

Year 3: 2019-20						
	Autumn 1 (8 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	What Makes A Dream Team? (3 weeks) Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Is there more to this world than we can see?		Stone Age to Iron Age	
Key			World Book Day 04.03.20		Y3 Pentecost assembly	
Experiences		Visit to Wath library To become members Roald Dahl activities	Trip to RSPB Old Moor		Trip to Sheffield Museum – bronze age activities	
Texts	The Minpins Charlie and the Chocolate Factory	Charlie and the Chocolate Factory The World of Food	The Spiderwick Chronicles Author Spiderwick's Fieldguide		Stig of the Dump The Stone Age Boy	Stig of the Dump The Stone Age Boy
Literacy	Character description (Minpins gruncher) Recipe for choc buns Persuasive letter to Mr Wonka Information text – How choc is made	Character description (Charlie) Narrative – entering secret room of factory Poetry – World of Food	Letter to Jared's mum Diary – first night in new house	Information text – produce class fieldguide (link to art) Crime report (boggart)	Narrative (Direct speech) Diary entry (from Barney) Character description of Stig	Information text: Life in the Bronze age News report
Science	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.		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 ♣ 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.	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.	Rocks 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.	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. Link to art work (see below)
History		<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Create different timelines following a theme Be able to use specific dates 			<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age Daily life of a stone age family, Skara Brae Changes in food, tools, trade and daily life from Stone Age – Bronze Age – Iron Age Understand the concept of change over time Before, after, during, period, era, a ancient century, decades, BC/AD, timeline, chronological, sequence Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries Suggest why certain events have happened and the effect of these Suggest why certain people acted as they did and the consequence of those actions Create general timeline to show where period studied falls into within a longer timeline, detailed timeline of events and/or people of the period using dates and terms 	
Geography	<ul style="list-style-type: none"> identify the position and significance, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Climate for growing cocoa trees compared to UK Using maps to locate countries 	<ul style="list-style-type: none"> England: name and locate London plus at least 10 major cities including coastal. Locate county of Yorkshire and 3 physical features within the county use maps, atlases, globes and digital/computer mapping to locate countries as identified above and describe features studied 		<ul style="list-style-type: none"> use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (LINK TO ORIENTEERING) 	<ul style="list-style-type: none"> describe and understand key aspects of physical geography (volcanoes and earthquakes) record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

Art		<p>DRAWING</p> <ul style="list-style-type: none"> Use different hardnesses of pencil to show line, tone and texture Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross-hatching to show tone and texture 	<p>PAINTING</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds, then add detail Experiment with creating mood with colour 	<p>PAINTING</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds, then add detail Experiment with creating mood with colour 	<p>SCULPTURE</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials Include texture that conveys feelings, expression or movement Add materials to provide interesting detail Select and use tools 	<p>DRAWING</p> <ul style="list-style-type: none"> Use different hardnesses of pencil to show line, tone and texture Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross-hatching to show tone and texture
Artists / outcomes		<p>Portraits (Characters from Charlie?)</p> <p>Illustrator – Quentin Blake</p>	<p>Replicate watercolour art from Spiderwick field guide to produce own creatures</p> <p>Observational sketching and painting of plants</p>	<p>Replicate watercolour art from Spiderwick field guide to produce own creatures</p> <p>Observational sketching and painting of plants</p>	<p>Bronze age clay pots</p> <p>Create fossils</p> <p>Cave Painting (Painting IIs)</p>	<p>Still life observational drawing - link to science work on light and shadow</p>
DT	Chocolate buns	Build secret room to choc factory		Trap/home for Spiderwick's boggart – using magnets		Shadow theatre
Design, Make and Evaluate sequence for every project						
Computing	<p>E-Safety:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Establish what our personal information is and why we need to keep it safe. Think about where online we need to be safe (playing games, social media and texting) Discuss what we must do if we think someone is trying to get our personal information. 	<p>Computer Networks:</p> <ul style="list-style-type: none"> Understand what a computer network is and how to use one safely. Use a search engine to find specific information. Navigate and use a search engine to search for pictures. 	<p>E-safety:</p> <ul style="list-style-type: none"> Establish how the internet can be used to communicate. Understand the dangers of communicating online and how to prevent them. Establish methods of responding to unpleasant messages. How to communicate safely when using online games. 	<p>Microsoft Processing:</p> <ul style="list-style-type: none"> Use a range of software to collect and present work Use simple keyboard shortcuts. Insert pictures and change the appearance by editing, cropping, shaping and adding borders Improve text by changing the colour and size. Add transitions and effects to slides in powerpoint. 	<p>Algorithm:</p> <ul style="list-style-type: none"> Use programmes to design a sequence of code, including controlling directions. Design and make backgrounds and animated characters. Add sound effects. 	<p>Consolidation and presentation of learning:</p> <ul style="list-style-type: none"> Use google maps to find locations. Use google maps to create a route and see how to find directions. Use programmes to show what they have found and present information.
PE	<p>Outdoor: TENNIS Indoor: BASELINE FITNESS</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Outdoor: FOOTBALL Indoor: DANCE</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns 	<p>Outdoor: QUIDDITCH Indoor: GYMNASTICS</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Outdoor: OAA (orienteering) Indoor: BASKETBALL</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best use running, jumping, throwing and catching in isolation and in combination 	<p>Outdoor: ATHLETICS Indoor: GYMNASTICS</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Outdoor: CRICKET Indoor: DANCE</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns

RE/PSHE	<p>Getting to know you</p> <ul style="list-style-type: none"> • being a good team member • Friendships • Human rights and human needs • Healthy lifestyle 	<p>Unit 1.3—Incarnation. Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<p>Unit 2A.1—Creation/Fall. What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how a mazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 		<p>Unit 2A.6—Kingdom Of God. When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 	<p>Unit 2A.2—People Of God. What is it like to follow God?</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world
	<p>MUSIC</p> <ul style="list-style-type: none"> • Posture, basic RH/LH technique and control of the guitar • Reading rhythm (standard notation) • Reading pitch (staff notation) 	<p>GUITAR LESSONS</p> <ul style="list-style-type: none"> • Improve and compose using staff notation to record • Reading from standard notation with increasing accuracy and fluency 	<p>GUITAR LESSONS</p> <ul style="list-style-type: none"> • Play and perform solo and in groups • Develop range of notes, technique, fluency etc 	<p>BBC TEN PIECES</p> <ul style="list-style-type: none"> • identify other instruments visually and aurally • Discuss music using appropriate vocab • Experience work of famous composers in historical context 	<p>SINGING (in preparation for Y3 Pentecost assembly)</p> <ul style="list-style-type: none"> • Learn song chosen for assembly • Experience solo and group singing and arrangements • Performance techniques 	<p>GUITAR LESSONS</p> <ul style="list-style-type: none"> • Develop skills • Understand transferable skills learned • What next? (promote opportunities in school and community to continue learning instruments)
All skills introduced are practised and built on throughout the year.						
SPANISH	<p>Greeting:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes. • speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation. • Present ideas and information orally. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 	<p>Counting:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally and in writing. 	<p>Ages:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Ask and answer questions about our ages. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. 	<p>Colours:</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied. 	<p>Animals:</p> <ul style="list-style-type: none"> • Link the spelling, sound and meaning of words. • Develop accurate pronunciation. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced. • Describe people, places, things and actions orally and in writing. 	<p>Food:</p> <ul style="list-style-type: none"> • Link the spelling, sound and meaning of words. • Develop accurate pronunciation. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced. • Match known words and pictures to begin to say or write words or small phrases.