

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Rhythm of the Rain	Stone Age Boy How to Wash a Woolly Mammoth	Escape From Pompeii	George's Marvellous Medicine	How to be an Anglo-Saxon Anglo Saxon Boy	Ice Trap
Writing focus	<p>Writing Opportunity: Explanation of water cycle Science and Geography Link Genre: Explanation text Purpose: to explain to the reader the process of the water cycle Audience: Year 3 children Effect on the Reader: to be informed, gain knowledge and vocabulary SPAG coverage: Paragraphs, sub-headings, present tense, time connectives, adverbials eg: <i>When the clouds get too heavy</i>, rain begins to fall.</p> <p>Writing Opportunity: Describe Isaac's pool Genre: Setting description Purpose: to describe what Isaac's pool looks like using a range of senses Effect on the Reader: to visualise the setting SPAG coverage: ambitious adjectives, similes, expanded noun phrases</p> <p>Writing Opportunity: River Haiku Genre: Haiku poem</p>	<p>Writing Opportunity: Retell the events of the hunt (with innovation) Genre: Retell (narrative) Purpose: to 'explode the moment' when retelling the hunt, add description and an alternative creature Audience: Y3 children Effect on the Reader: to feel suspense, to visualise the events and creature SPAG coverage: ambitious adjectives and verbs, fronted adverbials, expanded noun phrases, adverbs</p> <p>Writing Opportunity: How to wash a woolly mammoth instructions Genre: Instructions Purpose: to inform the reader what they need and how to wash a woolly mammoth Audience: woolly mammoth owners Effect on the Reader: they will understand how to wash a woolly mammoth SPAG coverage: connectives (e.g. when, if, as), time adverbials, chronological order, imperative verbs, possessive apostrophes</p>	<p>Writing Opportunity: Retell the events from another character's perspective Genre: Retell (with innovation) Purpose: to retell the events of the story from a different character's perspective Effect on the Reader: Suspense, visualise the settings and events SPAG coverage: Direct speech, ambitious adjectives, fronted adverbials, prepositional phrases, expanded noun phrases, emotive language</p> <p>Writing Opportunity: Report about Roman Life History Link Genre: Non-chronological report Purpose: to inform reader about the features of Roman life Audience: children who want to learn about Romans Effect on the Reader: to develop understanding of the Romans, to learn interesting facts SPAG coverage: clear introduction, paragraphs, subheadings, tier 3 vocab, complex sentences using conjunctions</p>	<p>Writing Opportunity: Description of Grandma Genre: Character description Purpose: to entertain, to give the reader a description of Grandma including personality and appearance Audience: Y3 children Effect on the Reader: to visualise Grandma, to have an understanding of her appearance and personality SPAG coverage: ambitious adjectives, fronted adverbials, prepositional phrases, expanded noun phrases, similes</p> <p>Writing Opportunity: Retell Chapter 1 from George's point of view (speech focus) Genre: Retell (Narrative) Purpose: to tell the events of the chapter from George's perspective including his thoughts and feelings Effect on the Reader: to gain an insight into George's thoughts and feelings, to understand the events of Chapter 1 SPAG coverage: direct speech, reported speech, connectives, consistent tense</p> <p>Writing Opportunity: Potion poem Genre: List Poem SPAG coverage: alliteration</p>	<p>Writing Opportunity: How to Throw an Anglo-Saxon Party Instructions History Link Genre: Instructions Purpose: to tell the reader how to throw an Anglo-Saxon party Audience: Anglo-Saxons Effect on the Reader: to understand what is needed and how to throw an Anglo-Saxon party SPAG coverage: subheadings, tier 3 vocab, time adverbials, imperative verbs, conjunctions, commas in a list</p> <p>Writing Opportunity: Application for the role of Housecarl History Link Genre: Persuasive speech Purpose: to persuade the listener that you are the right person for the job of Housecarl, to explain