

Year 3	Autumn 1 BHM	Autumn 2 Anti-Bullying Wk	Spring 1	Spring 2	Summer 1 Families’ Wk	Summer 2 SRE (in HFF week)
Whole school themed weeks	Black History Month National Poetry Day	Anti-bullying Week The Big Draw	STEM Week	World Book Week ( 7 <sup>th</sup> March) Enabling Enterprise – Making changes	Families Week	Health, Fun and Fitness Week
History/ Geography	<b>History</b> The Stone Age to Iron Age in Britain – The cause and consequence of the Stone Age  Changes in Britain from the Stone Age to the Iron Age	<b>Geography</b> Counties and Cities in the UK  Wales – Topography: A study of the shape and features of land surfaces – hills, mountains, coasts and rivers  Name and locate counties and cities of the UK, geographical regions, human and physical characteristics, key topographical features and land use patterns  Use maps, atlases, globes and digital maps	<b>History</b> Romans and Roman Britain – Their impact on Modern Day Britain  The Roman Empire and its impact on Britain	<b>Geography</b> Study of a European Country – Comparative study of the UK with Italy  Key human and physical features, countries and major cities  FOCUS: Volcanoes and Earthquakes  Name and locate counties and cities of the UK, geographical regions, human and physical characteristics, key topographical features and land use patterns  Use maps, atlases, globes and digital maps	<b>History</b> The Tudors  A study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066	<b>Geography</b> India – climate zones and climate change  Locate the world’s countries, using maps  Physical and human geography – climate zones and climate change, land use, trade links
Literacy	Adventure stories (Stone Age boy) Performance poems Non-Chronological reports  <b>Key text: Stone Age Boy by Satoshi Kitamura</b>	Information texts (Wales) Narrative with dialogue (Fairytale - DR) Instruction texts  <b>Key text: Faery Tales by Carol Ann Duffy ( collection YR list)</b>	Myths and Legends (Romans) Playscripts Newspaper reports  <b>Key text: Roman Myths</b>	Setting description (Italy) Poetry (Similes and personification)  <b>Key text: World Book Week text - tbc</b>	Third person recount Mystery stories (character description) Formal letters  <b>Key text: It was a Dark and Stormy Night- by Allan Ahlberg</b>	Persuasive (Climate change) Rhyming poetry  <b>Key text: Seasons of Spendour</b>
SPAG	To form nouns using a range of prefixes e.g. super-, anti-, auto-. To use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box To identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. To express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. To begin to use paragraphs as a way to group related material. To use headings and sub-headings to aid presentation. To use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. To begin to use inverted commas to punctuate direct speech. To understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').					
DR	<b>Classic text:</b> Stone Age Boy - Satoshi Kitamura <b>BHM text:</b> Walter Tull’s Scrapbook- Michaela Morgan <b>Science text:</b> Who is Jane Goodall? <b>Non Fiction:</b> The Stone Age: Hunters, Gatherers and Woolly Mammoths - Marcia Williams	<b>Classic text:</b> Faery Tales- Carol Ann Duffy <b>Science text:</b> Who was Steve Jobs? <b>Winter text:</b> :Once Upon a Snowstorm- Richard Johnson	<b>Classic text:</b> Alice’s Adventures in Wonderland <b>Science text:</b> Who was Thomas Edison? <b>Fearless Female text:</b> The Wolf Wilder- Katherine Rundell <b>History text:</b> Escape from Pompeii – Christina Balitt	<b>Classic text:</b> The Princess and the Pea <b>Science text:</b> How Machines Work <b>Non Fiction:</b> 100 facts extreme survival – Jen Green	<b>Classic text:</b> The Princess and the Pea <b>Science text:</b> I am Amelia Earhart <b>Refugees and Migrants text:</b> Refuge- Ann Booth	<b>Classic text:</b> The Fire Children- Eric Madder <b>Science text:</b> 100 Scientists Who Made History <b>Humanities Link:</b> Rita on the River- Hilda Offen
Science	Rocks	Light	Forces and Magnets	Forces and Magnets	Animals including Humans	Plants
Maths	Place Value (2 weeks) Fractions Mental Strategies – Addition and subtraction Written methods - Addition	Mental Strategies - x and ÷ Mental Strategies - x and ÷ Multiplication Division Shape ( 2 weeks)	Place Value Fractions Mental Strategies + and - Addition – working towards written method	Mental Strategies x and ÷ Multiplication - Working towards written method Division - Working towards written method	Place Value and Number Fractions Fractions & Measures Mental Strategies - + and – Addition	Mental strategies (Using and applying/inverse through relative contexts ie. money and measures) Multiplication

