Cleves Cross
Learning Trust

Y3	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Theme	The First People: Our Early Ancestors? Hunter Gatherers		I've Got a Golden Ticket/Spring		Awesome Egyptians	
English	**The Stone Age Boy by Satoshi Kitamura** - Letters **The Croods (Animated Movie)** - Setting descriptions - Adventure story - Non chronological reports (prehistoric animals)	**The Boy with the Bronze Axe** - Character description **A Christmas Carol by Charles Dickens** - Autobiography of Dickens - Comparing language - Re-write a traditional tale in modern language.	**Charlie and the Chocolate Factory** - Instructions - Setting descriptions - Character descriptions - investigating authors - Diary entry	**The Day the Crayons Quit by Drew Daywalt** - Persuasive letter writing (as a piece of stationary). Write a diary entry as a character. Write a Newspaper report (focus on Orientation and Main body)	**The Egyptian Cinderella by Shirley Climo** **News Reports - The Discovery of Tutankhamun's Tomb** - Diary entry	**The Time Travelling Cat and the Egyptian Goddess by Julia Jarman.** - Character/setting descriptions - Non-chronological reports based on Ancient Egyptians
Maths	Number: Place Value, Addition and subtraction Multiplication and Division Measurement		Number: Multiplication and Division Measurement Fractions		Number: Fractions Geometry: Properties of shapes Measurement Statsistics	
Science	**Animals including humans** - 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 skeletons and muscles for support, protection and movement.	**Rocks and Soils** - 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.	**Plants** - 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 - 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.	**Forces and Magnets** - 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 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.	

Computing	**Programming (Probots)** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Digital Literacy - Powerful Passwords** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**IT (Use PowerPoint/ Comic Life)** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Digital Literacy - My Online Community** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**IT** (**Use a variety of software packages**) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Databases *(Linked to plants topic)* **Digital Literacy - Things for Sale** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Programming (Scratch)** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. *(Egyptian Quiz)* **Digital Literacy - Show Respect Online** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**IT** - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **Digital Literacy - Writing Good E-mails** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History/ Geography	**History** **Stone Age to Iron Age** **- Changes in Britain from the Stone Age to the Iron Age** - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	**Geography** **Human and physical geography** - Describe and understand key aspects of: volcanoes and earthquakes	**Geography** - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Geographical skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *(Link to Charlie and the Chocolate Factory - marking off on the map where the tickets were found).*	**History** **Ancient Egyptians** Ancient Civilisations - children should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one. **Geography** Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	

Art/DT	**Art - Cave Paintings/Watercolour Wash (Stonehenge)** - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Artist - Andy Goldsworthy - Great artists, architects and designers in history. *(Link to Stone Age - hunter gatherer, leaves, twigs, stones - could also link to Science Rocks Unit - making spirals found in fossils).*	**Design and Technology** **Design** - 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. **Make** - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. **Evaluate** - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *(Link to Stone Age work and designing home, weapon etc.)*	**Art** - Great artists, architects and designers in history. *(Look at the work of Quentin Blake)*	**Design and Technology** **Food and Nutrition** - Understand and apply the principles of a healthy and varied diet - Prepare and cook a 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. *(Design a healthy and nutritious meal for the Bucket Family)*	**Art** - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *(Investigating Egyptian Art and recreating paintings on tombs).*	**Design and Technology** **Design** - 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. **Make** - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *(Linked to Egyptians - Making a Mummy Doll)*

PE	**Games (Invasion - Three Touch Ball)** - 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 **Outdoor and Adventure - Where am I?** - Take part in outdoor and adventurous activity challenges both individually and within a team	**Gymnastics – Unit 2 Task 1 L1/2** - Develop flexibility, strength, technique, control and balance. **Dance - Machines** - Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team.	**Gymnastics – Balancing Act L2** - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**Dance – Indian Delight** - Perform dances using a range of movement patterns	**Games (N + W) – Mini Tennis** - 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	**Games (St + F) – Arc Rounders** - 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 **Athletics - Faster, Higher, Further** Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
		Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - Perform safe self-rescue in different water-based situations.			
PSHCE	**New Beginnings** Key concepts: Belonging. Understanding feelings. Managing feelings. Social skills. Making choices.	**Getting on and Falling Out** Key concepts: Friendship Seeing things from someone else's perspective Working together Managing feelings – anger. Resolving conflict	**Good to Be Me!** Key concepts: Knowing myself. Understanding my feelings Managing my feelings Making choices	**Going for Goals** Key concepts: Knowing myself Setting a realistic goal Planning to reach a goal. Resilience. Making choices. Evaluation and review.	**Relationships** Key concepts: Understanding my feelings. Managing my feelings Understanding the feelings of others. Social skills Making choices	**Changes** Key concepts: Knowing myself Understanding my feelings Understanding the feelings of others
RE	<u>Hinduism</u> How do Hindus worship? - Key beliefs of individuals and religious communities e.g. love, forgiveness, equality.	<u>Christianity</u> Why is advent important to Christians?	<u>Christianity</u> What can we learn about Christian symbols and beliefs by visiting churches?	<u>Christianity</u> What do Christians remember on Palm Sunday?	<u>Hinduism</u> What do Hindus believe and how does this affect the way they live their lives?	

Belief
- Explore the beliefs of religious traditions and secular world views
- Develop critical thinking e.g. are the beliefs true? Why are beliefs important?
- Reflect on own ideas and beliefs.

Authority
- Explore differing sources of authority within and across religions
- explore some religious teachings and stories
- develop critical thinking e.g. are the stories true? Why is there disagreement about where authority lies? Why are holy books interpreted differently?
- reflect on who/what inspires and influences them?

Expressions of Belief
- Describe and show understanding of differing forms of worship and make links to the beliefs and feelings behind them
- Explain the way forms of expression can make a difference to the feelings and ideas of individuals and groups of people

Impact of Belief
- show understanding of the link between beliefs and actions in religious traditions
- explain how the impact of religious beliefs can vary for individuals and differing religious communities
- develop critical thinking e.g. ask questions about identity, belonging and commitment to religious communities, ask questions about the link between religious beliefs and teaching and values and actions
- reflect on own concept of identity, belonging, commitment and response to ethical issues and dilemmas.

Music	Let Your Spirit Fly	Glockenspiel Stage 1	The Dragon Song	Three Little Birds (Reggae)	Bringing Us Together	Reflect, Rewind and Replay
	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	- Improvise and compose music for a range of purposes using the inter-related dimensions of music	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory - 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 - Listen with attention to detail and recall sounds with increasing aural memory - 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 - Listen with attention to detail and recall sounds with increasing aural memory - 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 - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

MFL	**Spanish (Language Angels Units Y3)** - Core Vocabulary & Phonetics - I'm learning Spanish		**Spanish (Language Angels Units Y3)** - Animals - Musical Instruments		**Spanish (Language Angels Units Y3)** - Little Red Riding Hood - I Can . . .	
School Curric.	**Harvest Festival**	**Anti-Bullying Week Rights Respecting Week**	**Science Week Safer Internet Day Mother's Day Lunch**	**My Money Week**		
School Events	**Macmillan Coffee Morning** Palace Green - Stone Age Artefacts Visit	**Stone Age Day Visit/Stone Age Residential**	**Visit to York - Chocolate Story**	**Assembly**	**Oriental Museum Visit**	**Summer Fair**