the qualities would make you a successful Housecarl Audience: the employer Effect on the Reader: to be convinced that you should get the job of Housecarl SPAG coverage: rhetorical questions, emotive language, repetition, tier 3 vocabulary</p>	<p>Writing Opportunity: Shipmate's Diary Entry Geography Link Genre: Diary Entry Purpose: to inform the reader about the events onboard the ship and of the shipmate's personal thoughts and feelings Audience: Diary Effect on the Reader: to understand the shipmate's experiences, thoughts and feelings on board the ship SPAG coverage: first person, informal phrases, chronological order, past tense, time adverbials</p> <p>Writing Opportunity: Description of Antarctica Geography Link Genre: Setting Description Purpose: to describe what the shipmates saw as they arrived in Antarctica Audience: people who have never seen Antarctica Effect on the Reader: to visualise Antarctica, to feel as if they are there SPAG coverage: ambitious adjectives, expanded noun phrases, fronted adverbials, prepositional phrases, similes</p>
Science core composite question	<i>What are forces and magnets? (Physics)</i>		<i>How can we group rocks and soils and what can be found in them? (Chemistry)</i>	<i>What is essential for animals including humans?</i>	<i>What are the functions, requirements and lifecycles of plants? (Biology)</i>	<i>Why is light so important and what do we know about the sun as a natural light source? (Physics)</i>
Science	<p>Forces and magnets</p> <p>PHYSICS</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 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 		<p>Rocks</p> <p>CHEMISTRY</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<p>Animals, including humans</p> <p>BIOLOGY</p> <ul style="list-style-type: none"> 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Plants</p> <p>BIOLOGY</p> <ul style="list-style-type: none"> 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 	<p>Light</p> <p>PHYSICS</p> <ul style="list-style-type: none"> 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

	<p>are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 				<ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> find patterns in the way that the size of shadows change
Humanities big questions	Inland water ways- where do they come from and where do they go?	Homes, houses and communities through the ages. What can we learn from the prehistoric past?	Were Romans a force for good?	How can I use my local area to keep my mind and body healthy?	Did the Anglo- Saxons build on the Romans?	How has travel to Antarctica contributed to what we know today?
Humanities	<ul style="list-style-type: none"> To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the UK's longest rivers. To describe how rivers are used. To identify and locate human and physical features on a map. To collect data on the features of a local river. 	<ul style="list-style-type: none"> To recognise that prehistory was a long time ago and was the beginning of the history of mankind. To use archaeological evidence to learn about prehistoric houses. To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. To explain how bronze transformed prehistoric life. To understand the importance of trade during the Iron Age. To compare settlements in the Neolithic and Iron Age. 	<ul style="list-style-type: none"> To understand why the Romans invaded Britain. Create a visual interpretation of Boudicca. To understand how Roman soldiers were equipped for war. To understand Roman army battle formations. To make inferences about life in Roman times. To identify the Roman legacy in Britain. 	<ul style="list-style-type: none"> Identify west midlands (Key human and physical features) 	<ul style="list-style-type: none"> To understand why the Anglo-Saxons invaded Britain. To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. To understand how Anglo-Saxons converted to Christianity To create an interpretation of Alfred the Great. 	<ul style="list-style-type: none"> To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.
