
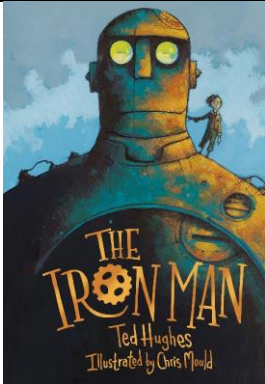
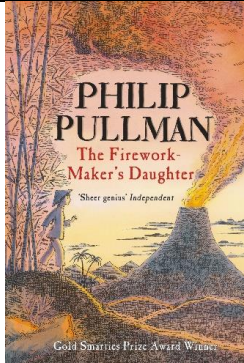

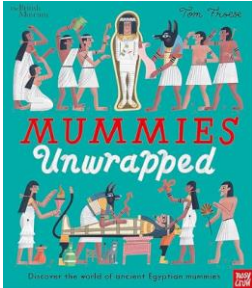
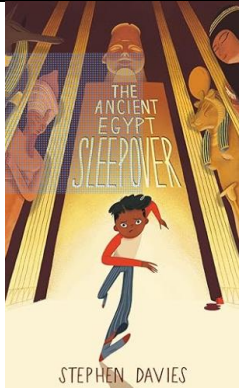


| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|--|--|--|--|--|---|
| | Tribal Tales | | Extreme Earth | | Ancient Egypt | |
| Key Text |  |  |  |  |   |  |
| English outcomes | <ul style="list-style-type: none"> • Recount (comic strip) • Persuasive speech • Non-chronological report | <ul style="list-style-type: none"> • Diary (recount) • Persuasive letter | <ul style="list-style-type: none"> • Setting description • Poetry • Recount | <ul style="list-style-type: none"> • Character description • Narrative (adventure) | <ul style="list-style-type: none"> • Newspaper report • Instruction writing • Non-chronological report (web page) | <ul style="list-style-type: none"> • Narrative (innovation) • Diary entry |
| Hook and learning experiences | <ul style="list-style-type: none"> • Autumn 1 Hook – Stone Age experience morning • Autumn 2 Hook – Virtual visit to the Indus Valley with British Museum • Trip – Stone Age experience day at Brackenhurst | | <ul style="list-style-type: none"> • Spring 1 Hook - Experience volcano eruption in classroom/ Playdough experiment – layers of rocks • Spring 2 Hook – Tsunami and Earthquake DIY experiment • Trip - Trip to Magma, Sheffield | | <ul style="list-style-type: none"> • Summer 1 Hook – Egyptian themed day • Summer 2 Hook - British Museum virtual tour – resources online • Visit to school – Ancient Egyptian workshop | |
| Authentic outcome | <ul style="list-style-type: none"> • Create stone age book to be added to the school library and send to parents/carers virtual | | <ul style="list-style-type: none"> • Showcase of learning about extreme earth, including art gallery | | <ul style="list-style-type: none"> • Video in the style of the National History Channel – historians working for the channel | |

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|--|--|--|--|---|---|--|
| Safeguarding | <ul style="list-style-type: none"> • Being me in my world • Black History Month • Hello Yellow Day – Mental Health Awareness • Use of tools – safety linked to Stone Age | <ul style="list-style-type: none"> • Online safety • Fire safety – Bonfire Night • Anti-Bullying Week • Celebrating differences • Financial Education lessons | <ul style="list-style-type: none"> • Additional Knife Crime lesson from Jigsaw | <ul style="list-style-type: none"> • Healthy Me • Additional lesson on Oral hygiene • Keeping the Body Healthy – creating a healthy meal • Substance misuse | <ul style="list-style-type: none"> • Relationships | <ul style="list-style-type: none"> • Changing ME – RSHE unit through Jigsaw • Additional Jigsaw lesson on FGM/Sensitive issues |
| Science | Forces What are forces? | Magnets How do objects move? | Rocks What do rocks tell us about the earth? | Plants How can we make our garden grow? | Light What can light do? | Animals including Humans – How does our body work? |
| Working Scientifically | Sending a car down a slope What affects how far a car can travel? | Testing magnets Which magnets are the strongest? | Grouping and classifying rocks Are all rocks the same? | | Water transportation How does water move through plants? | Food groups What is in our food? |
| History & Geography knowledge | <ul style="list-style-type: none"> • <i>How did life change from the Stone Age to the Iron Age?</i> • <i>How do we know what life was like in the Stone Age?</i> • <i>What were the first people in Britain like?</i> • <i>What was life like in the Mesolithic Period?</i> • <i>How did life change during the Neolithic Period?</i> • <i>How did life change during the Bronze and Iron Age?</i> • <i>Who were the Indus Valley people?</i> | | <ul style="list-style-type: none"> • <i>What is the Earth made of?</i> • <i>Why do we have mountains?</i> • <i>How do natural disasters happen – including developing understanding of how volcanoes, earthquakes, tsunamis and tornadoes all occur?</i> • <i>What happened in Haiti in 2010 and what was the impact on the country?</i> | | <ul style="list-style-type: none"> • <i>How has Ancient Egyptian life shaped the world we live in?</i> • <i>When and where did the Ancient Egyptians live?</i> • <i>How did the Ancient Egyptians settle and thrive?</i> • <i>Who were the pharaohs?</i> • <i>What did the Ancient Egyptians believe?</i> • <i>What was life like in Ancient Egypt?</i> • <i>What happened to the Ancient Egyptians?</i> | |
| | <ul style="list-style-type: none"> • <i>Understanding of location of Stone Henge</i> • <i>Where did Stone Henge come from?</i> • <i>What were other civilisations like at this time – study of the Indus Valley</i> | | | | <ul style="list-style-type: none"> • <i>Where is Egypt?</i> • <i>What is it like in Egypt?</i> | |
| Art | | Art Drawing Artist: Leonardo Da Vinci | Art Printing Artist: Henri Matisse | Art Sculpture Artist: Barbara Hepworth | | Art Painting Artist: David Hockney |

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|-------------------------|---|---|--|--|--|---|
| | | Movement: Renaissance Skill: Using tone and shading to create mood/ expression. Final piece: Portrait of a stone age man. | Movement: Fauvism Skill: Layered printing Final piece: Simple 2 layer print using 2 colours. | Movement: Modernism Skill: Clay Final piece: clay figure | | Movement: Pop art Skill: Colour washes Final piece: Water colour painting |
| DT | Structures | | | Healthy meal- link to pshe | Mechanisms – pop up book about the Egyptians | |
| Music | | | | | Music lessons with Mr Stanton | Music lessons with Mr Stanton |
| Computing | Coding | Online safety Spreadsheets | Touch typing Email | Email Branching databases | Branching databases Simulations | Graphing Presenting |
| PE | Athletics | Invasion games | Dance | Gymnastics | Swimming (6 weeks) Basketball | Tennis |
| PHSE- Jigsaw | Being Me in My World How am I special? | Celebrating Differences How are we different? | Dreams and Goals How do we overcome obstacles to achieve dreams and goals? | Healthy Me How can I keep my body healthy? | Relationships What role do I play? | Changing me How can I cope with change? |
| RE | | | | | | |
| French | Introduction to French | Animals | Musical Instruments | Fruits | | |

