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| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic Headings | One Little Drop | | Deep, deep down. | | | Voyages and Discoveries. | |
| Learning Behaviours | Collaboration | Friendship | Flexibility | Responsibility | | Imagination | Resourcefulness |
| English:  Focus Texts  SPAG | **Seal Surfer** by  Michael Foreman  (Dancing bear by  Michael Morpurgo)  **Recount: letter in**  **role.** | **Winter’s Child** by Angela McAllister(Ice palace by Robert Swindells)  **Fiction: Fantasy story based on a fable.** | **Stone Age Boy** by  Satoshi Kitamura  (The Iron Man by  Ted Hughes)  **Fiction: write a story**  **Set in the Stone Age**. | **Big Blue Whale** byNicola Davies(This morning I met a Whale by Michael Morpurgo) **Persuasion: leaflet Persuading for the Protection of the Blue Whale** | | **Journey** by Aaron  Becker.  (Tilly Mint Tales by  Berlie Doherty)    **Fiction: Adventure**  **Story based on the Language of Berlie Doherty** | **Zeraffa Giraffa** by Dianne Hofmeyr (White Giraffe by Lauren St John)  **Persuasion: tourism leaflet for Paris/Egypt.** |
| Maths | Addition & Subtraction  Multiplication & Division  Time; 3D Shapes  Place Value: Difference | Multiplication & Division; Fractions  Place value in addition and subtraction.  Length. Capacity  Place value: Difference | Place Value  Addition. Times Tables  Fractions.  Angles: 2D shapes  Addition & Subtraction | Addition & Subtraction  Time  Place Value:Subtraction  Multiplication & Division | | Addition & Subtraction  Multiplication & Division.  Statistics & data. Weight. | Addition & Subtraction.  2D shapes. Time  Multiplication & Division. Fractions. |
| Religious Education | Branch 1: Creation and Covenant | Branch 2 Prophecy and Promise | Branch 3 Galilee to Jerusalem | Branch 4 Desert to garden | | Branch 5 To the ends of the Earth | Branch 6 Dialogue and encounter |
| Science | Animals including humans  Keeping Healthy | Forces & Magnets | Rocks, Soils and Fossils | Plants  Roots & shoots | | Plants  Artful Flowers, fruits and seeds | Light and Shadows |
| History |  |  | How did the lives of ancient Britons change during the **Stone Age**? |  | | What is the secret of the standing stones? (**Bronze Age** Britain)  How do artefacts help us understand the lives of people in **Iron Age** Britain? | Ancient Egypt |
| Geography | **How and Why is my local area changing?** Link to coastal regions. | **Why do some earthquakes cause more damage than others?** |  | **Beyond the Magic Kingdom – what is the Sunshine State really like?** | |  |  |
| Geography Fieldwork | LOCAL AREA |  | ECO CENTRE SOUTHPORT |  | | CAMP NIGHT |  |
| Design & Technology | **Will your party hat**  **be funny or**  **fantastic?** |  | **What display will**  **your class share?** |  | | **How cool is**  **your drink?** |  |
| Art | Sculpture and 3D: Abstract shape and space | Art and design skills | Painting and mixed media: Prehistoric painting | Craft  Materials: A variety of craft, design and collage activities | | Formal elements of art  Developing an understanding of shading and drawing techniques to create botanical inspired drawings. | Craft and design: Ancient Egyptian scrolls |
| Computing | Email  Touch Typing  Online Safety | Route Planners  Online Safety | Branching databases  Online Safety | Spreadsheets  Online Safety | | Coding  Online Safety | Presentations  Online Safety |
| Music | **Ballads** - What ballads are, how to identify their features and how to convey different emotions when performing | **Creating compositions** in response to an animation (Theme: Mountains)  Learning to tell stories through music | **Developing singing** technique (Theme: The Vikings)  Learning to keep in time and work on musical notation and rhythm | **Pentatonic melodies** and composition (Theme: Chinese New Year)  revising key musical terminology, playing and creating pentatonic melodies | | **Jazz**  Learning about ragtime style music, traditional jazz and scat singing. children create a jazz motif | **Traditional instruments** and improvisation (Theme: India)  Listen to a range of rag and tal music, identifying traditional instruments. |
| RSHE/Equality | **Physical:** Who takes care of me? How do I look after myself? E.g. safety, crossing the road, healthy eating etc.  How am I changing?  **Equality - Oliver Birgitta Sif** To understand how difference can affect someone | **Social:** How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others?  **Equality - This is Our House – Michael Rosen**  To understand what “discrimination” means | **Emotional:** How do you feel when a friend is not there for you? How do your friends feel when you are not there for them? How can you be a more supportive friend?  **Equality - The Hueys in the New Jumper- Oliver Jeffers**  Use strategies to help someone who feels different. | **Intellectual:** Can you recognise the difference between being alone and being lonely?  Recognise the need for personal privacy e.g. personal space  **Equlaity - Beegu- Alexis Deacon**  To be welcoming | | **Spiritual:** Explore the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him.  How can I forgive and include others as Jesus did?  Write on a card what you like about your friend and share this. Take the card home and keep it in a special place**.** | |
| **Equality - We’re all Wonders**  To use my pupil voice | **Equality - Two monsters**  To find a solution to a problem |
| PHSE | How can we be a good friend? | What keeps us safe? | What are families like? | What makes a community? | | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? |
| Physical Education | Hockey  Gymnastics - (big equipment) | Basketball  Gymnastics rolls and balance | Dance  Ball skills – throwing, catching. Jumping. Sequencing. | Dance  Orienteering | | Cricket  Swimming | Athletics  Swimming |
| Spanish | Me and others: 'estar' for location and state | Me and others: 'ser' for traits | What I and others have: 'tener' and singular nouns | | What I and others do: singular regular verbs in the present | How many: 'hay', numbers, plural nouns | Describe things and people: singular adjective agreement |
| Beach School | Base camp: Team Games | TBA | Local History –Footprints | TBA | | TBA | TBA |
| Educational Visits & Whole School Events | LOCAL AREA |  | ECO CENTRE SOUTHPORT |  | | CAMP NIGHT | ATKINSON MUSEUM SOUTHPORT |