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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 TextsSPAG | **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 & SubtractionMultiplication & DivisionTime; 3D ShapesPlace Value: Difference | Multiplication & Division; FractionsPlace value in addition and subtraction.Length. CapacityPlace value: Difference | Place ValueAddition. Times TablesFractions.Angles: 2D shapesAddition & Subtraction | Addition & SubtractionTimePlace Value:SubtractionMultiplication & Division | Addition & SubtractionMultiplication & Division.Statistics & data. Weight. | Addition & Subtraction.2D shapes. TimeMultiplication & 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 humansKeeping Healthy | Forces & Magnets | Rocks, Soils and Fossils | PlantsRoots & shoots | PlantsArtful 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 | CraftMaterials: A variety of craft, design and collage activities | Formal elements of artDeveloping an understanding of shading and drawing techniques to create botanical inspired drawings. | Craft and design: Ancient Egyptian scrolls |
| Computing | EmailTouch TypingOnline Safety | Route PlannersOnline Safety | Branching databasesOnline Safety | SpreadsheetsOnline Safety | CodingOnline Safety | PresentationsOnline 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 | Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility… and experience the importance both of forgiving and being forgiven and of celebrating God’s forgiveness. Key Words: God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space |
| **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 - We’re all Wonders**To use my pupil voice |
| 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 | HockeyGymnastics - (big equipment) | BasketballGymnastics rolls and balance | DanceBall skills – throwing, catching. Jumping. Sequencing. | DanceOrienteering | CricketSwimming | AthleticsSwimming |
| 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 |