



'Happy, Hardworking and Caring'

Thematic Plan
Year Three
 Autumn Term

Topic Name	Autumn 1 Great Britons	Autumn 2 A Victorian Christmas
Whole Class Text	Alice in Wonderland by Lewis Carroll George's Marvellous Medicine by Roald Dahl Biography of Roald Dahl	Oliver Twist by Charles Dickens A Christmas Carol by Charles Dickens The Snowman by Raymond Briggs
Hook and Trips	British Icons dress up	Blist Hill – Victorian Town Secret Santa – homemade gifts
Outdoor learning	George's Marvellous Medicine – Making a potion	Natural Art inspired by William Morris
English Writing Units	Biography (Roald Dahl) Character Description Story retell	Diary Entry Stories with Familiar Settings Story from a different perspective
GPS	Similes Possessive Apostrophe Fronted Adverbials Singular and plural nouns Personal pronouns	Expanded Noun Phrases Introducing direct speech Fronted Adverbials
History (Keystage History)	<p style="text-align: center;">Victorians</p> <ul style="list-style-type: none"> A study of a theme in British history that extends pupils chronological knowledge beyond 1066 (Victorian changes in railways, education, Industrial Revolution). <ul style="list-style-type: none"> Timelines and chronology. 	
Geography (Oddizzi)	<p style="text-align: center;">Climate Zones</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn, Arctic and Antarctic Circle and timezones (including day and night). 	

	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (London and Manaus). 	
Art & Design	<p>Great Britons</p> <p>Royal portraits (drawing and painting) David Hockney Artwork (digital art) Sid Kirkham Stoke-on-Trent landscape sketch (drawing)</p>	<p>A Victorian Christmas</p> <p>Portraits of Queen Victoria (drawing and painting) Christmas cards (printing) Artist Study - William Morris William Morris inspired Art (printing)</p>
Design & Technology (Kapow)	<p>Castles</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative functional appealing products that are fit for purpose aimed at particular individuals or groups. <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion and annotative sketches. Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. <ul style="list-style-type: none"> Use a range of construction materials (junk modelling). Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	
Music	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.
Religious Education	<p>Explore Living by Rules</p> <ul style="list-style-type: none"> Explore rules for living for all, but especially those found in sacred writings and teachings and ask questions about their impact on the lives of believers. 	<p>Religion in the Home</p> <ul style="list-style-type: none"> Compare and contrast the practice of religion in the home in different religious communities.
Computing (Magpie)	<p>Computing systems and networks – Connecting Computers</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the 	<p>Creating Media – Animations</p> <ul style="list-style-type: none"> Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical

	<p>world wide web; and their opportunity to offer for communication and collaboration.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.
Spanish (Language Angels)	<p>Early language teaching</p> <ul style="list-style-type: none"> • I'm learning Spanish <ul style="list-style-type: none"> • Phonics 	<p>Core vocabulary and extras</p> <ul style="list-style-type: none"> • Phonics • Feliz navidad
Physical Education	<p>Netball/Basketball</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. 	
PHSRE (Jigsaw)	<p>Being Me</p> <ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements. <ul style="list-style-type: none"> • I can set personal goals. • I understand why rules are needed and how they relate to rights and responsibilities. • I understand that my actions affect myself and others. I care about other people's feelings. 	<p>Celebrating differences</p> <ul style="list-style-type: none"> • I understand that everybody's family is different and important to them. • I understand that differences and conflicts sometimes happen between family members. • I know what it means to be a witness to bullying and I can make the situation better or worse by what I do. <ul style="list-style-type: none"> • I recognise some words are used in hurtful ways.
Science (Switched on Science)	<p>Food and Our Bodies</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. • Identify that humans and some other animals have 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others.

skeletons and muscles for support, protection and movement.

- Gather, record, classify and present data in a variety of ways to help in answering questions.
 - Record findings using simple scientific language, drawings, label diagrams, keys, bar graphs and tables.
 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
- Describe magnets as having 2 poles.
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
 - Asking relevant questions and using different types of scientific enquiries to answer them.
 - Setting up simple practical enquiries, comparative and fair tests.
 - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
 - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
 - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
 - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.



