

Unit title: STONE AGE YEAR 3 Duration: 7 WEEKS AUTUMN 1		LITERACY GENRES Stories about past times: <i>Stone Age Boy, Satoshi Kitamura</i> (3 weeks) Information Texts (2 weeks) Fables: <i>Aesop's Fables, Elli Woollard</i> (2 weeks)	READING ENHANCEMENT <i>Stone Age Boy, Satoshi Kitamura</i>
PROGRAMMES OF STUDY			
SCIENCE	ART	HISTORY	
BIOLOGY – HUMANS INCLUDING ANIMALS - Name the main parts of the skeletal system and know its function. - Name the main parts of muscular system and know its function. - Identify and name the different types of food groups and the importance of a balanced diet.	PAINTING – SILOUETTES AND WATER COLOUR (STONEHENGE) - Know that silhouettes are created by light being blocked by an object - Create an outline to represent a silhouette through drawing and sketching - Explore why block colour is best used to represent a foreground - Know that tints and shades have the same base colour Explore using watercolour in linear and concentric form to create an effect	STONE AGE 1200BC-2200BC - Understand that the Stoneage was split into 3 time periods- Paleolithic, Mesolithic, Neolithic - Know that the Stone Age was a time 2.6 million years ago and understand its place in history (over 3 different periods), including the difference between BC and AD, prehistory and history - Have a chronological understanding of all the above through placing them on a time line. - Know that archaeology has been used to find out about the Stone Age, and that archaeology is a primary source of evidence (<i>key places: Skara Brae & Stonehenge</i>) - Know the difference between a primary and secondary source and develop explanations about the lifestyle of humans in this period of time <i>from Stone Age (1200BC-2200BC) to Bronze Age (2500BC-800BC) to Iron Age (800BC-43AD)</i> (housing, tools, food sources, roles travel. Religion, culture) - Explore the forms of communication including art and symbols (earliest forms of scripture) - Know what form of shelter was used during this period, how it was structured and how it adapted as the stone age developed. Track the changes from the Stone Age to the Iron Age	
COMPUTING	RELIGION		RELATIONSHIPS AND HEALTH
USING TECHNOLOGY - Save and retrieve work on the Internet, the school network or my own device. - Talk about the parts of a computer. - Tell you ways to communicate with others online. - Describe the World Wide Web as the part of the Internet that contains websites. - Search tools to find and use an appropriate website. - Think about whether I can use images that I find online in my own work.	HINDUISM -BEING A HINDU - Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) - Describe how Hindus show their faith within their families in Britain today (e.g. home puja) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) - Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas		KEEPING HEALTHY - Know the characteristics and mental and physical benefits of an active life style - Know the importance of building regular exercise into daily and weekly routines and how to achieve this (walking/ cycling to school) - Know the risks associated with an inactive lifestyle (including obesity) - Know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and concentration - Know how and when to seek support including which adults to speak to in school if they are worried about their health

Unit title: DRAGONS DEN YEAR 3 Duration: 7 WEEKS AUTUMN 2	ENGLISH GENRES Persuasive leaflet/letters: <i>RSPB Charity Letter [Babcock]</i> (2 weeks) Authors & Letters: <i>BFG, Roald Dahl</i> (3 weeks) Explanations: <i>How Santa Really Works [Babcock] Alan Snow</i> (2 weeks)	READING ENHANCEMENT The Story of Inventions-Anna Claybourne
PROGRAMMES OF STUDY		
SCIENCE	DESIGN TECHNOLOGY	GEOGRAPHY
PHYSICS - FORCES AND MAGNETS - Know what a force is. - Compare how things move on different surfaces. - Know and name a range of forces. - Know that magnets are a force that attract, repel and have two poles. - Know magnetic force acts at a distance. - Know that some materials are magnetic.	MECHANISMS - Design and build an accessory that will help to keep a compass level when it is being used. - Use research and develop design criteria of innovative and functional bases - Generate, develop and model their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces - Select from and use a wide range of tools and materials to perform practical tasks accurately - Explore whether the compass still works the same, or whether it behaves differently - Suggest alternative ways of making their product, if first attempts fail - Carry out appropriate tests before making any improvements - Present their product to an audience highlighting its functionality, design purpose and aesthetics.	LOCATION - Find out how a compass works - Name the eight points of a compass - Use the eight points of a compass to follow a bearing - Make a simple compass using magnets (science and D.T link).
RELATIONSHIPS & HEALTH	RELIGION	
ONLINE SAFETY - Know what information is personal and should not be shared online. - Know the importance of being nice to people online, like you would be in the playground. - Know what is 'personal information' and the importance of keeping personal information private. - Know why it is not safe to share videos of yourself, wearing school uniform, on YouTube (giving away information about yourself) - Know why it is not ok for someone they don't know online (and offline) to ask you to send a photo of yourself? [No. This is personal information. - Know the meaning of digital footprint / digital tattoo and that once a person posts something they lose control of it. It is not possible to stop it from being shown somewhere on the internet. - Know that you don't have to respond to people you don't know and that you can leave a game at any time if you don't feel safe or happy. Resource: CEOP Clip https://www.youtube.com/watch?v=nMUbHuffO8	HINDUISM- DIWALI - Explore how Diwali is celebrated, it's significance and the meaning of 'festival of light' - Understand the meaning of religious stories which lie behind the festivals in terms of the values and beliefs they show (Rama and Sita) - Develop an understanding about the belief that God is at work in human life, and stories which show this should be celebrated - Make simple connections between sacred texts and the practice of religious festivals today - Describe how people show devotion to God and commitment to key values in their festivals - Identify similarities, differences and generalities in relation to Diwali, Christmas and Eid - Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons - Make links between different religions, which all celebrate the triumph of goodness over evil.	

