

Year 3		Autumn	Spring	Summer
	Topics	Stone Age to Iron Age	Rivers	Ancient Egyptians
	Science	<p>Rocks</p> <ul style="list-style-type: none"> • Compare and group rocks on the basis of their appearance and properties. • Describe how fossils are formed. • Recognise that soils are made from rocks and organic matter. <p>Animals</p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles. 	<p>Animals</p> <ul style="list-style-type: none"> • Identify that animals need nutrition, and cannot make their own food. <p>Forces and Magnets</p> <ul style="list-style-type: none"> • Compare how things move on surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Predict and observe how magnets attract or repel each other and attract some materials and not others. • Compare and group a variety of materials on the basis of whether they are attracted to a magnet. • Describe magnets as having two poles. 	<p>Plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants. • Explore the requirements of plants for life and growth. • Investigate the way water is transported within plants. • Explore the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Light</p> <ul style="list-style-type: none"> • Recognise that they need light to see things. • Notice that light is reflected. • Recognise that light from the sun can be dangerous. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.

	<p>Geography & History</p>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • Identify changes in Britain from the Stone Age to the Iron Age. • Address/devise historically valid questions about change, cause, similarity, difference and significance. • Select and organise relevant historical information. • Understand that my knowledge of the past is constructed from a range of sources. 	<p>Rivers</p> <ul style="list-style-type: none"> • Understand how topographical features (including hills, mountains, coast and rivers) have changed over time. • Understand geographical similarities and differences through a study of human and physical geography in a region of the UK in contrast to a region of the North or South America. • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, earthquakes, volcanoes and the water cycle. • Use the eight points of a compass, four and six grid references and symbols and key to build my knowledge of the UK. • Use fieldwork to observe, measure, record and present human and physical features. 	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms to compare aspects of life in different periods. • Research the past and identify different ways it is represented. • Talk about a changes within and beyond living memory and in national and international life. • Research a significant individual who has contributed to national achievements. • Compare aspects of life in different periods.
	<p>Computing</p>	<p>Internet Research</p> <ul style="list-style-type: none"> • Search and collect information about a specific topic using the internet. • Present finding in a digital format. 	<p>Video Editing</p> <ul style="list-style-type: none"> • Make a short narrated video of themselves, make simple edits and to use this to help improve their performance. 	<p>Safe Communication and the Internet</p> <ul style="list-style-type: none"> • Learn about a number of e-safety matters in a positive way and identify a range of ways to report concerns about content.

