

YEAR Group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Theme	Stone Age to Iron Age		Oceans	Our local area – Stoke Mandeville	Egyptians	
Literacy	Cartoon strips, speech bubbles, direct speech, instructions – imperative verbs, job descriptions – descriptive language, newspaper reports	Non-fiction – chronological reports, fact files, persuasive writing, debates, book reviews	<i>Soar and Ride of Passage (Literacy Shed units/videos)</i> Character description, setting description, SPaG focus, playscripts	Paragraph use, chapter writing, rhymes, Character description, setting description, adjectives, similes, metaphors	Comparing traditional tales, writing new chapters, innovating, book reviews, poetry writing. <i>Lit shed – Tadeo Jones and The Egyptian Pyramids</i> Personification, diaries, recounts, portal story writing	Non-fiction – newspapers, Howard Carter diary entry, persuasive texts/letters Miu – expanded noun phrases, writing from POV's, informative text writing, facts book writing
Quality Texts	Ug Stone Age Boy The First Drawing How to Wash a Woolly Mammoth Stone Age, Bone Age	Flat Stanley – The original Roald Dahl – The Twits, Esio Trot Quentin Blake – Mister Magnolia, Patrick	Out of the Blue The Whales Song Blue Planet Mother Earth is Weeping	The Great Kapok Tree There's a Rang-Tang in my Bedroom	Egyptian Cinderella Marcy and the Riddle of the Sphinx Flat Stanley – The Great Egyptian Grave Robbery Twinkl poem - Mummy	Miu and the pharaoh The Ancient Egyptians by Sue Shuter
Maths	See White Rose Maths document					
Science	Rocks and Soils – sorting, vinegar experiments, clay fossil making, chocolate rocks, Mary Anning Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how	Animals Including Humans – cotton bud skeletons Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out	Forces and Magnets – ramp and surface experiment Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the	Plants – dissecting a daffodil, dying celery. Tomatoes and beans in different conditions. Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and	Light (A Ray of Light – Walter Wick (photograph book), Light and Dark by Peter Riley, The Light Jar by Lisa Thompson Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.	

	fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.		magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.	observing how water travels up the stem to the flowers.		
Skills for Life	Rights, Rules and Responsibilities.	Managing Hurtful Behaviours and Bullying – role play, hot seating interviews. Story boards	Children’s Mental Health Week – express yourself via art, movement, writing. The colour monster’s emotion jars, The Barnabus Project, Ruby’s worry	Healthy Lifestyles – cooking soup, boards of their healthy choices, fitness class designing	Ourselves Growing and Changing	Money Matters
Geography	Skara Brae, hill forts name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) *Also covered in Our Local Area, Spring 2		Plastic pollution in water ways – posters, leaflets, litter picks Atlas use, weather forecast video recording identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Our local area, map reading inc. symbols, village walk land-use patterns; and understand how some of these aspects have changed over time	Identify Egypt on a word map. Identify The Nile and important settlements on a map of Egypt.	
History	Stone Age to Bronze Age			How Stoke Mandeville has changed over time. Find oldest parts of our school / our village.	Ancient Egypt Egyptian day!	
Art	Cave paintings (art resources and hunt for naturals like berries), Carving chalk or soap			Frida Khalo Sketching, self-portraits	Man Ray Hieroglyphics, God designing, Cartouche designing, death Masks designing (cross	

					with DT) – sketching faces	
D T		Food – bread-based product with a filling.	Mechanisms – levers and linkages. Factual pop-up books.			Structures – shell structures Egyptian artefact box
PE	Tennis Gymnastics 1	Hockey Dance 1	Basketball Adapted sport (Paralympics) - tbc	Outdoor Adventurous Activities Dance 2	Athletics Cricket	Cricket/Rounders Athletics
Computing	E Safety – What can I share? What can I receive?	Botley robots – programming, map making	Communicating – Seesaw / Google Classroom	Multimedia digital art	Presentations – choice	Hour of Code
Music	Djembe drumming Charanga Unit		Spring Show songs Singing together		Trumpets	
RE	Hinduism – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Make and decorate clay diva lamps, Rangoli patterns, traditional dancing	Christianity – Has Christmas lost its true meaning? Eco-friendly decorations after woodland/field walk Christmas cards Christingles	Christianity - Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity – What is ‘good’ about Good Friday? Easter cards, bread and blackcurrant juice, friendship flowers in a class garden, prayer writing	Hinduism beliefs - How can Brahman be everywhere and in everything?	Hinduism – Would visiting the River Ganges feel special to a non-Hindu
Special events or visits (if permitted)	Chiltern open air museum Divali dance workshop	Anti-Bullying Week KS1 Nativity Church visit	Great Missenden Roald Dahl museum Church visit Chinese New Year (Feb)	World Book Day 4 th March Y3/4 concert The Rainforest Cafe	Earth Day	BBC 10 pieces music and arts day (The Firebird by Stravinsky, No Place Like by Kerry Andrew, Enigma Variations by Elgar) Egyptian day