	Written methods - Subtraction	Positional direction	Subtraction – working towards written method	Shape and properties Positional direction	Subtraction	(Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Division (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Multiplication and division (Using and applying/inverse through relative contexts ie. money and measures) Shape and Properties ( 2 weeks) Positional Direction
<b>Computing</b>	Espresso Coding Unit 1  (Espresso Coding)	Digital Literacy: Internet Search  (Google Chrome)	Combining text and Graphics: Presentation skills  (PowerPoint)	Espresso Coding Unit 2  (Espresso Coding)	Digital Literacy: Email  (Purple Mash)	Algorithms  (Barefoot Computing)
<b>Start Art</b>		Start Art to be displayed		Start Art to be displayed		
<b>Art</b>	Art - Stone Age Art using shading, complementary colours, tone T1 and T2	DT - Making monsters - mechanical systems, pneumatic systems P4,5,6,7,8 P10	Art - Making a bag stitching P4,5,6,7,8 and T6	DT - Roman Food	Art - Tudor portraits using collage and block printing T1, T4 and T5	DT - Mini Greenhouses
<b>Music</b>	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel
<b>RE</b>	Unit 5: What do Christians believe about God and incarnation? Links with christmas	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? Links with passover	Unit 2: What do Muslim people believe about Islam and Iman?	Unit 5: What do Christians believe about God and incarnation? Links with christmas	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? Links with passover	Unit 2: What do Muslim people believe about Islam and Iman?
<b>PSHE</b>	Relationships How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can It be fun to have a friend who is different to me? What are some of the bad ways that people can behave towards one another? How do I know if I am being bullied? Why are some parents married and some not?	Feelings What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?	My body How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than boys? How do boys grow differently? Why are we different? Is it okay to be different? Should boys and girls behave differently?	<b>Relationships</b> <b>How have my relationships changed as I have grown up?</b> <b>Why do friendships change?</b> <b>How can I be a good friend?</b> <b>Why can It be fun to have a friend who is different to me?</b> <b>What are some of the bad ways that people can behave towards one another?</b> <b>How do I know if I am being bullied?</b> <b>Why are some parents married and some not?</b>	Feelings What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?	My body How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than boys? How do boys grow differently? Why are we different? Is it okay to be different? Should boys and girls behave differently?
<b>RRS</b>	<b>Looking at the general idea of rights and respecting others in relation to our rights in class.</b> Rights are something that we have that can never be taken away like the right to be in school, be safe and be healthy We need to make sure that we respect everyone else's rights so we can all share them.	<b>Article15 : You have the right to chose your own friends or join a group as long as it isn't harmful to others</b> <b>Article 18: you have the right to be raised by your parents if possible</b> <b>Article; 27: you have the right to food , clothing, a safe place to live and to have your basic needs met.</b> <b>You should not be disadvantaged</b>	<b>Article7: you have a right to a name which is officially recognised</b> <b>Article 14: you have the right to choose your own religion d beliefs.</b> <b>Your parents should have you decide what is right and wrong and what is best for you</b> <b>Article 30: you have the right to practise your own culture, language and religion</b>	<b>Looking at the general idea of rights and respecting others in relation to our rights in class.</b> Rights are something that we have that can never be taken away like the right to be in school, be safe and be healthy We need to make sure that we respect everyone else's rights so we can all share them.	<b>Article15 : You have the right to chose your own friends or join a group as long as it isn't harmful to others</b> <b>Article 18: you have the right to be raised by your parents if possible</b> <b>Article; 27: you have the right to food , clothing, a safe place to live and to have your basic</b>	<b>Article7: you have a right to a name which is officially recognised</b> <b>Article 14: you have the right to choose your own religion d beliefs.</b> <b>Your parents should have you decide what is right and wrong and what is best for you</b> <b>Article 30: you have the right to practise your own culture, language and religion</b>

		so that you can't do many of the things other kids can do			needs met. You should not be disadvantaged so that you can't do many of the things other kids can do	
PE						
Visits	Natural History Museum - Fossils workshop ( Science link with rocks)	Design Museum	Year Group : 3	Roman workshop	The Science Museum (link to forces)	Charterhouse - The Tudors
						The Railway Fields - plants workshop