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Thematic Plan
Year Three
 Spring Term

Topic Name	Spring 1 Stone Age to Iron Age	Spring 2 North America
Whole Class Text	Stone Age Boy by Satoshi Kitamura The First Drawing by Mordicai Gerstein	Walt Disney: A Kid's Book About Having the Courage to Pursue Our Dreams by Mary Nihn The Boy who Biked the World: Riding the Americas by Alastair Humphreys
Hook and Trips	Theatre trip Life in the Stone Age	Disney Character dress up
Outdoor learning	Cave Drawing/weapons	American Summer Camp
English Writing Units	Story Retell Instructions – Care of Woolly Mammoth	Information Text Diary entry
GPS	Imperative verbs Time connectives Suffixes Tense	Prefixes Punctuation (comma's) Paragraphs Present Perfect Tense
History (Keystage History)	<p style="text-align: center;">Stone Age to Iron Age</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Late Neolithic hunter gatherers and early farmers, for example Skara Brae. <ul style="list-style-type: none"> • Chronological order – timelines. <ul style="list-style-type: none"> • Continuity and change. • Characteristics of life in an Iron Age hill fort community. 	

<p>Geography (Oddizzi)</p>	<p style="text-align: center;">North America</p> <ul style="list-style-type: none"> • Locate the world’s countries using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region within North America. <ul style="list-style-type: none"> • Using maps to locate countries and describe features studied. 	
<p>Art & Design</p>	<p style="text-align: center;">Stone Age</p> <p style="text-align: center;">Stone Age Cave Art (drawing) Stone Age weapons and clay pots (sculpture) Stone Age printing blocks (printing)</p>	<p style="text-align: center;">North America</p> <p style="text-align: center;">Oil pastel New /york skyline art (drawing) Walt Disney characters (drawing and painting) Native America totem poles (sculpture) Artist study – Pop Art – Andy Warhol</p>
<p>Design & Technology (Kapow)</p>	<p style="text-align: center;">Eating Seasonally in the Stone Age</p> <ul style="list-style-type: none"> • Understand and apply principles of a healthy and varied diet. <ul style="list-style-type: none"> • Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	
<p>Music</p>	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • use and understand staff and other musical notations. 	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • use and understand staff and other musical notations
<p>Religious Education</p>	<p style="text-align: center;">Symbols of Worship</p> <ul style="list-style-type: none"> • Compare and contrast the use of symbols, actions and gestures used in worship by different communities. 	<p style="text-align: center;">Sharing Special Food</p> <ul style="list-style-type: none"> • Investigate some features of key religious festivals and celebrations and identify similarities and differences.
<p>Computing</p>	<p style="text-align: center;">Coding – Sequencing Sounds</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <ul style="list-style-type: none"> • Use sequence, selection and repetition in programmes; work with variables and various forms of input and output. 	

	<ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms in programmes. 	
<p>Spanish (Language Angels)</p>	<p>Early language teaching</p> <ul style="list-style-type: none"> Greetings Shapes 	<p>Moving Up</p> <ul style="list-style-type: none"> Little Red Riding Hood
<p>Physical Education</p>	<p>Fitness – Circuits/Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. 	<p>Hockey/Dance</p> <ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
<p>PHSRE (Jigsaw)</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new challenges and working out the best ways to achieve them. I motivated and enthusiastic about achieving new challenges. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. 	<p>Healthy Me</p> <ul style="list-style-type: none"> I understand how exercise affects my body and how to take care of it. I know about the number of calories, fat and sugar I put into my body will affect my health. <ul style="list-style-type: none"> Identify how to keep myself safe.
<p>Science (Switched on Science)</p>	<p>Rocks, Soil and Fossils</p> <ul style="list-style-type: none"> 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. 	<p>Light and Shadows</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. <ul style="list-style-type: none"> 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 soils are made from rocks and organic matter.

- 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.
- setting up simple practical enquiries, comparative and fair tests.
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.



