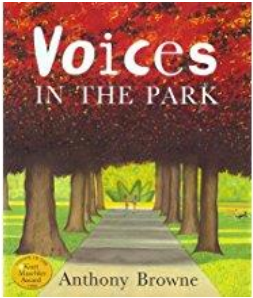
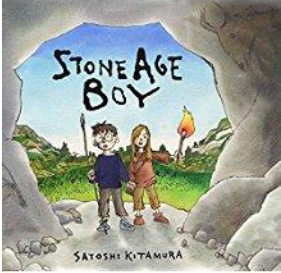
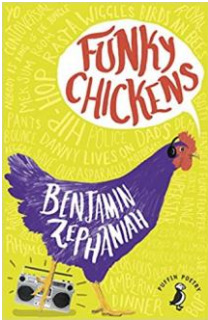
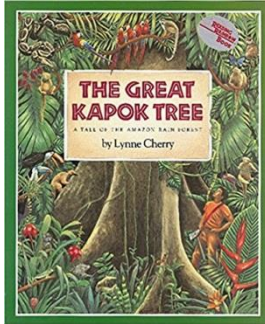

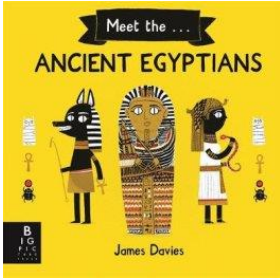


YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where We Live: London <i>Feeding our City</i>	Our History: Stone Age to Iron Age	Authors & Artists: Benjamin Zephaniah & Street Art	Our World: Rainforests <i>The Amazon</i>	Nature All Around Us: Trees	World History: Ancient Egyptians
TRIPS	Local walks	Museum of London <i>virtual</i>			Epping Forest	British Museum
English	Narrative; Letters 	Information text; Instructions; Narrative 	Narrative; Poetry 	Persuasive writing; Narrative 	Poetry; Information texts 	Information texts; Newspaper reports 
Art or DT project	<b>Ceramics:</b> make a variety of pinch pots and use the healthy eating topic to inspire them. I.e. Colander and a bowl painted like a piece of fruit.	<b>Sculpture 2:</b> take inspiration from the simplicity of stone age sculpture work to create their own sculpture influenced by patterns seen in nature.	<b>Painting:</b> study a variety of street artists work and use poems by Benjamin Zephaniah to inspire their own piece of street art.	<b>Painting:</b> Use Henri Rousseau's Tiger in a Tropical Storm to apply learning on colour theory and create own version.	<b>Printing:</b> Use found things to experiment with printing. Create a nature mobile to celebrate their work.	<b>DT Textiles:</b> Weaving, making Egyptian-style baskets
Reading	The Julian Stories by Ann Cameron The Legend of Spud Murphy by Eoin Colfer	The History Detective Investigates: Stone Age to Iron Age	Katie's Picture Show by James Mayhew Please Mrs Butler by Allan Ahlberg	George's Marvellous Medicine by Roald Dahl	Thirteen Storey Treehouse by Andy Griffiths	The Hodgeheg by Dick King-Smith
Computing	<b>Online Safety</b>	<b>Coding</b> on Code.org Course C	<b>Coding</b> on Espresso Discovery Year 3- Sequence and Animation		<b>We are Opinion Pollsters</b> using Google Forms	
History or Geography	<b>Geography</b> <b>London: Feeding our City</b> Key Learning Question: Where does our food come from and does it matter?	<b>History</b> <b>Stone Age to Iron Age</b> Key Learning Question: Would you rather have lived in the Stone Age or the Iron Age?		<b>Geography</b> <b>The Amazon</b> Key Learning Question: Would you like to live in the Amazon Rainforest?		<b>History</b> <b>Ancient Egyptians</b> Key Learning Question: Should the pyramids have been built?
PSHE: Jigsaw scheme	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
RE		<b>Hinduism &amp; Sikhism:</b> Diwali for both religions		<b>Judaism:</b> Purim & Pesach	<b>Christianity:</b> The Bible & stories of Jesus	
Science	<b>Rocks:</b> comparing and grouping, describing how fossils are formed, recognising soils		<b>Light:</b> light & dark, reflections, recognising how shadows form, exploring how shadows change	<b>Forces and Magnets:</b> compare surfaces and how forces act, observe how magnets	<b>Plants:</b> describe parts of plants, requirements for life and growth, parts of flowers, seed dispersal	<b>Animals including humans</b> Identify that some animals have skeletons and muscles <i>Working Scientifically focus</i>
Spanish: La Jolie Ronde Scheme	Counting, greetings, giving personal details	Classroom instructions, Christmas celebrations	Colours, fruit, expressing likes and dislikes	Names of foods, expressing likes and dislikes, Easter celebrations	Spring and summer vocabulary, weather	Days of the week, months of the year. Hispanic Week focus: <b>Mexico</b>
Music	<b>Music as story:</b> exploring how music and sound can tell a story through Saint Saens' "Carnival of The Animals". Then class create their own "music story" about food in London.	<b>Song writing:</b> discussion "What makes a great song?" then class works together to create a song about the Stone Age/Iron Age as a class then in small groups.	<b>Soundtrack creating:</b> Children explore how sounds can be used to create soundtracks to stories. Product: a structured piece for a Benjamin Zephaniah poem.	<b>Ukuleles:</b> children explore the ukulele, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: rainforests.	<b>Rhythm and melody:</b> Children use Chrome Music Lab to explore how rhythm and melody interact. Stimulus: trees.	<b>Combining musical elements:</b> Children bring together their musical development from the year to create an Ancient Egyptian class composition.
PE	<b>Golf + swimming</b>	<b>Football + swimming</b>	<b>Skipping + swimming</b>	<b>Non-stop cricket + swimming</b>	<b>Athletics + swimming</b>	<b>Handball + swimming</b>