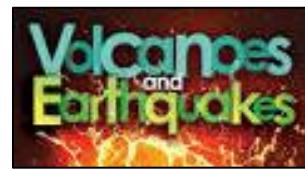


| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 3 Humanities Topic | Ancient Egypt  | Ancient Egypt  | Europe – Countries and Climates.  | | Stone Age to Celts  | The Earth – Volcanoes and Earthquakes  |
| 3 History | Pupils learn about the Ancient Egyptians as a civilised society and their achievements. They find out about life for different groups of people in Ancient Egyptian times, developments in technology during this time and their beliefs and system of governance. Pupils discover the findings of Howard Carter and how historians use artefacts to find out about the past. | | | | Pupils find out about life in the Stone Age and place this era on a timeline along with other ancient civilisations. They find out about the achievements and advances in technology during this time. | Pupils learn about earthquakes and volcanic eruptions from the past and how this affected different groups of people. |
| 3 Geography | Pupils locate Egypt on maps of the world. They explore how the River Nile was essential for life in Ancient Egypt, why people settled around the Nile and how the Ancient Egyptians used the Nile for agriculture. | | Pupils revise the continents, oceans and hot and cold areas of the world. They find out about lines of latitude and relate these to climate zones around the world. Pupils explore the map of Europe and identify physical features of Europe and country borders. They discover the countries of France, Spain and Iceland and find out about the climate, human and physical features and land use in these countries. They also compare these climate and countries to life in The Alps. | | Pupils learn why people chose to settle in certain areas and what they used the land for. They use maps to locate Stone Age settlements. | Pupils discover the causes of earthquakes and volcanoes and find out about the makeup of the earth's layers and crust. They find out where these areas are located around the world and why people may choose to settle in these areas. |

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| 3 Science | Animals including humans – skeletons, muscles and nutrition. | Forces and magnets | Plants | Light | Rocks and Soils | |
| 3 Art | Drawing – Observational drawing to create a self-portrait in the style of Frida Kahlo. | Sculpture – create wire Egyptian gods based on wire sculpture by various artists. Artist: Anish Kapoor. | Printing – pop art. Artist study – Roy Leichtenstien. | Textiles – Stitching on binca in the style of Sheila Hicks | Painting – Abstract impressionist painting in the style of Jackson Pollock. Artist: Jackson Pollock | Collage – volcano eruption picture. Develop skills of overlapping and overlaying. Artist: Henri Matisse |
| 3 Design & Technology | Build and evaluate a model shaduf – create a strong tripod structure and use levers to create movement. | Cooking – European food. Where does our food come from? Look at packaging and ‘Field to fork’. Create healthy, savoury dishes from different countries. | | | Design, make and evaluate a stone age shelter – strong, stiff shell structure based on Stone Age buildings. | |

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| 3 R.E | <p>17. In brief explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity)</p> <p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall,</p> <p>38. Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives.</p> | <p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas</p> <p>22. Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.</p> <p>35. Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast nonreligious ceremonies.</p> | <p>24. Explain how Muslims describe Allah, e.g. using 99 names.</p> <p>25. Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God).</p> <p>26 Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p> | <p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Easter, The Story of Zacchaeus.</p> <p>20. Explain with reference to the creative arts how God has a salvation plan for humans.</p> | <p>23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship.</p> <p>(Include references to Bible teaching, eg Jesus' baptism. John the Baptist, BAPTISM with fire on day of Pentecost)</p> | <p>30. Describe three keyways in which Jews celebrate. Explain why at least one festival is important, e.g. Passover.</p> <p>31. Explain the key events in a Jew's life (e.g. Bat/Bar Mitzvah) and suggest why they are important to Jews.</p> <p>37. Describe what Christians & Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer.</p> |
| 3 Computing | <p>E-Safety: 'We are digital friends.' (3.2)</p> <p>Computing unit: Internet Research and Communication (Y3)</p> | <p>E-Safety: 'We are internet detectives.' (3.3)</p> <p>Computing unit: Word Processing (Y3)</p> | <p>E-Safety: 'We are aware of our digital footprint.' (3.4)</p> <p>Computing unit: Programming Turtle Logo and Scratch (Y3)</p> | | | |