Art & DT	<p>Art- Roses and castles (printing)</p> <p><i>Painting/drawing</i></p>	<p>DT- 2D and 3D shapes</p>	<p>Art- Roman mosaic</p> <p><i>Sculpture</i></p>	<p>DT- Food healthy and varied</p>	<p>DT- Shell structures</p>	<p>Art- Self-portrait (portraits)</p> <p><i>Drawing/painting</i></p>
RE	<p>What is the Trinity? (Core learning- Baptism & Grace)</p> <p>UC 2a.3 Incarnation/God</p>	<p>What are festivals of light? (Inc. Christingle, Advent, Hanukkah and Diwali)</p> <p>Diocese of Lichfield</p>	<p>What do Muslims believe?</p> <p>Diocese of Lichfield</p> <p>Islamic Faith</p>	<p>Why do Christians call the day Jesus died 'Good Friday?'</p> <p>UC 2a.5 Salvation</p>	<p>When Jesus left what was the impact of the Pentecost?</p> <p>UC 2a.6 Kingdom of God</p>	<p>What does it mean to be a Jew?</p> <p>Diocese of Lichfield</p> <p>Jewish Faith</p>
PE	<p>Athletics</p> <p>Orienteering</p>	<p>Gymnastics (low level)</p> <p>Netball</p>	<p>Gymnastics (high level)</p> <p>Continuing with Netball or invasion game.</p>	<p>Double - Tag rugby</p>	<p>Athletics</p>	<p>Batting and fielding sports (cricket)</p> <p>(bat and ball skills - tennis)</p>
Computing We follow a condensed curriculum in Computing and these are the units studied through the year.	<p>Computing Systems and Networks, Networks and the Internet</p> <p>Journey Inside a Computer</p> <p>Video Trailers (iPad)</p> <p>Scratch</p>					
Music	<p>Gamelan</p> <p>INSTRUMENTAL SKILLS</p>	<p>Christingle/Christmas</p> <p>PERFORMANCE</p>	<p>Film music</p> <p>COMPOSITION</p>	<p>Easter</p> <p>PERFORMANCE</p> <p>INSTRUMENTAL SKILLS</p>	<p>Junk percussion - STOMP</p> <p>INSTRUMENTAL SKILLS</p>	<p>PERFORMANCE</p>

MFL	<i>R1 Unit 1: Bonjour!</i>	<i>R1 Unit 2: En Classe</i>	<i>R1 Unit 3: Mon Corps</i>	<i>R1 Unit 4: Les Animaux</i>	<i>R1 Unit 5: Ma Famille</i>	<i>R1 Unit 6: Bon Anniversaire!</i>
PSHE	<u>UNIT-SETTING GROUND RULES FOR PSHE & RSE AND CITIZENSHIP</u> Setting Ground rules and signposting Rights of the child Rights and responsibilities Local community groups Charity Local democracy Rules	<u>UNIT-FAMILIES AND RELATIONSHIPS (Lessons 1,7,8)</u> Healthy families Stereotyping: Gender Stereotyping: Age	<u>UNIT-FAMILY AND RELATIONSHIPS (Lessons 4-6)</u> Friendship conflict Friendship: conflict versus bullying Effective communication Learning who to trust Respecting differences in others	<u>UNIT-HEALTH AND WELLBEING</u> My healthy diary Relaxation: stretches Wonderful me My superpowers Resilience: breaking down barriers Communicating my feelings Diet and dental health	<u>UNIT-ECONOMIC WELLBEING</u> Ways of paying Budgeting How spending affects others Impact of spending Jobs and careers Gender and careers	<u>UNIT-SAFETY AND THE CHANGING BODY</u> First Aid: Emergencies and calling for help First Aid: First Aid: bites and stings Be kind online Making choices Influences Keeping safe out and about
Enrichment opportunities	River Study Trip Apply for Leadership Role Severn Trent Visit St Luke's Day activities First Aid Training Disco After School Clubs - Opportunity Rock Steady opportunity	Stone Age Day Workshop World Kindness Day Activities Inter Faith Day -Diwali Workshop Christingle – St Luke's Church Bench Ball – Endon High RE Day KS2 Carol Concert Whole School Nativity Methodist Disco Christmas Fare After School Clubs - Opportunity Rock Steady opportunity	Chester Deva Roman Museum Stepping Out – Road Safety After School Clubs - Opportunity Rock Steady opportunity	Swimming Pool on-site -Lessons Science Day RE Day – Holy Week Easter Performance After School Clubs - Opportunity Rock Steady opportunity	Anglo Saxon Day Workshop Speaking & Performing – Year 3 Class Assembly Godly Play – Pentecost After School Clubs - Opportunity Rock Steady opportunity	Manchester Jewish Museum and Synagogue Godly Play - Abraham Sports Day After School Clubs - Opportunity Rock Steady opportunity