YEAR 3

Topic/Theme	Awesome Ancient Britain: Who first lived in Britain?		Ancient Egypt:		Active Planet	Our Island
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Hook	Wandlebury - whole day Iron Age trip with field teachers		Toilet roll mummies, Tomb discovery experience Visit to Fitzwilliam/British Museum		Vinegar and bicarb volcanoes. Sedgwick museum and Zoology museum, animals, rocks and fossils.	Local walks around Trumpington linked to geography topic.
Key Literature	Stone Age Boy, How to Wash a Woolly Mammoth and James and the Giant Peach.	*The Tin Forest* - (T4W - narrative) Poetry - *Don't* (Michael Rosen) - performance *The Night Before Christmas*	The Manor House – Jo Pearce Pharaoh's Slave Me, in the Middle - Annette Demetriou & Angela Mayers A Seed is Sleepy – Sylvia Long & Dianna Hutts Aston Duz Iz Tak? – Carson Ellis The Story of Tutankhamun – Patricia Cleveland-Peck Cinderella of the Nile – Beverley Naidoo	Case of the Cambridge Mummy – Joan Lennon Manfish a Story of Jacques Cousteau – Jennifer Berne Ocean Meets Sky – Eric Fan and F.H. Terry The British Museum Mummies Unwrapped – Tom Froese The Wild Robot – Peter Brown Midnight Feast – Lucy Foley Mystery of the Egyptian Scroll – Scott Peters	The Firework-maker's Daughter The Water Cycle Leon and the Space Between Earth Shattering Events Everest:The Remarkable Story Ice Trap The Pebble in my Pocket Paint me a Poem	Finn MacCool and the Giants' Causeway The Big Book of the UK The Mousehole Cat The Wreck of the Zanzibar

			No talking in class - Michael Rosen			
First-hand experiences	Cave Art	Iron Age day at Wandlebury Shield making	Mummifying Tomatoes	Museum Trip – End of topic celebration and presentation to parents	Boxes of rocks from Sedgwick museum.	
English Reading	Teacher modelling, sharing a text and working on fluency Zooming in on the text with a range of activities. Reading for pleasure. A focus will be placed on the development of fluency through various strategies and activities, including short written tasks	Check that the text makes sense to him/her, discussing his/her understanding of words. Retrieve and record information from non-fiction. Identify main ideas drawn from within one paragraph and summarise these Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated.	Increase our familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify main ideas drawn from within one paragraph and summarise these. Identify how language, structure, and presentation contribute to meaning, Ask questions to improve understanding of a text.	Read texts that are structured in different ways. Ask questions to improve understanding of a text. Discuss words that capture the reader's interests and imagination. Draw inferences from the text. Identify how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings and sub-headings.	Choral reading - reading together, all considering fluency. Paired reading - reading and supporting a 'Reading Partner'. Answering questions and drawing inferences from the text. Identifying how language, structure, and presentation contribute to meaning. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Listen to and discuss a wide range of books, including fairy stories, myths and legends, and poetry Draw inferences, such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated Identify themes in books

English Writing	**Instructions** *How to Wash a Woolly Mammoth*. **Character Description** *James and the Giant Peach* (T4W): character description of Aunt Sponge and Aunt Spiker	**Setting Description** *The Tin Forest* - narrative wishing tale focusing on setting description **Poetry** - various including performance	**Mystery Stories** - (Mystery of the Egyptian Scroll by Scott Peters?) **Diaries** - linked to Howard Carter's discovery of Tutankhamun's Tomb	**Newspaper Reports –** Summarise our story within the first paragraph using the 5 W's. Use different openers to link ideas. Punctuate direct speech correctly. Use research to inform our writing. Consider layout when publishing work. **Persuasive Letters**	**Quest writing (based on Firegirl)** **Explanation texts** - related to Earth Science (eg fold mountains, earthquakes)	**Myths and Legends** - innovating on the tale of Finn MacCool (defeating the monster narrative stories). **Information texts**
English speaking and listening	Sharing instructions	Performance Poetry	Performing report writing	Performance - production		Poetry – performance poems
Maths	**Place Value and Number** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	**Addition and Subtraction** Add numbers with up to three digits, using formal written methods of column addition.	**Multiplication and Division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	**Measure: Length and Perimeter** Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes. **Measure: Money**	**Fractions** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit	**Properties of Shape** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them.