	<p>Physical Education (PE)</p>	<p>Invasion Sports Motive8</p> <ul style="list-style-type: none"> • Throw and catch with control to keep possession and score 'goals'. • Be aware of space and use it to support team-mates and cause problems for the opposition. • Know and use rules fairly to keep games going; keep possession with some success. <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. • Use one basic method to swim the distance, making sure that they breathe. • Using floats, swim over longer distances and periods of time with a more controlled leg kick • Join in all swimming activities confidently. • Explore freely how to move in and under water. • Identify and describe the differences between different leg and arm actions. 	<p>Net, Court and wall Sports Motive8</p> <ul style="list-style-type: none"> • Keep up a continuous game, using a range of throwing and catching skills and techniques. • Use a small range of basic racket skills; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. • Choose and use a range of simple tactics for defending their own court. • Recognise how net games make the body work; talk about what they do well and recognise things they could do better. <p>Swimming</p> <ul style="list-style-type: none"> • As before. 	<p>Athletics Motive8</p> <ul style="list-style-type: none"> • Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. • Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games. • Know rules and use them fairly to keep games going; explain what they need to do to get ready to play game. <p>Swimming</p> <ul style="list-style-type: none"> • As before.
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	<p>Art</p>	<p>Drawing</p> <ul style="list-style-type: none"> To investigate different marks that can be made using pencils and to compare own work with marks made by Vincent Van Gogh in his work. To explore shading techniques and talk about and investigate light/medium/dark tone. <p>3D Modelling</p> <ul style="list-style-type: none"> To roll and form clay slabs and inlay different coloured clays to create a decorated clay tile. To use brown, gummed tape to produce a 3D form, making a bowl for a famous artist, transferring designs onto a 3D artefact. 	<p>Painting</p> <ul style="list-style-type: none"> To mix colour tints using primary and secondary colours + white make a practical response to the work of Vincent Van Gogh, J.M.W. Turner, Peter Lanyon, Maggie Hambling focusing on his use of thick paint and short brush strokes. To make practical responses to the work artist of Sean Scully, and to identify and recognise his use of stripes and blocks of colour. To experiment with the techniques of 'tonking' and 'sgraffito'. <p>Printing</p> <ul style="list-style-type: none"> To investigate the possibilities of a range of materials and processes by experimenting with mono-printing. To use plasticine to produce a relief stamp and print coloured, repeated patterns onto selected surfaces. 	<p>Collage</p> <ul style="list-style-type: none"> To investigate and respond to the work of Paul Klee, Victor Vasarely and Henri Matisse developing cutting and sticking skills. <p>Textiles</p> <ul style="list-style-type: none"> To use knowledge of dip dye technique to produce backgrounds for printed work and make a plasticine relief block and explore printing onto different surfaces. To make collograph blocks to communicate their observations and ideas and print onto to pieces of fabric.
	<p>Design & Technology (D&T)</p>	<p>Structures</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures. Develop and use knowledge of how to construct strong, stiff shell structures. 	<p>Food</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products. 	<p>Mechanical Systems</p> <ul style="list-style-type: none"> Investigate and analyse books and other products with lever and linkage mechanisms. Understand and use lever and linkage mechanisms and distinguish between fixed and loose pivots.

	<p>Religious Education (RE)</p>	<p>Stories of Key Religious Leaders</p> <ul style="list-style-type: none"> • Describe some religious objects, places, people and practises. • Describe some religious ideas from stories and some basic religious beliefs, teachings and events. • Describe experiences and feelings they share with others, including characters in stories with religious meaning. • Describe what messages and meanings are expressed through some religious symbols. • Ask a range of questions about puzzling aspects of life and experience; suggest answers, including religious ones. 	<p>The Life of Jesus</p> <ul style="list-style-type: none"> • Suggest meanings for some religious actions and symbols. • In relation to matters of right and wrong pupils recognise their own values and those of others. • How religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities. 	<p>Special Places</p> <ul style="list-style-type: none"> • Know some key religious beliefs, ideas and teachings. • Recognise how moral values and religious beliefs can influence behaviour. • Know the function of objects, places, people within religious practises and lifestyles. • Identify what influences them, making links between aspects of their own and others' experiences.
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	<p>Relationships & Sex Education (RSE)</p>	<p>Self Esteem and Challenging Gender Stereotypes</p> <ul style="list-style-type: none"> • Seeing oneself as special, recognising strengths, abilities and personal characteristics. • Beginning to build self esteem and confidence by looking at skills and achievements. • Beginning to identify personal areas that need improvement. • Understanding that males and females can do the same tasks and enjoy the same things and that there are different stereotypes about what males and females can do. 	<p>Differences (male and female) and Family Differences</p> <ul style="list-style-type: none"> • Identifying the differences between males and females. • Naming male and female body parts using agreed words. • Knowing that all families are different and have different family members. • Understanding that some people have stereotypes about families. 	<p>Decision Making and Safety</p> <ul style="list-style-type: none"> • Recognising that choices require decisions and consider different possibilities. • Demonstrating effective decision making skills. • Identifying potential dangers in different environments. • Recognising that pressure to behave in an acceptable or risky way can come from a variety of sources, including the media and people they know. • Demonstrating basic skills to resist pressure and knowing who they can go to for support and help.
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<p>How you can help at home, useful resources Egypt</p>	<p>http://www.ancientegypt.co.uk/menu.htm http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptiantimeline/</p>
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