

## Year 3

| English    |  |         |                    |  |  |  |   |   |  |   |   |   |   |  |  |                                      |  |   |
|------------|--|---------|--------------------|--|--|--|---|---|--|---|---|---|---|--|--|--------------------------------------|--|---|
|            | Autumn 1                                 |         |                    | Autumn 2   |  |  | Spring 1  |   |  | Spring 2                                |   |   | Summer 1                                  |  |  | Summer 2                             |  |   |
| Theme      | Tales of Gods and Pharaohs Ancient Egypt |         |                    | Holidays<br>Core text: Floatsom                                    |  |  | Multi culture<br>Core text: Mufaros's beautiful daughters |   |  | Adventure<br>Core text: Into the forest |   |   | Escape<br>Escape from Pompeii             |  |  | Romans<br>Leon and the place between |  |   |
|            | Poetry                                   | Fiction | Performance Poetry | Poetry   | Fiction  | Non-fiction  | Poetry  | Fiction   | Non-fiction  | Poetry                                  | Fiction   | Non-fiction   | Classics                                  | Fiction  | Non-fiction  | Classics                             | Fiction  | Non-fiction   |
| Year Three | Creation stories                         |         |                    | Personification Poetry<br>Focus<br>Personification<br><br>(1 week) | Text – model Finding story<br>Focus:<br>Language for action<br><br>(3 weeks) | Model text- persuasive leaflet<br><br>Persuasion<br><br>Focus:<br>Cohesion | Text Multiculturalism<br>Page 15<br>Simile poem           | Text Mufaros's beautiful daughters<br>Genre:<br>stories | Text: How do ants eat dinner?<br>Page 53<br>Genre:<br>Explanation text<br>Focus:<br>Causal | Reflection page 19<br>Imagery           | Text: Into the forest<br>Genre:<br>Adventure<br>Focus:<br>Setting | Text: Should magic be taught in primary school<br>Genre:<br>Discussion text<br>Focus: | The eagle<br>Alfred Lord Tennyson page 25 | Text: Escape story<br>Genre:<br>Escape story<br>Focus:<br>Emotive language | Text: Volcano eruption<br>Non chron.<br>Report<br>Focus:<br>Technical language | Tyger - William Blake                | Text: Model needed - Roman<br>Genre:<br>Historical fiction –<br>Focus:<br>Shift in | Text: Roman report<br>Genre:<br>Newspapers report<br>Focus:<br>past tense |

| Maths |   |  |  |  |                          |  |                         |  |  |  |  |  |
|-------|---|--|--|--|--------------------------|--|-------------------------|--|--|--|--|--|
|       | Autumn 1                                    |  | Autumn 2   |  | Spring 1                 |  | Spring 2                |  | Summer 1   |  | Summer 2   |  |
|       | Numbers to 1000<br>Addition and subtraction |  | Multiplication and division<br>Further multiplication and division<br>Length |  | Length<br>Mass<br>Volume |  | Volume<br>Money<br>Time |  | Time<br>Picture graphs and bar graphs<br>Fractions |  | Fractions<br>Angles<br>Lines and shapes<br>Perimeter |  |

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 1   | Summer 1   | Summer 2 (7)   |
|---|---|--|---|--|--|--|
| <b>Humanities</b>   | History:<br>Egyptians<br><b>How can we rediscover the wonders of Egypt?</b> | Geography:<br>Egyptian tourism<br><b>Why do so many people go to Egypt for their holidays?</b> | Geography:<br>Land uses/rivers/<br>coast/fair trade               | Geography:<br>Map work/UK                          | History:<br>Roman legacy<br><b>Why were the Romans so powerful?</b>  | History:<br>Stone age to iron age.                   |
| <b>Science</b>  | Light   | Forces and magnets   | Animals including humans: skeleton, muscles and healthy eating    | Plants: pollination, life cycle and seed dispersal | Angry earth: Volcanos,   | Rocks  |
| <b>PE</b>   | Athletics   | Dance  | Gym   | Invasion games                                     | Dance linked with volcanoes  | Striking and fielding games                          |
| <b>Computing</b>  | Film it shadows   | Online Safety  | Espresso coding   | Espresso coding                                    | Espresso coding  | Scratch  |
| <b>Art</b>  | Printing/textiles   | Use of ICT to alter pictures   | Arts and dance  | Musical composition/painting                       | Drawing Celtic designs   | Sculpture  |
| <b>PSHE</b>   | Being me in my world  | Celebrating differences  | Dreams and goals  | Healthy me   | Relationships  | Changing me  |
| <b>RE focus: How are symbols and sayings important in religion?</b> | How and why do Hindus celebrate Holi?                                       | What is the significance of light in religion?   | How do Jews celebrate their beliefs at home and in the synagogue? | What do Sikh sayings tell us about Sikh beliefs?   | What can we learn about special symbols and signs used in religions? | How did Jesus and Buddha make people stop and think? |