Unit title: SCOTLAND YEAR 3 Duration: 5 WEEKS SPRING 1	ENGLISH GENRES Myths – Loch Ness: <i>Grendel [Babcock], David Lucas</i> (2 weeks) Folk Tales (3 weeks) <i>Illustrated Treasury of Scottish folk tales & fairy tales</i>	READING ENHANCEMENT <i>The Treasure of the Loch Ness Monster, Lari Don</i>
PROGRAMMES OF STUDY		
GEOGRAPHY	ART	RELIGION
SCOTLAND - Name and locate UK Countries and their cities, the geographical regions and their identifying human and physical characteristic, topographical features including hills, mountains, coasts and rivers. Use patterns and understand how some of these have changed over time. - Know the geographical features of Scotland and compare with another European Country – France and South America (google maps) - Understand the physical geography of Scotland including rivers and mountains (Ben Nevis) - Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.	TEXTILES- FABRIC PAINTING - Explore the origin and meaning of design patterns in tartan - Use pencil crayons to create a range of patterns - Select a design pattern and create a template on paper using paint - Use different thicknesses of masking tape to create lines, clean edges and maintain white areas of the design - Use their pattern design and transfer the process onto material	CHRISTIANITY/ISLAM/HINDUISM – WORSHIP GOD - Identify and describe the core beliefs about God - Make links between the name and attributes of God within Christianity, Islam and Hinduism - Explore how ideas and meaning about God are shown in texts/stories and give examples of what these sources mean to believers - Make simple links about beliefs and concepts and how people live, individually and in communities - Explore how the influence of believing in God has on the lives of the believer - Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into action - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
COMPUTING- Programming		RELATIONSHIPS & HEALTH
PROGRAMMING - Break an open-ended problem up into smaller parts. - Put programming commands into a sequence to achieve a specific outcome. - Keep testing my program and can recognise when I need to debug it. - Use repeat commands. - Describe the algorithm I will need for a simple task. - Detect a problem in an algorithm which could result in unsuccessful programming.		PERSONAL HYGIENE - Know about personal hygiene and germs including bacteria and viruses and how they are spread and treated - Know that there are drugs that help us - Know the facts about science relating to allergies, immunisation and vaccination - Know that we sometimes need help when we are unwell - Know how to raise the alarm and what information should be known and shared

Unit title: LIGHT, CAMERA, ACTION YEAR 3 Duration: 5 WEEKS SPRING 2	LITERACY GENRES Dialogue & Plays: <i>BFG: A Play, David Wood</i> (3 weeks) Instructions (2 weeks)	READING ENHANCEMENT Rohal Dahl – The BFG A Set of Plays
PROGRAMMES OF STUDY		
SCIENCE	DESIGN TECHNOLOGY	
PHYSICS – LIGHT - Know how seasonal change affects light. - Know how light is reflected from surfaces. - Explain how shadows are formed. - Know that the size of shadows change depending on the position and strength of the light source.	MECHANISMS- LEVERS - Know that a linkage is a mechanism that uses bars (connecting rods) and pivot points to create movement - Explore how linkages are used in daily life - Distinguish between fixed and loose pivots - Use prototypes to explore the movement of basic linkages using pivot points and bars - Know that there is a user and a purpose for a mechanism and explore how a range of puppets move with linkages systems - Create a design idea based on the effectiveness of prototypes using a trial and error approach - Know how to measure, mark out, hold, cut and join components correctly - Evaluate the effectiveness of the product in relation to the design criteria and purpose and say how it could be improved using diagrams and annotations.	
COMPUTING	RELIGION	
E-SAFETY - Talk about what makes a secure password and why they are important. - Protect my personal information when I do different things online. - Use the safety features of websites as well as reporting concerns to an adult. - Recognise websites and games appropriate for my age. - Make good choices about how long I spend online. - Ask an adult before downloading files and games from the Internet. - Post positive comments online	CHRISTIANITY/ISLAM/HINDUISM – WORSHIP GOD - Explore beliefs about prayer from Christians, Hindus and Muslims - Describe examples of texts which explain and influence Christians, Hindus and Muslims in prayer - Make clear connections between belief about God and the practice of prayer - Explain the difference between the ways Christians, Hindus and Muslims pray - Raise questions about prayer and God and explore varied answers - Explain the importance of prayer to Christian, Muslims and Hindus and those who do not pray, or pray in different ways - Give good reasons for their views about prayer and its value in different communities.	

