

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider opportunities/events	Charlie and the Chocolate Factory Day	Eureka trip - Light	Stone age day	Year 3 and 4 production	Egyptian trip - Bolton Museum	Fantastic beast hunt
Reading	WCR: Again George's Marvellous Medicine Class book: Charlie and the Chocolate Factory	WCR: How to train your dragon Class book: Sheep Pig	WCR: Stone Age Boy Stone Age Sentinel The First Drawings Class book: The Abominables	WCR: Voices in the park The Tin Forest Class book: The Battle of Bubble and Squeak	WCR: The Wild Robot Class book: Iron Man	WCR: Traction Man Fantastic Beasts -Where to find them (2 wks) Class book: Harry Potter
Writing	Narrative Character Description – Oompa Loompa's Setting Description- The Chocolate Factory	Narrative – Into the Forest Fantasy/Adventure Explanation – Christmas Jumper Machine Narrative poems – T'was the Night Before Christmas Question and Answer poems.	Non Chronological report –The Snow Dragon – adverbs (see Trolls TFW unit.) Instructions – How to look after a Woolly Mammoth	The Stone Age Boy The Disgusting Sandich	Iron Man – Science Fiction – Beating the baddy. Egyptian poetry – Alphabet poem and Haliku	Narrative - Quest stories. Information Text - Fantastic Beasts.
GAPS	Nouns, verbs, adjectives, capital letters, commas for lists, demarcating sentences	Determiners, Expanded noun phrases, direct speech, dictionary skills, extending sentences, adverbs, fronted adverbials	Possessive apostrophe, preposition, pronouns, proofreading, simple sentences	Commas for lists, demarcating sentences, determiners, dictionary skills, direct speech	Expanded noun phrases, extending sentences, fronted adverbials, phrases and clauses, possessive apostrophes, contraction apostrophes	Revision, proof reading
Maths	Place Value Addition and subtraction	Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money/Time	Time/ Shape Statistics
Science	Nutrition and Diet - 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 Skeletons and movement - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	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.	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Food waste	Fossils - Describe in simple terms how fossils are formed when things that have lived are trapped within rock Soil - Recognise that soils are made from rocks and organic matter	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 - compare how things move on different surfaces Magnets - 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 Plants B Biodiversity
Computing	Digital devices	Stop motion animation	Programming - Scratch	Branching databases	Google Slides	Micro:bits

History Geography	<u>Geography</u> Land use Locational Knowledge Human and physical characteristics. Compass coordinates to 8 points. Local study of the North West.		<u>History</u> Stone Age /First Farmers /Iron Age Societies and civilisation Change over time <u>Geography</u> Rivers and their importance to early settlements. How early settlements developed and how land patterns change over time.		<u>History</u> Egyptians , Shang Dynasty, Indus Valley, Ancient Sumner Earliest civilisations, commonalities <u>Geography</u> The importance of rivers, mountains and deserts to early civilisations. Describe features studied- use 8 points of a compass, symbols & key to build knowledge	
Art	Drawing <i>Face/portraits</i> Graded pencils, coloured pencils Shading, tone and shape Frida Khalo Moises Mahiques Michael Craig Martin		Printing and Collage <i>Mini-beasts/Natural patterns</i> Mono print, wax relief, Styrofoam Explore range of tools, paper and techniques Rosalind Monks Henri Matisse		Painting <i>Still life – flowers/plants</i> Watercolour and acrylic Focus on detail and different paint effects Georgia O’Keeffe Henri Rousseau	
DT	Mechanical Systems 3-4 PoP Levers and Linkages Making Seasonal cards with moving parts.		Food 3-4 PoP Healthy and varied diet		Electrical System Simple programming and control using Micro:Bits Nightlights	
Music	I’ve been to Harlem	Nao Chariya de/Mingulay boat song Sound symmetry	Latin Dance	‘March’ from The Nutcracker From a railway carriage	Just Three Notes	Samba with Sergio Fly with the stars
RE	L2.1: What do different people believe about God? Questions in this thread: 1.1-3 Who is Christian / Muslim / Jewish and what/ do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God’s existence? Religions and worldviews: Christians, Hindus and/or Muslims	L2.2 Why is the Bible so important for Christians today? Questions in this thread: F1 Which stories are special and why? 1.4 What can we learn from sacred books? 3.2 Does living biblically mean obeying the whole Bible? Religions and worldviews: Christians	L2.4: Why do people pray? Questions in this thread: F3 Which places are special and why? 1.5 What makes some places sacred? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving? Religions and worldviews: Christians, Hindus and/or Muslims		L2.7: What does it mean to be a Christian in Britain today? Questions in this thread: F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and worldviews: Christians	L2.10 How do family life and festivals show what matters to Jewish people? Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7/L2.8 What does it mean to be a Christian/a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and worldviews: Jewish people
Spanish	All About School		What’s in the classroom?		What’s in your pencil case?	
PSHE	Keeping/Staying Safe - Staying Safe and Leaning out of window Keeping/Staying Healthy - Medicine Being Responsible - Stealing		Feelings and Emotions - Grief Computer Safety - Making friends online Our World - Looking after our world		Hazard Watch - Is it safe to drink or play with? Relationships - Touch Fire Safety - Enya and Deedee visit a Fire Station	
P.E.	Lacrosse Fundamentals	Lacrosse Yoga	Gymnastics Netball	Ball skills Football	Tennis Swimming	Cricket Swimming