’s countries, using maps to focus on Europe (including the location of Russia) countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country -human geography, including: types of settlement and land use, economic activity including trade links
<b>Art and Design</b>	Historical Art Cave painting Relief printing and sculptures to improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials	Great Artist study: how artist recorded light and dark Shading Warm and cold colours Complementary colours To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] know about great artists in history	British Illustrator study: Quentin Blake – sketch books and line drawings To improve their mastery of art and design techniques, including drawing.		Historical Art Sculpture- clay figures to improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials know about great artists in history	Great artists study. Figure drawing to improve their mastery of art and design techniques, including drawing and painting with a range of materials know about great artists in history
	to create sketch books to record their observations and use them to review and revisit ideas					
<b>Music</b>	Three Little Birds	Ho Ho Ho	Glockenspiel Stage 2 -Tuned instruments – glockenspiels -use and understand staff and other musical notations	Benjamin Britten – There was a Monkey develop an understanding of the history of music.	Let Your Spirit Fly	Reflect, Rewind and Replay
	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
<b>R.E</b>	<b>What does it mean to be a Christian in Britain today?</b> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	<b>Why are festivals important to religious communities?</b> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	<b>What do different people believe about god?</b> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people’s lives to believe in God (B1).	<b>Why do people pray?</b> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).	<b>Why is bible so important to Christians today?</b> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3).	

<b>Computing</b>	<b>We are bug fixers</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	<b>We are communicators</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<b>We are performers</b> 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	<b>We are opinion pollsters</b> 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	<b>We are network engineers</b> use sequence, selection, and repetition in programs; work with variables and various forms of	<b>We are programmers</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
<b>PSHE</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the wider world</b>		<b>Health and Wellbeing</b>	<b>Relationships</b>
<b>P.E</b>	<b>Invasion Games</b> use running, jumping, throwing and catching in isolation and in combination	<b>Dance</b> perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best	<b>Gymnastics</b> develop flexibility, strength, technique, control and balance	<b>Yoga/Body awareness</b> develop flexibility, strength, technique, control and balance	<b>Netball/basketball</b> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<b>Dance</b> perform dances using a range of movement patterns
	Pupils should be taught to: <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>					
<b>MFL</b>	Greetings Numbers 1 to 12 Name Age	Colours Classroom instructions Traditional celebrations - Christmas	Alphabet Days of the week Months	Birthdays Weather Money	Food Café Grammar	