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| <p>3</p> <p>Music</p> |  <p><u>LMT Unit 6, Year 3</u></p> <p><u>Meet and Greet</u></p> <p>To investigate how music can be used to portray people and allow them to interact with each other.</p> <p>Key listening – ‘The Arrival of the Queen of Sheba’ by Handel.</p> <p><u>BBC TEN PIECES</u></p> <p>‘Zadok the Priest’ by Handel.</p> <p><u>https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn</u></p> |  <p><u>(LMT Unit 2, Year 3)</u></p> <p><u>Christmas Singing</u></p> <p>To sing songs with expression and stage presence, being aware of meaning and to review their own performances in order to improve them. Have some understanding of musical elements such as dynamics, duration, metre and pitch. To perform to an audience at the end of term.</p> <p><u>BBC TEN PIECES</u></p> <p>‘The Nutcracker’ – Waltz of the Flowers; Russian Dance by Pyotr Ilyich Tchaikovsky.</p> <p><u>https://www.bbc.co.uk/teach/ten-pieces/KS2-tchaikovsky-the-nutcracker-waltz-of-the-flowers-russian-dance/z4y3rwx</u></p> |  <p><u>LMT Unit 1, Year 3</u></p> <p><u>Peter and the Wolf</u></p> <p>To explore how music can be used to develop different characters in sound, through a range of performance, composition and listening activities, Key listening will include Prokofiev’s ‘Peter and the Wolf’ and Saint-Saëns’s ‘Carnival of the Animals’. This will also be used to stimulate a range of classroom composition activities.</p> <p><u>BBC TEN PIECES</u></p> <p>‘The Firebird’ – suite (1911) (Finale) by Igor Stravinsky.</p> <p><u>https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-igor-stravinsky-firebird-ks2/zbsf3k7</u></p> |  <p><u>Recorder lessons</u></p> <p>To begin to recognise some of the notes and their values on a stave.</p> <p>To use the correct technique to play an instrument.</p> <p>To perform with expression.</p> <p>To perform together in an ensemble.</p> <p><u>BBC TEN PIECES</u></p> <p>Symphony No. 9 in E minor, ‘From the New World’ – Largo (2nd mvt) by Antonín Dvořák.</p> <p><u>https://www.bbc.co.uk/teach/ten-pieces/KS2-antonin-dvorak-symphony-no-9-in-e-minor-from-the-new-world-largo/z7qmhbk</u></p> |  <p><u>LMT Unit 4, Year 3</u></p> <p><u>Stone Age Man</u></p> <p>To write lyrics to a known melody to create a new version of a song, using Stone Age as a stimulus. To use musical notation to write short rhythmic phrases.</p> <p><u>BBC TEN PIECES</u></p> <p>‘Doctor Who Theme’ by Delia Derbyshire (original theme by Ron Grainer).</p> <p><u>https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p</u></p> |  <p><u>LMT Unit 3, Year 3</u></p> <p><u>Planets</u></p> <p>To create and perform a short composition about a planet using percussion instruments using Holst’s ‘The Planets Suite’ as a stimulus.</p> <p><u>BBC TEN PIECES</u></p> <p>‘Earth’ by Hans Zimmer.</p> <p><u>https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382</u></p> |
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| 3 French | Culture – Which countries speak French and why. Greetings Nouns – Numbers 1 to 10 Days of the Week Grammar – Date format | Nouns – Animals Adverb – Here is Grammar - Plurals | Nouns – Animals Verb – I am Grammar – Genders | Nouns – Colours Animals Verb – To love ,To hate Grammar – Masculine/ Feminine/ Plural | Nouns – Colour Numbers 10 to 15. Verbs – To be Grammar – Adjective Order | Revision Culture – To learn about Paris. |
| 3 P.E. | Outdoor: Football Indoor: Gymnastics | Outdoor: Netball Indoor: Dance - Skills | Outdoor: Tennis/Table Tennis Indoor: Gymnastics | Outdoor: Athletics – Field Indoor: Dance - Egyptians | Outdoor: Athletics –Track Indoor: Gymnastics | Outdoor: Rounders Indoor: Dance - Ballet |
| 3 RSE/PSHE | Year 3 PSHE: This is our house by Michael Rosen L.O To understand discrimination Year 3 RSE: Body differences | Year 3 PSHE: We're all wonders by R J Palacio L.O To understand what a bystander is Year 3 Health and well-being: Smoking | Year 3 PSHE: Beegu by Alexis Deacon L.O To be welcoming Year 3 RSE: Personal space | Year 3 PSHE: The Hueys in the new jumper by Oliver Jeffers L.O To recognise and help an outsider | Year 3 PSHE: The truth about old people by Elina Ellis L.O To recognise a stereotype Year 3 RSE: Help and support | Year 3 PSHE: Planet Omar by Zanib Mian L.O To consider living in Britain today |