	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different strategies. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving place value. **Addition and Subtraction** Add numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a	Subtract numbers with up to three digits, using formal written methods of column subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Multiplication and Division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication using the multiplication tables for Year 3, including for two-digit numbers times one-digit	Write and calculate mathematical statements for multiplication using the multiplication tables for Year 3, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Write and calculate mathematical statements for division using the multiplication tables for Year 3, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n	Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Measure: Mass and Capacity** Measure, compare, add and subtract mass (kg/g), volume and capacity (l/ml).	numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). Compare and order unit fractions, and fractions with the same denominator. Solve problems involving all the	Recognise that angles are a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Measure: Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock;

	three-digit number and hundreds.	numbers, using mental and progressing to formal written methods.	objects are connected to m objects. **Statistics** Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables		elements of the fractions domain.	Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events,
Science	**Forces** 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.	**Skeletons and Muscles** I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Plants** I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants fo and growth (air, light, wat nutrients from soil, and r to grow) and how they va from plant to plant I can investigate the way which water is transporte within plants I can explore the part	**Continue to expand and embed knowledge about plants**	**Rocks, Fossils and Soils** I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock	**Light** I can recognise that they need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes

	Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 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.		that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		I can recognise that soils are made from rocks and organic matter.	I can recognise that shadows are formed when the light from a light source is blocked by a solid object I can find patterns in the way that the size of shadows change
Computing	Computers and Networks: inputs, processes and outputs Digital literacy: powerful passwords	Creating media: animation Digital literacy: online community	Programming: Sequencing Digital literacy: things for sale	Data: Branching Databases Digital literacy: show respect online	Creating Media: Desktop Publishing Digital literacy: writing good emails	Programming: Events and Actions
Art and Design	**GESTURAL DRAWING WITH CHARCOAL.** Children will discover how to make drawings that capture a sense of drama or performance	**3D SHAPE AND COLOUR** Children will use close looking and the 'show me what you can see' technique to explore		**CLOTH, THREAD AND PAINT** Children are introduced to Artists that combine paint and sewing, art and craft, to make work. They		**USING NATURAL MATERIALS TO MAKE IMAGES** Children will be introduced to Cyanotypes and the work of the first female

	using charcoal. Instead of drawings based on observation, they will have the chance to work in more dynamic ways. Children will see drawing as a physical activity by linking it to the whole body.	artwork from a particular artist, movement or era. They will explore how they can use shape and colour to simplify elements which will be inspired by the Cut-outs of Henri Mattise. Using collage, then simple printmaking techniques, the children will play with positive and negative shapes and spaces to create meaningful compositions.		will explore the use of fabric, paint and thread to make work in response to landscapes. Children will explore sewing - not as a precise technical craft but as an alternative way to make intuitive, textural marks over their painted backgrounds.		photographer, Anna Atkins. The children will go on to make their own imagery, choosing one or more methods to make artwork which is rooted in the materials and place in which it was made. The children will have the chance to use digital devices to photograph their work. **<u>Cross curricular (Science): Shadow Puppets.</u>** -Make shadow puppets using templates. Opportunities to explore and experiment with shadow puppets to work out how they work.
Design technology			**TELLING STORIES THROUGH DRAWING AND MAKING** Children will make sculptural equivalents of characters from film and literature. They will begin by looking at the work of two artists who use their sketchbooks to help them make the		**MAKING ANIMATED DRAWINGS** Children are introduced to the idea that animations can be made by sequencing drawings. After exploring the work of other artists who make drawn animations, the children will create	