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Thematic Plan
Year Three
 Summer Term

Topic Name	Summer 1 Ancient Egyptians	Summer 2 Brazil
Whole Class Text	Egyptian Cinderella by Shirley Climo Newspaper extracts about the discovery of Tutankhamun Instructions on how to mummify a body	The Explorer by Katherine Rundell Rio Information texts about Brazil
Hook and Trips	Ancient Egyptian Day	Zoo trip
Outdoor learning	Hieroglyphics code breaking treasure hunt	Carnival!
English Writing Units	Character Description Newspaper report Instructions	Non-Chronological report Story retell Poetry
GPS	Expanded noun phrases Imperative verbs Time connectives Formal language Direct Speech	Time connectives Formal language Word Families Adjectives, nouns and verbs
History (Keystage History)	<p style="text-align: center;">Ancient Egyptians</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of ancient Egypt. <ul style="list-style-type: none"> • Contrasting arguments and interpretations of the past. <ul style="list-style-type: none"> • Making connections to Britain. • Understanding evidence and sources. <ul style="list-style-type: none"> • Chronological order. 	

<p>Geography (Oddizzi)</p>	<p style="text-align: center;">Rio and South-East Brazil</p> <ul style="list-style-type: none"> • Locate the world’s countries using maps to focus on Brazil, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region within Brazil. <ul style="list-style-type: none"> • Using maps to locate countries and describe features studied. • Use photographs and information texts to imagine what daily life in Rio might be like. 	
<p>Art & Design</p>	<p style="text-align: center;">Ancient Egyptians</p> <ul style="list-style-type: none"> - Papyrus paper with ‘Earth Paint’ hieroglyphics (collage and painting) - Pharaoh collage (digital art and drawing) <ul style="list-style-type: none"> - Aloa Awad 	<p style="text-align: center;">Brazil</p> <ul style="list-style-type: none"> - Paper mache/modrock Brazilian carnival - Transition (weaving project)
<p>Design & Technology (Kapow)</p>	<p style="text-align: center;">Digital World – Electric Charm</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative functional appealing products that are fit for purpose aimed at particular individuals or groups. <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion and annotative sketches. <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <ul style="list-style-type: none"> • Understand how key events and individuals in design and technology have helped shape the world. <ul style="list-style-type: none"> • Apply their understanding of computing to programme, monitor and control their products. 	
<p>Music</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • listen with attention to detail and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. <ul style="list-style-type: none"> • Recorder playing • Improvise and compose music for a range of purposes using the inter-related dimensions of music.
<p>Religious Education</p>	<p style="text-align: center;">The Beginning of the World</p> <ul style="list-style-type: none"> • Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers. 	<p style="text-align: center;">Religious Leaders</p> <ul style="list-style-type: none"> • Explore into the life of key religious figures and make links with teachings and practices of special significance to followers.

Computing	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Spanish (Language Angels)	<p>Early language teaching</p> <ul style="list-style-type: none"> Nursery rhymes 	<p>Starting Off</p> <ul style="list-style-type: none"> The Jungle Ice Creams
Physical Education	<p>Tennis/Rounders</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Rounders/Athletics</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team.
PHSRE (Jigsaw)	<p>Relationships</p> <ul style="list-style-type: none"> I can identify roles and responsibilities of my family members and how to appreciate them. <ul style="list-style-type: none"> I can put into practice skills of friendship. I can use strategies to keep myself safe online. I can understand how my needs and rights are shared to children around the world. 	<p>Changing Me</p> <ul style="list-style-type: none"> I understand how babies grow and the changes from conception to growing up. I can understand and identify where boys' and girls' bodies change. <ul style="list-style-type: none"> I can recognise stereotypical ideas about parenting. I can identify what I am looking forward to when I move to my next class.
Science (Switched on Science)	<p>Plants – How does your garden grow?</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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. <ul style="list-style-type: none"> 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.
 - Asking relevant questions and using different types of scientific enquiries to answer them.
 - Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
 - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
 - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
 - Identifying differences, similarities or changes related to simple scientific ideas and processes.
 - Using straightforward scientific evidence to answer questions or to support their findings.