

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term	
Theme	Getting to know you Stone Age Star Carr Beach- find a rock Visit a museum- Rotunda Visit local landmarks Speech to an audience	Greek s How have the Greeks influenced our lives today? Theatre link Theatre trip Library visit?	Greeks How have the Greeks influenced our lives today? Speak to an audience Tasting Greek food Beach visit- Run on grass and run on concrete- link to science	Volcanoes Speak to an audience Book shop	How does Scarborough compare as a tourist resort to a European resort? Experience life beyond school by finding out about the workplace in Scarborough Plant it grow it eat it Beach visit- talk to tourists- Why do people come to Scarborough?	Meet an animal Write a letter and stamp and post it Visit Danby- animal classification Park trip- Cliff top park
WOW Question/Stimulus /Visits	Why is it important to get to know each other well? Digging up our history- What is under our feet? Mini archaeological dig- Visit to Rotunda- visit to Starr Carr, Class- group- presentation- oral presentation	How did Ancient Greek entertainment compare with us in Scarborough today? (Work to be displayed at the theatre- purpose) Making a Theatre- Visit to Stephen Joseph, Behaviour in public places, theatre etiquette	How have the Greeks influenced our lives today? Oral presentation- to another class/ different year group- target audience- group	What are the amazing features of planet Earth? What are the amazing features of Scarborough? Paired presentation- display/ demonstration	Why do tourists come to Scarborough? Visit to the beach/ seafront	How does Scarborough compare as a tourist resort to a European resort? Write to Janet Jefferson to build up tourism or provide more for the locals
English taught writing	Classic poetry to perform- Owl and the Pussy Cat (2 week) Description of characters and settings- Magic Finger (1 week) Adventure story- (2 weeks) Letter (2 weeks) Stone Age clip - The Croods- (1 weeks)	Twist on a different tale (2 weeks) Newspaper articles (2 weeks- Greece, Theatre) Instructions (2 weeks)- link to making a theatre	Greek myths (2 weeks) Diary entry (2 weeks) Non- Chronological reports- Greece (2 weeks)	Historic narrative (2 weeks) Recount (2 weeks) Poetry with a structure (2 weeks)	Story from another culture (2 weeks) Science text (2 weeks- plants)	Play scripts (2 weeks) Persuasion (2 weeks) Contemporary narrative (2 weeks) Poetry (1 week)
English taught reading	The Magic Finger (3 weeks) Owl and the Pussy Cat (2 weeks) Science text (links to rocks 2 weeks)	The Magic Finger (2 weeks) The Stinky Cheese man 2 weeks) Greek theatre - Non Fiction (2 weeks)	Shorts (2 weeks) Greek myths (2 weeks) Narrative Poetry (Maggie Dooley- Chocolate cake- 2 weeks)	Geography text (2 weeks) Flotsam- (poetry 2 weeks) Bill's New Frock (2 weeks)	Butterfly Lion (2 weeks) Please Mrs Butler (2 weeks)	Butterfly Lion (2 weeks) Black dog (2 weeks) Information text linked to theme (2 weeks)
Class story	TBC					

Spoken Language						
English links to theme	Video clip linked to stone age	Newspaper and instructions linked to Greeks	All writing linked to Greeks	Recount linked to volcanoes	Writing links to Science	Persuasion links to the theme
Maths taught	4 MNP + 1 Arithmetic Workbook 3A 4 operations and measures			Workbook 3B Money, time, fractions, graphs, angles, shape, perimeter		
Maths links to theme						Stats/data/graphs link to science
PSHCE	<i>Celebrating Differences</i> I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	<i>Dreams and goals</i> I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	<i>Healthy Me</i> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	<i>Relationships</i> I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	<i>Changing Me</i> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings	<i>Changing Me</i> Transition work
SMSC	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw
British Values	Jigsaw	jigsaw	jigsaw	jigsaw	jigsaw	jigsaw
Science	Rocks Pupils should be taught to: 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 Pupils should be taught to:	Wow science Investigations from ScienceKids ?	Forces and Magnets Pupils should be taught to: compare how things move on different surfaces 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 on whether they are attracted	Light Pupils should be taught to: recognise that they need light in order to see things and that the 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 a solid object	Plants Pupils should be taught to: 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	Animals including Humans Pupils should be taught to: 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 Pupils should be taught to: • ask relevant

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests

Pupils should be taught to:

- gather, record, classify and present data in a variety of ways to help in answering questions

Pupils should be taught to:

- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings

Pupils should be taught to:

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

Pupils should be taught to:

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests

Pupils should be taught to:

- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment,
- record findings using tables
- gather, record, classify and present data in a variety of ways to help in answering questions

Pupils should be taught to:

- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries
- use straightforward scientific evidence to answer questions or to support their findings

Pupils should be taught to:

- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Find patterns in the way that the size of shadows changes

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- set up simple practical enquiries, comparative and fair tests

Pupils should be taught to:

- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment,
- record findings using simple scientific language, drawings, labelled diagrams, keys
- gather, record, classify and present data in a variety of ways to help in answering questions

Pupils should be taught to:

- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

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

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- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
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- gather, record, classify and present data in a variety of ways to help in answering questions

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- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions

					straightforward scientific evidence to answer questions or to support their findings Pupils should be taught to: • use results to draw simple conclusions	
Computing taught	<p>Pupils learn that the Internet is a public space and develop the skills to protect their privacy and respect the privacy of others.</p> <p>Pupils explore how they interact with others and are introduced to the concept of cyber bullying</p> <p><u>Graphics:</u> Desktop publishing and www searching throughout Work to be saved on server. How to type and functions of the key board- basic computer skills</p>	<p><u>Digital Publishing:</u> Pupils learn how to use software to create a poster on a given subject</p> <p>Pupils learn how to create images in their work.</p> <p>Microsoft publisher- inserting pictures and text etc.</p>	<p>Pupils explore how they interact with others and are introduced to the concept of cyber bullying</p> <p><u>Presentations:</u> Pupils learn to write and deliver a presentation on a given subject -ppt</p>	<p>Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information</p> <p>Pupils learn to sequence instructions, for instance by using the timing features in PowerPoint</p>	<p>Pupils explore how they interact with others and are introduced to the concept of cyber bullying</p> <p>Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern</p>	<p><u>Working with data:</u> Pupils learn to search, sort and graph information</p> <p><u>Presentations:</u> Pupils learn to write and deliver a presentation on a given subject - being able to speak in front of an audience.</p>
Computing links		Linked to Greece	Linked to Greece	Volcanoes	Scarborough	Comparative study
Geography	<p>Using maps Follow a route on a map with some accuracy Map knowledge Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Making maps (Magic Finger) Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key Year3</p>	<p>Maps of Europe Plans of Theatres</p>	<p>Maps of Europe</p>	<p>physical geography, including: volcanoes</p>	<p>Scarborough - physical and human geography (tourism) Comparing life in Scarborough to life in the Mediterranean.</p> <p>Fieldwork - line of enquiry - Why do tourists come to Scarborough? OR How are buildings used on the seafront?</p> <p>POSSIBLE TRIPS Castle Beach</p>	<p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p>
History	<p>For instance: Starr Carr Stone age to Iron age - Who was here before me?</p>	<p><i>Ancient Greeks - What did the Ancient Greeks do for me?</i></p> <p>Put events, people, places and artefacts on a time-</p>	<p>Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p>			

	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p> <p>Use correct terminology to describe events in the past For instance: Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>For instance: Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data For instance Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>line</p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Use correct terminology to describe events in the past For instance: Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>For instance: Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data For instance Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Identify and begin to describe historically significant people and events in situations</p> <p>Use correct terminology to describe events in the past For instance: Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>For instance: Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p>			
Art	<p>For instance: Develop sketch books</p> <p>Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work</p> <p>Experiment with a wider</p>		<p>Look at the work of artists who formed geometric abstract paintings such as Kandinsky</p>	<p>Lighten and darken tones using black and white (link to volcanoes)</p> <p>Landscape sketches of volcanoes - graded pencil depth with added red</p>	<p>Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool</p> <p>Make flower book marks</p>	<p>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian (flowers)</p> <p>Look at work of Ray Lonsdale (sculpture) Children make 3D - new</p>

	<p>range of materials</p> <p>Present work in a variety of ways</p> <p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Mix and match colours (create palettes to match images)</p> <p>Adding greater detail and texture</p> <p>Develop confidence working with clay adding greater detail and texture</p> <p>Develop confidence working with clay</p> <p>Add colour once clay is dried</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Children make and design Stone Age pots</p>		<p>Use roller and ink printing. Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Children create prints in the style of Kadinsky</p>		<p>Mix and match colours (create palettes to match images)</p> <p>Use sketchbooks to record drawings from observation</p> <p>Children draw and paint flowers from still life observation of flowers</p>	<p>sculpture for seafront (fish)</p>
Design and Tech.		<p>For instance: Gather information about the needs and wants of particular individuals and groups</p> <p>Develop their own design criteria and use these to inform their ideas</p> <p>Share and clarify ideas through discussion</p> <p>Select tools and equipment suitable for the task</p> <p>Identify the strengths and</p>		<p>Develop their own design criteria and use these to inform their ideas</p> <p>Share and clarify ideas through discussion</p> <p>Select tools and equipment suitable for the task</p> <p>Identify the strengths and weaknesses of their ideas and products</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques</p>	<p>Know that a single fabric shape can be used to make a 3D textiles product</p> <p>Children make book marks</p>	<p>Know that food ingredients can be fresh, pre-cooked and processed</p> <p>Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</p> <p>Know that to be active and healthy, food is needed to provide energy for the body</p> <p>Measure using grams Follow a recipe</p> <p>Children make a healthy</p>

