

| Year 3                       | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| <b>Key Texts</b>             | <p><b>Core Text(s):</b><br/>Firework Makers Daughter – Phillip Pullman</p> <p><b>Non-Fiction:</b><br/>Non chronological report – All about Volcanoes (Grammarsaurus)</p> <p><b>Poem:</b> Auguries of Innocence (verse grain of sand) William Blake</p> | <p><b>Core Text(s):</b><br/>The Wild Way Home – Sophie Kirtley</p> <p><b>Non-Fiction:</b><br/>Sabre Toothed Cats</p> <p><b>Poem:</b> The Frozen Man – Kit Wright</p> | <p><b>Core Text(s):</b><br/>The Iron Man – Ted Hughes</p> <p><b>Non-Fiction:</b><br/>Non chronological report - materials (Grammarsaurus)</p> <p><b>Poem:</b><br/>The coming of the Iron Man – Brenda Williams</p>  | <p><b>Core Text(s):</b><br/>Street Child – Bernie Doherty</p> <p><b>Non-Fiction:</b><br/>Persuasive Advert – Join our Workhouse! (Grammarsaurus)</p> <p><b>Poem:</b><br/>Abrocat the Acrobat – Ken Nesbitt</p>  | <p><b>Core Text(s):</b><br/>Egyptian Cinderella- Shirley Climo</p> <p><b>Non-Fiction:</b> Diary Entry – Howard Carter’s Discovery (Grammarsaurus)</p> <p><b>Poem:</b><br/>Egyptian Afterlife – Roger Stevens<br/>Pyramid – Dave Calder</p> | <p>King of the Cloud Forest – Michael Morpurgo</p> <p><b>Non-Fiction:</b><br/>Children’s National Geographic article – Mountains of the World</p> <p><b>Poem:</b><br/>Stream School an animated Hungarian poem</p> |
| <b>History and Geography</b> | <b>Historical enquiry skills or geographical skills and fieldwork to be included in all units across the year.</b>   |  |   |   |  |  |
|                              | <p><b>Volcanoes and Earthquakes</b><br/>Physical Geography understanding the world under our feet and how physical geography can affect communities.</p>   | <p><b>Stone Age to Iron Age</b><br/>Changes in Britain and historical enquiry. Understanding primary sources.</p>  | <p><b>European Neighbours</b><br/>Locational knowledge using maps at different scales to focus on Europe.<br/>Environmental, physical and human characteristics.<br/>Countries and major cities.</p>  | <p><b>Local History Study – the Black Country</b><br/>Look at local industry, manufacture and mining and the impact of this on the lives of children during the 19<sup>th</sup> Century<br/>Trip link – The Black Country Museum (Mining Madness)</p> | <p><b>Ancient Egyptians</b><br/>Focus on the Pyramids at Giza<br/>Howard Carter and archaeology – how historians find out about the past.</p>  | <p><b>Mountains</b><br/>extending our knowledge of physical geographical features to include key geographical terms and locational knowledge of mountain ranges.</p>   |
| <b>Science</b>               | <b>Working scientifically to be included in all units across the year.</b>   |  |   |   |  |  |
|                              | <p><b>Rocks</b><br/>Compare and group different kinds of rocks<br/>Describe how fossils are formed<br/><br/>Recognise that soils are made from rocks and organic matter.</p>   | <p><b>Animals including humans</b><br/>Nutrition,<br/>Skeleton and muscles</p>   | <p><b>Forces and Magnets</b><br/>Compare how things move on different surfaces<br/>Notice that some forces need contact between two objects but magnets act at a distance<br/>Observe how magnets attract or repel each other and attract some materials and not others</p> | <p><b>Plants</b><br/>Identify and describe the functions of parts of flowering plants<br/><br/>Explore requirements for life and growth and how they vary</p>   | <p><b>Light</b><br/>Know that light is needed to see<br/>Notice light is reflected from surfaces.<br/>Understand and explore how shadows are formed.</p>   |  |
| <b>RE</b>                    | <p><b>Incarnation /God</b><br/>What is the trinity?</p>  | <p><b>What are festivals of Light?</b></p>   | <p><b>What are the five pillars of Islam?</b></p>   | <p><b>Salvation</b><br/>Why do Christians call the day Jesus died ‘Good Friday’?</p>  | <p><b>People of God</b><br/>When Jesus left, what was the impact of Pentecost?</p>   | <p><b>Is life like a journey?</b></p>  |
| <b>PSHE &amp; RSE</b>        | <p><b>Keeping/Staying Safe</b><br/>Staying Safe<br/>Leaning Out of Windows</p>   | <p><b>Keeping/Staying Healthy</b><br/>Medicine</p>   | <p><b>Relationships</b><br/>Touch</p>   | <p><b>Being Responsible</b><br/>Stealing</p>  | <p><b>Feelings and Emotions</b><br/>Grief<br/><br/><b>Computer Safety</b><br/>Making Friends Online</p>  | <p><b>Our World</b><br/>Looking After Our World</p>  |
| <b>PE</b>                    | <p><b>Ball Skills</b><br/>Develop accuracy and consistency when tracking a ball. Explore a variety of</p>  | <p><b>Football</b><br/>Persevere when developing competencies in key skills and principles such as defending,</p>  | <p><b>Gymnastics</b><br/>Focus on improving the quality of gymnastic movements.<br/>Introduction to the terms</p>   | <p><b>Hockey</b><br/>Learn to contribute to the game by helping to keep possession of the ball, use simple attacking</p>  | <p><b>Athletics</b><br/>Develop basic running, jumping and throwing techniques.<br/>Challenges for distance and time</p>   | <p><b>Cricket</b><br/>Learn how to strike the ball into space to score runs. When fielding, learn how to keep the</p>  |