			transition from words/film to image/object. Pupils will use their own sketchbooks to explore their responses to original stimulus and then go onto develop and make sculptural characters.		their own simple puppets with moving parts. Pupils will also have the chance to make a background for their puppets. As an extension to the activity, they may go on to make very simple animations using tablets.	
Food Technology		Plan and create healthy sandwiches				
History	**Changes in Britain from the Stone Age to the Iron Age**: Stone, Bronze and Iron Age: who first lived in early Britain, early Britain and settlers including, exploring settlements and what they left behind.		**The Earliest Civilisations What do all the Ancient Civilisations have in Common?** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; **Ancient Egypt (depth study)**; The Shang Dynasty of Ancient China	**Ancient Egypt** What is mummification and why was it important to the Ancient Egyptians? Who ruled Ancient Egypt and who was Tutankhamun? How did the Ancient Egyptian writing system work? In what ways were gods and goddesses important to the Ancient Egyptians? How was the River Nile important to life in this time?		

Geography		Learn about different types of settlements and have a secure understanding of this term. Compare settlements in different locations and at different points in history, locating major settlements in the UK. Consolidate 4-point compass directions and begin to use 8-point directions to plot locations of settlements in the UK. Explore a local, ancient settlement (Wandlebury) and investigate its physical and human geography.			Describe and understand key aspects of physical geography, including **mountains, volcanoes and earthquakes** Use digital technologies to explore mountain ranges and volcanoes around the world	Locate and describe some human and physical features of the UK and explain how some regions are different to others Identify distinct characteristics of UK urban areas and how these have changed over time Use four-figure grid reference and and 8-point compass directions to locate human and physical features of the UK Investigate patterns of local land use Use digital maps, including the zoom function, to identify places in the UK
Music	**Performing** Listening and responding to Western Classical Music, with	**Singing** Learning melodies and harmonies for Carols and Winter songs.	**Listening** Listen to the popular music genre and respond with simple recorded melodies.	**Performing** Practising performing skills in an ensemble (Samba or Taiko), by reading from the stave	**Listening.** Listen to a wide range of music genres and identify genre from common themes. Create a short representation of a	**Composing** Compose harmony with score and recording themes for media.

	movement and storytelling. Singing repertoire with dynamics forte and piano. Introduce actions songs and develop anticipation through conducting. Compose music on tuned percussion/digital that includes a variety of rhythmic and pitch changes. Performing popular, simple melodies on a digital instrument. Use listening to copy and repeat simple three note phrases.	Performing as a choir, reading signals from a conductor.	Compose digital music to respond to the genre of the chosen piece. Create singing repertoire in the style of the genre studied.	Create word chants that apply to the rhythms rehearsed Learn to play several parts to the piece of music. Attempt to conduct by memorising sections.	musical genre and use a digital device to record the results. Develop singing repertoire by introducing harmony.	Songwriting skills, performing songs to peers.
RE	Judaism - what is important for Jews about being part of God's family?		Who were the saints of God and why were they important?	Christianity - the church year (explore Easter) Is Easter a festival of new life or sacrifice?	What are the special religious texts?	
PSHE	Beginning and Belonging	Family and Friends (including anti-bullying)	Diversity and Community	Relationships and Sex Education	Drugs Education Personal Safety	Management of Change

PE	Health Related Fitness Football	Dance - Fireworks Ball Handling	Tag Rugby Gymnastics	Kwik Cricket OAA	Athletics Swimming	Rounders Athletics
Spanish	Make introductions. Listen to and recognise key phonemes- saying goodbye. Recognise different greetings in Spanish- giving greetings for day and night. Express feelings. Memorise and rehearse a Spanish rhyme using puppet parade	Learning about terminology for our family, before exploring cultural differences with Christmas in Spain.	Colours, gender of nouns and direct articles	Likes and dislikes. Easter and festivals in Spanish speaking countries.	Where do you live' We will learn to identify and articulate different cities in Spain We will also learn to respond in Spanish, to questions about where we live	Journey around Latin America We will find out the vocabulary for different forms of transport before designing and describing a route around the region, detailing how we will travel to each place.