		<p>weaknesses of their ideas and products</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task</p> <p>Children to make a Theatre</p>		<p>they will be using Select materials and components suitable for the task</p> <p>Children to make a Volcano - could link back to forces topic and create a volcano that erupts (bicarb and vinegar)</p>		meal
RE						
Music		<p>Christmas Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p><i>Sing in tune in a group and alone</i></p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimension of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 	
PE	<p>Year 3/4 1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing.</p> <p>1 20 minute laps LO: to build stamina, to improve fitness, to develop a growth mind-set</p> <p>2 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>6 Invasion games LOS: to work well in a team cooperatively To apply basics attacking and defensive tactics To practise invasion game skills in isolation To work well cooperatively To</p>	<p>Year 3 and 4 1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>6 weeks gymnastics LOS Perform a gymnastic sequence with a partner using different speeds and 3 balances and different ways of travelling</p> <p>Balance on different points</p> <p>Complete partner balances</p>	<p>Year $\frac{3}{4}$ 1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>5 weeks indoor bowls/botcha Los: to develop and effective rolling technique To improve accuracy To begin to think about decisions (i.e. not knocking away your own good shot) To work cooperatively in a team To follow the rules of a simple game</p>	<p>Year $\frac{3}{4}$ 1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>5 weeks Hockey Los: to develop stick eye coordination To be able to send a ball a short distance accurately To understand safety rules when playing with a hockey stick To apply basic defensive and attacking strategies in one on one and small sided games. To observe and notice good play i.e. who has scored a goal, done some good dribbling</p>	<p>Year $\frac{3}{4}$ 1 20 minute lap LO: to build stamina, to improve fitness, to develop a growth mind-set</p> <p>5 cricket Los: to be able to bowl underarm in a straight line, to begin to develop</p> <p>an overarm bowling action, to be able to stop a rolling ball quickly, to be able to play a defensive and an offensive swing, to develop bat eye coordination to be able to strike a slow moving ball, to understand basic fielding strategies (get it back to the bowler or the wicket keeper), to be able to catch a dropping ball with confidence, to have the confidence to attempt reaction catches with balls at higher speed.</p>	<p>Year $\frac{3}{4}$ 7 weeks athletics LOS: to learn running technique (running on balls of feet, taking long strides, use arms, kicking legs up to bottom), to perform different types of jump (1 to 1, 1 to 2, 2 to 1, 2, 2, one to the other, both ways), to choose the best type of jump to achieve a challenge, to begin to use an overarm throwing action to throw a javelin (side on, left arm up, javelin pointing up, twist body with throw, lean backwards), to be able to throw a Frisbee (flick of wrist, bent elbow, shoulder</p>

	learn and follow simple rules To start to use basic skills in recognised games i.e football, rugby, basketball					back , body side on, twist upper body), to be able run at different speeds for different distances, to be able to run solidly for 2 minutes.
French	<p>1. Moi Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est... Numéro Comment tu t'appelles? Je m'appelle...</p> <p>2. Les couleurs C'est (de) quelle couleur? C'est... Addition vocab Quelle est ta couleur préférée? J'aime/je n'aime pas le + colour Sequencing language Imperatives</p>		<p>3. La jungle Qu'est-ce que c'est? C'est... Je suis + un/une + animal petit/grand Introduction to gender + adjectival agreement Accents Indefinite article un/une</p> <p>4. Tutti frutti C'est un/une J'aime le/la/les J'adore... Je n'aime pas.... Je déteste Quel est ton fruit préféré? (In)definite articles Singular/plural nouns mon/ton</p>			<p>5. Vive le sport Days of the week Qu'est-ce que tu fais le + day? Quel est ton sport préféré? jouer au + sport faire du/de la + sport Present tense (je/tu) Using jouer and faire</p> <p>6. La météo Weather Quel temps fait-il? Il fait... Revise days à + French towns Present tense of faire il fait + weather</p>