



All items in **bold are non-negotiable** statutory content from the curriculum 2014. The Yearly plan should contain **coverage and content** for each topic in subject areas. There is no specification at this stage of numbers of lessons or for specific lesson learning objectives.

**Year 3**

	Autumn 1 <sup>st</sup> Half	Autumn 2 <sup>nd</sup> Half	Spring 1 <sup>st</sup> Half	Spring 2 <sup>nd</sup> Half	Summer 1 <sup>st</sup> Half	Summer 2 <sup>nd</sup> Half
Theme:	Night at the Museum		Walk like the Egyptians		England to Africa	
Visit/Trip/inspiration day		Stone Age Museum?	Egyptian Day - visitor in			African Mask Dance ( <a href="http://www.educationgroup.co.uk/workshops/african-mask-dance">http://www.educationgroup.co.uk/workshops/african-mask-dance</a> )
Products/Outcomes/Enrichment	<b><i>Hook day/introduction to the topic:</i></b> Watch the Night of the Museum 1 film (week1)		<b><i>Hook day/introduction to the topic:</i></b> Egyptian Day	<b>Year 3/4 Production</b>	<b><i>Hook day/introduction to the topic:</i></b> African workshop	
Reading	Night at the Museum Stone Age Boys Stonehenge Luke Lancelot How to wash a woolly mammoth		<ul style="list-style-type: none"> <li>• Egyptian Cinderella</li> <li>• Anthony and Cleopatra</li> <li>• Jeff Brown's Flat Stanley:</li> <li>• Miu and the Pharaoh</li> <li>• The scarabs secret</li> </ul>		As below	
English	<ul style="list-style-type: none"> <li>• <b>Narrative</b> - retelling the story (3 weeks)</li> <li>• Genius Octavian - <b>Newspaper Report</b> (2 weeks)</li> <li>• <b>Character descriptions</b> (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Lancelot - Knights of the Round Table - <b>Non-Chronological report</b> (2 weeks)</li> <li>• Amelia Earhart - <b>Newspaper report</b></li> <li>• Film 2 - re-write the film as a <b>playscripts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Importance of River Nile - <b>Explanation text</b></li> <li>• River Nile - Journey along the Nile, <b>descriptive text</b></li> <li>• <b>Instruction writing</b> - Mummification</li> <li>• <b>Diary entry</b> - Howard Carter</li> <li>• <b>Newspaper Report</b> - Finding Tutankhamun</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative</b> - (2 weeks - Egyptian Cinderella linked)</li> <li>• <b>Non-chronological reports</b> - Gods and Goddesses</li> <li>• <b>Poetry</b> - Writing spells, Egyptian curses, magic potions, Shape poetry</li> <li>• <b>Shakespeare Study</b> - Anthony and Cleo</li> </ul>	<ul style="list-style-type: none"> <li>• Journey to Jo'Burg</li> <li>• Sleep well, Siba and Saba.</li> <li>• The Butterfly Lion</li> <li>• The White Giraffe</li> <li>• Meerkat Mail</li> <li>• Longwalk to Freedom- Nelson Mandela kids biography.</li> <li>• The Boy Who Biked the World.</li> </ul>	
Mathematics	Weeks 1 - 3 -Place Value Weeks 4 - 8 -Addition and Subtraction		Weeks 1 - 3 - Multiplication and Division Week 4 -Money		Weeks 1 - 3 - Fractions Weeks 4 - 6 - Time	

	Weeks 9 – 13 – Multiplication and Division Week 14 Consolidation and test week		Weeks 5 and 6 – Statistics Weeks 7 – 9 – Length and perimeter Weeks 10 – 11 – Fractions Week 12 – Consolidation and test week		Weeks 7 – 8 – Properties of Shapes Weeks 9 – 11 – Mass and Capacity Week 12 – Consolidation and test week	
Science	<u>Rocks</u> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<u>Light</u> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<u>Forces and Magnets</u> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		<u>Plants</u> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<u>Animals including humans</u> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for Support, protection and movement.</li> </ul>

Computing	<b>Communicating in the Digital World</b> Digital Communication and Sharing Information Producing and Editing Media  E-safety		<b>Exploring the Digital World</b> Collecting, Analysing, Evaluating Real World Data/Problem Solving		<b>Shaping the Digital World</b> Modelling and Simulations Control and Programming	
Geography	<b>Spring and Summer</b>		How the Nile has changed – changing landscape Map work 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		UK – identifying and knowing the countries and cities of the United Kingdom Countries of the world – look at the physical geography of these places. How are they structured? How have they changed over the years? Countries and their landmarks – why are they places of interest? How can the physical characteristics help us to understand and explain their location and purpose?	
History	<ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> </ul>		Mummification/Pyramids/ Beliefs/ River Nile/ Finding of Tutankhamun/Comparing. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		<b>Autumn and Spring</b>	
RE	The Buddha (Buddhism)	Churches and What Happens Inside Them (Christianity)	Hindu Gods and Goddesses: their Stories and their Festivals (Hinduism)	Introducing Jesus (Christianity)	The Qur’an (Islam)	Moses
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage 1	Production songs	Production	Three Little Birds	The Dragon Song
Art and Design		Sculpture – recreating Dum Dum statues	Painting and Printing– Hieroglyphics		Textiles – Explorer’s Bag	Collage – Map collages  (African Mask Dance)
Design & Technology				Mechanisms – creating a wind-up and pop-up Mummy		Food – Making and tasting foods from around the world (Global Food Unit)
PSHE (3D)	Let’s Walk the Timeline: It’s all Greek to Me!  Order, Order!	Pupil Voice Project  Come and Join the Celebration	Out of the Box	Let’s Walk the Timeline: “Ug!”	Green Fingers  May the Force be With You	Three Giant Steps...  Moving Up sessions

PE	Gymnastics Tennis	Dance Football	Gymnastics Hockey Swimming -pine	Dance Cricket	Gymnastics Athletics Swimming - birch/hawthorne	Dance - African Mask Dance
Languages						
British Values	<ul style="list-style-type: none"> <li>• <b>democracy</b></li> <li>• <b>rule of law</b></li> <li>• <b>individual liberty</b></li> <li>• <b>mutual respect and tolerance of those with different faiths and beliefs</b></li> </ul> <p>Settling in/welcoming and ice breaking activities to begin the year.  Expressing opinions across all subjects.  Jobs in the classroom.  School council voted for by the class.  Whole class decide on and vote on classroom rules.  Team game with rules (PE)  E-Safety (ICT)  Sharing and respecting each other's opinions and one another's cultures and differences (RE)  Studying other cultures  Writing as others to understand different people's lives.  Friendship week.  Growth mind-set promoted throughout the curriculum.</p>					