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| | | Autumn | | | Spring | | | Summer | | |
| Year 3 | Topic | Land Before Time | | | Invasion | | | Rainforest Explorers | | |
| | Concepts | Identity | Change | Consequence | Conflict | Democracy | Consequence | Sustainability | Responsibility | Community |
| | Objective | <p><u>Art and design</u></p> <p><u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> Begin to annotate their work in their sketchbook drawing on oral skills from KS1 <p><u>Painting</u></p> <ul style="list-style-type: none"> Mix secondary colours and describe the changes Name different types of paint and their properties Create texture from different materials (Christmas stockings) Y2 RECOVERY - Experiment with techniques e.g. layering and scraping through paint <p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> Develop skills in cutting and joining <p><u>3D form</u></p> <ul style="list-style-type: none"> Join clay adequately Construct a clay base for extending and modelling other shapes Y2 RECOVERY - Manipulate clay in a variety of ways e.g., rolling, shaping and moulding | | | <p><u>Science</u></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> 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 - (link to DT and healthy diet) (Y2 previous learning) <u>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</u> <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> 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 of whether | | | <p><u>Science</u></p> <ul style="list-style-type: none"> <u>Working Scientifically</u> Set up observational activities and record findings - identify similarities and differences Make careful observations and take measurements using standard units Record and report on findings using given scientific language. This could be orally or through drawings and diagrams <p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower and how these relate to the way in which water is transported within plants Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant | | |

Science

- Working scientifically - Scientific write-ups to focus on key question, prediction and method
- Ask relevant questions and use some scientific knowledge to answer them
- Set up simple comparative fair tests designed as a class

Rocks

- 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.

History

Stone Age to Iron Age Britain

Vocabulary

- Continue to use BC and AD across their topics, particularly the Romans

Chronological understanding

- Sequence a number of events and objects using period labels e.g. Stone Age, Iron Age, Bronze Age
- Place the time period studied on a blank timeline to show the passage of time from where they are now

they are attracted 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.

History

Roman Britain

Roman Empire and impact on Britain

Vocabulary

- Continue to use BC and AD across their topics, particularly the Romans

Historical knowledge

- Make statements about the changes seen within a time period
- Understand and explain why people did things in certain ways e.g. farming and tools
- Identify the reasons for people's actions e.g. why did the Romans invade Britain?

Historical enquiry and evidence

- Compare different sources (written, visual and object) about the same theme.
- **Y2 RECOVERY** - Compare 2 versions of the same event including written, visuals and objects and say which was the most useful.

Geography

- Confidently use the four compass directions (N, S, E, W)

(Y2 previous learning - *nutrients from soil and room not mentioned in Year 2*)

- 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.

Light

- Recognise that they need light in order to see things and that 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 an opaque object
- Find patterns in the way that the size of shadows change

Geography

Place knowledge

Interpretations

- Identify reasons why the past is represented in different ways e.g. why there is no written evidence during the Stone Age.

Geography

Location and direction

- Name and locate counties and cities of the UK, geographical regions and their human and physical features

Geographical enquiry

- Ask geographical questions such as where is it? What is it used for? Why is the place like it is?
- Use information books, pictures, maps and the internet as sources of information

Geographical skills and fieldwork

- Create a scale plan of an area or sketch map from a high point

Human and physical geography

- Describe and understand economic activity including trade links, distribution of natural resources etc (linked to stone age)
- Use geographical vocabulary from KS1 and Y3 to describe an area and make decisions/conclusions

Maps (using, drawing and representation)

- Use letter/number co-ordinates on a grid
- Recognise simple keys and their importance
- Make a map of a route digitally

Scale and distance

- Use the zoom function when using digital maps and identify how it impacts on the scale

DI

Creating movement

- Pneumatic systems

Art and design

Textiles/collage

- Develop skills in cutting and joining to create a mosaic

- **Y2 RECOVERY** - Recognise the UK at different scales and sizes and compare
- Identify similarities and differences of a region in North or South America (linked to rainforest and Mayans)
- **Y2 RECOVERY** - Similarities and differences of a small area of the UK and a contrasting non-European country

Mayan civilisation (non-European society)

Maps (geographical skills and fieldwork)

- Match an aerial photo to an on-ground photo

DI

Cooking and nutrition

- How and where food is grown
- Cutting, peeling, grating, chopping, spreading
- Make a dish (year 2 objective)

Creating movement

- Levers and linkages

Art and design

(ARTS WEEK)

Developing ideas and evaluating

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| | <ul style="list-style-type: none"> Identify geographical regions and their human and physical features Y2 RECOVERY - Compare and contrast based on human and physical features Y2 RECOVERY - Name and locate the world's five oceans (through quick games) <p><u>DI</u></p> <p><u>Textiles</u></p> <p>A 3D textile product can be assembled from two fabric shapes</p> | | <ul style="list-style-type: none"> Explore a chosen artist and define their style in terms of medium used, colours, tone etc. Begin to annotate their work in their sketchbook drawing on oral skills from KS1 Compare ideas and methods in their own and other's work and say what they feel about them <p><u>Drawing</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencils Draw for a sustained period of time a single object and explore tone, line, shape, colour, texture and pattern |
| <p>PSHE</p> <p>Unit key questions</p> | <p>Relationships</p> <p>What are families like?</p> <p>What is bullying?</p> | <p>Living in the Wider World</p> <p>Can anyone be anything?</p> <p>What are rules and rights?</p> | <p>Health and Well Being</p> <p>What is my identity?</p> <p>How do I manage risks?</p> |
| <p>RE</p> | <p>What is it like for someone to follow God?</p> <p>What is the 'Trinity' and why is it important for Christians? (God/Incarnation)</p> | <p>Why do Christians call the day Jesus died 'Good Friday?'</p> <p>How do festivals and worship show what matters to a Muslim?</p> | <p>What does it mean to be a Sikh in Britain today?</p> <p>(not in Worcestershire syllabus)</p> <p>(Visit to Gurdwara)</p> <p>For Christians, what was the impact of Pentecost? (Whitsun)</p> |
| <p>Computing (Teach computing units)</p> | <p>Keyboard/Microsoft skills</p> <p>Programming A - sequence in music</p> | <p>Creating media - animation</p> <p>Data and information - branching databases</p> | <p>Programming B - events and actions</p> <p>Creating media - desktop publishing</p> |

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| <p>See online safety plan and progression for 'Get Connected Weeks'</p> | | | |
| <p>French</p> | <p>Greetings and family Alphabet</p> | <p>Numbers 1-20 Colours</p> | <p>The body Days and months</p> |
| <p>Recovery curriculum previous year targets</p> | <ul style="list-style-type: none"> • Y2 RECOVERY - Experiment with techniques e.g. layering and scraping through paint • Y2 RECOVERY - Manipulate clay in a variety of ways e.g., rolling, shaping and moulding • Y2 RECOVERY - Compare and contrast based on human and physical features • Y2 RECOVERY - Name and locate the world's five oceans (through quick games) | <ul style="list-style-type: none"> • Y2 RECOVERY - Compare 2 versions of the same event including written, visuals and objects and say which was the most useful. | <ul style="list-style-type: none"> • Y2 RECOVERY - Recognise the UK at different scales and sizes and compare • Identify similarities and differences of a region in North or South America (linked to rainforest and Mayans) • Y2 RECOVERY - Similarities and differences of a small area of the UK and a contrasting non-European country |