Unit title: GARDEN of EDEN YEAR 3 Duration: 7 WEEKS SUMMER 1	LITERACY GENRES Stories with familiar settings: <i>Bill's New Frock [Babcock]</i> . <i>Anne Fine</i> (3 weeks) Reports: (3 weeks) Shape Poetry & Calligrams: (1 week)	READING ENHANCEMENT Adam and Eve & the garden of Eden- Jane Ray
PROGRAMMES OF STUDY		
SCIENCE	ART	GEOGRAPHY
BIOLOGY – PLANTS - Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Know the requirements of plants for life and growth (air, light, water, nutrients from soils and room to grow) and how they vary from plant to plant. - Know how water is transported within plants. - Know the life cycle of flowering plants including pollination, seed formation and seed dispersal.	MIXED MEDIA - COLLAGE - Study the work, style and design of the artist Gayle Gerson - Use the natural environment as a source for inspiration - Use photography and sketching to capture observations - Use visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space to create a woodland collage in the style of Gayle Gerson	BIOMES - Know that a biome is a climatically and geographically contiguous area with similar climatic conditions, such as communities of plants, animals, soil organisms, and viruses. - Describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts in relation to the Eden Project - Describe and understand key aspects of human geography including the distribution of natural resources such as water - Use fieldwork skills to observe and record and present the human and physical features of the Eden project - Understand how the human features (and design) of the Eden project, impacts on the sustainability of biomes.
COMPUTING	RELIGION	
DATA RETRIEVING & ORGANISING - Talk about the different ways data can be organised. - Search a ready-made database to answer questions. - Collect data help me answer a question. - Add to a database. - Make a branching database. - Use a data logger to monitor changes and can talk about the information collected.	CHRISTIANITY-THE WORLD JESUS WANTED - Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian - Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways - Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas	

Unit title: EGYPTIANS YEAR 3 Duration: 7 WEEKS SUMMER 2		LITERACY GENRES	READING ENHANCEMENT
		Mystery Stories: <i>Myth Atlas</i> [Babcock] <i>Thiago de Moraes</i> (3 weeks) Discussion & Debate: (2 weeks) Language Play-poems to perform: <i>The Sound Collector</i> , <i>Roger McGough</i> (2 wks)	Egyptology, Emily Sans
PROGRAMMES OF STUDY			
SCIENCE	ART	HISTORY	
CHEMISTRY – ROCKS - Compare rocks based on appearance and physical properties. - Know how fossils are formed. - Recognise that soils are made from rocks and organic matter. - Know what happens to rocks when they are exposed to the different elements.	DRAWING-OIL PASTELS - Study examples of Ancient Egyptian art and understand that images convey a message - Explore using oil pastels to create effect - Use different amount of pressure to create shades - Use blending to create effects - Experiment with the use of white and black and a primary colour to create tones and tints - Know how to create clean lines and colours through the additional use of scrap paper and the positioning of hands - Create images using oil pastels and other media on papyrus paper	ANCIENT EGYPT 3150BC-30BC - Know that the Ancient Egypt is a period of time after the Stone Age and before the Roman period. - Locate where and when the first civilizations appeared (Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China), why they chose to settle where they did. (Key place: River Nile) - Have a chronological understanding of all the above through the use of a timeline - Use a range of secondary sources to find out about life of Egyptian society - Explore the role and rights of pharaohs, viziers, nobles, priests, scribes, soldiers, craftsmen, farmers and slaves. - Discover what the life was like of some of the most famous pharaohs, including Tutankhamen and Cleopatra - Understand the significance of the roles of different gods and goddesses in Ancient Egypt - Explore the role of pyramids as royal tombs, their changes over time and how tomb paintings were used (link to importance of scripture) - Explore the greatest inventions from this period and achievements of the ancient Egyptians e.g. paper, clocks, ox-drawn plough, calendars, decimal system, shaduf. – discuss their impact on today's society	
COMPUTING	RELATIONSHIPS AND HEALTH		RELIGION
COMMUNICATING AND PRESENTING - Create different effects with different technology tools. - Combine a mixture of text, graphics and sound to share my ideas and learning. - Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. - Evaluate my work and improve its effectiveness. - Use an appropriate tool to share my work online.	DRUGS - Know that there are some things that can harm the body and make us ill - Know when medicines can be helpful and when they can be harmful - Know that a drug is a substance that people take to change the way they think, feel or behave - Know that alcohol is a drug inside beer, spirits and wine - Know that nicotine is a drug inside cigarettes *Life education lessons plans – Help or Harm? Alcohols and Cigarettes the facts		CHRISTIANITY- BEING A CHRISTIAN IN BRITAIN - Identify and describe core Christian beliefs about how to live and make clear links between bible teaching the key concepts studied - Make simple links between Christian teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in the way they live - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly