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|                       | <p>throwing techniques and learn to select the appropriate throw for the situation. Develop catching with one and two hands as well as dribbling with feet and hands.</p> <p><b>Fitness</b><br/>Take part in a range of fitness challenges testing and record scores. Learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Opportunities to work at their maximum and improve fitness levels.</p> | <p>attacking, sending, receiving and dribbling a ball. Start by playing uneven and then move onto even sided games.</p> <p><b>Dance</b><br/>Create dances in relation to an idea including historical and scientific stimuli. Work individually, with a partner and in small groups, sharing ideas. Develop use of counting and rhythm. Learn to use canon, unison, formation and levels in their dances.</p> | <p>‘extension’ and ‘body tension.’ Develop the basic skills of rolling, jumping and balancing and use them individually and in combination.</p> <p><b>OAA</b><br/>Develop problem solving skills through a range of challenges. Work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.</p> | <p>tactics using sending, receiving and dribbling a ball. Begin to think about defending and winning the ball. Think about how to use skills, strategies and tactics to outwit the opposition.</p> <p><b>Yoga</b><br/>Learn about mindfulness and body awareness. Learn yoga poses and techniques that will help to connect mind and body. The unit looks to improve well being by building strength, flexibility and balance.</p> | <p>that involve using different styles and combinations of running, jumping and throwing. Opportunities to measure, time and record scores.</p> <p><b>Dodgeball</b><br/>Improve on key skills used in dodgeball such as throwing, dodging and catching. Learn how to apply simple tactics to the game to outwit an opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Evaluate and improve on own and others performances.</p> | <p>batters’ scores low. Use skills, strategies and tactics to outwit the opposition.</p> <p><b>Tennis</b><br/>Develop the key skills required for tennis such as the ready position, racket control and hitting a ball. Learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition.</p> |
| <b>Music Charanga</b> | <p><b>Let Your Spirit Fly</b><br/>Style: R&amp;B, Western Classical, Musicals, Motown, Soul</p>  | <p><b>Glockenspiel Stage 1</b><br/>Learning basic instrumental skills by playing tunes in varying styles</p>  | <p><b>Three Little Birds</b><br/>Style: Reggae</p>   | <p><b>The Dragon Song</b><br/>Style: A little bit funky and music from around the world</p>  | <p><b>Bringing Us Together</b><br/>Style: Disco</p>   | <p><b>Reflect, Rewind and Replay</b><br/>Style: Western Classical Music and your choice from Year 3</p>  |
| <b>Art and DT</b>     | <b>Across the year – use of sketch book to explore media and develop ideas.</b>  |   |  |  |   |  |
|                       | <p><b>Sculpture</b><br/>Explore how movement is captured in sculpture<br/><u>Artist Link: <a href="#">Alberto Giacometti</a></u></p>    | <p><b>Textiles</b><br/>Create a fabric Christmas stocking</p>   | <p><b>Painting</b><br/>Creating a landscape picture using a range of paint techniques and understanding background, middle ground and foreground</p>  <p>Artist Link – <a href="#">David Hockney</a></p>  | <p><b>Pneumatic Machines</b><br/>Investigate how pneumatic and pulley mechanisms work to inform a design to make and evaluate a machine that can lift rocks uphill.</p>  | <p><b>Sketching</b><br/>Focus on scale and proportion of the face in portraits.<br/><br/>Artist Link – <a href="#">Leonardo da Vinci</a></p>   | <p><b>Food Technology</b><br/>Design and make a seasonal meal</p>  |

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| <b>Computing</b>     | <b>Making Music</b><br>This is an introduction to basic song writing skills using the 'GarageBand' App. | <b>Using Logic for Programming</b><br>Students will use games to learn key coding skills. They will learn how to use coding language 'Blockly' to introduce key programming elements | <b>Internet Safety</b><br>Inform children about how to stay safe on the internet. The topic will cover Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. | <b>Animate – Stop Motion</b><br>Create their own series of short Stop Motion animations using the App 'iStop Motion'.          | <b>Broadcast</b><br>Create adverts and jingles to suit different products and themes.                            | <b>Film</b><br>Introduction to basic filming and editing techniques using the App iMovie. . |
| <b>Forest School</b> | Across the year – Science Link – recognising seasonal changes   |  |   |  |  |   |
|                      | <b>Creating shelters</b><br>Whittling tent pegs, design and build shelters in an appropriate place.     | <b>Team building and orienteering - OAA (PE curriculum)</b><br>Complete challenges within the forest environment   | <b>Animal habitats</b><br>Identify local birds, create a feeder and build a bird hide   | <b>Knots and materials</b><br>Create kites, towers and squirrel assault course using sourced and found materials in the forest | <b>Growing vegetables</b><br>Prepare, plant and care for garden area linking with scientific knowledge of plants | <b>Cooking outdoors</b><br>Learning how to prepare food and cook over a camp fire.          |
| <b>MFL</b>           | <b>Rigolo 1</b><br>Unit 1 – Bonjour<br>Basic greetings and pronunciation                                | <b>Rigolo 1</b><br>Unit 2 - En Classe  | <b>Rigolo 1</b><br>Unit 3 - Mon Corps   | <b>Rigolo 1</b><br>Unit 4 - Les Animaux  | <b>Rigolo 1</b><br>Unit 5 - La Famille   | <b>Rigolo 1</b><br>Unit 6 - Bon Anniversaire!   |
| <b>Trip</b>          | <b>Birmingham Museum and Art Gallery</b>  |  | <b>Mosque Visit</b>   | <b>Black Country Museum</b>  |  | <b>Cardingmill Valley</b>   |