



Year 3 2016/17

Subject	Autumn Term			Spring Term		Summer Term	
Theme	<b>Fire! Fire!</b>  Main theme- History The great fire of London  2 weeks	<b>Amazing artists!</b>  Main theme art- Artists  5 weeks	<b>Through the wardrobe!</b>  Main theme literacy – The lion the witch and the wardrobe 5 weeks and 1 week Christmas	<b>Secret Kingdoms!</b>  Main theme – History Stone age to bronze age 5 weeks	<b>Ay Carumba!</b>  Main theme- Geography-Mexico 5 weeks 1 week Healthy eating- café 1 week Easter	<b>Awesome Egyptians!</b>  Main theme-History Egyptians 5 weeks	<b>Theme parks</b>  Main theme-DT and Maths 5 weeks  2 weeks production
Hook	Visitor Day on great fire of London	Visiting artist	Transform teaching room in to Narnia. What could be the other side of the door?? (Transform our doors into wardrobe doors)	Show video clip of Saxons first (Horrible histories) End of week Find some hidden artefacts in the field- cornered off.	Comparison and sorting activity. Similarities and differences.  ASK: What do we want to find out about Mexico this term	Egyptian day – treehouse productions	Problem solving- Can they design a ride out of construction.
English	<b>Recounts</b> Diary entry- 1 week own recount as if they were Samuel Peeps	<b>Spine book-Krindlekrax</b>  <b>Newspaper report-1</b> week report on krindlekrax break in <b>Fictional writing -2</b> weeks – retell stories of a mythical creature	<b>Spine book- Lion the</b> witch and the wardrobe  <b>Fiction-2 weeks</b> portal story, magic land beyond the wardrobe.	<b>Spine book -The</b> Abominables  <b>Fiction-2 weeks</b> - retell story-imatate and invent 2 weeks  <b>Saxons/Bronze age</b>	<b>Spine text-Around</b> the world in 80 days  <b>Fiction-</b>  <b>Non fiction-</b>	<b>Spine text-Fables</b>  <b>Diary entry</b> on Lord Canarvan (discovered the Egyptians and	<b>Spine text</b> Treasure Island  <b>Poetry-theme</b> parks



	<b>Poetry</b> -fire, shape, acrostic, Haiku  <b>Drama</b> - hot seating	<b>Instructions- 1 week</b> How to catch a krindlekrax <b>Non cron report-1 week</b> on the Krindlekrax	<b>Character descriptions-1 week</b> -Magical characters <b>Play write-2 weeks</b> A drama of the lion the witch and the wardrobe to perform with puppets.  <b>Poetry-1 week</b> Christmas Haiku, shape poems	<b>Recount –1 week</b> <b>Letter to Cranborne- 1 week</b> (Trip letter) <b>Non chronological report- 1 week</b> Information on stone age/bronze age	<b>Persuasion</b> advert for holiday  <b>Non fiction -Healthy eating</b> <b>Instructions</b> -How to make a healthy drink.	Howard Carter (who discovered Tutankhamun)  Newspaper report on Tutenkhamun's	Explanation text  <b>Suspense stories/adventure</b>  <b>Non cron report</b> -invent there own island  <b>Description writing on the Island</b>
<b>Maths</b>	Number and place value	<b>Number-addition and subtraction</b>  Number-Multiplication and division	Measurement	Number-Multiplication and division	Measurement Number and fractions	Tessellations Number fractions  Geometry- shape	Measurements and statistics
<b>Religious Education</b> God Matters Scheme	Creation Prayers, Saints & Feasts Advent			Christmas Revelation Lent Holy Week Bronze age religion		Easter Pentecost Mission Sacraments	
<b>Science</b>			<u>Puppet theatre</u> <b>Sources of light:</b> <b>Shadows and reflections-</b>		<u>Healthy eating café</u> <b>Animals: Skeletons and nutrition</b>	<b>Rocks and soils</b>	<b>Plants and life cycles –grow</b> cress seeds



							<b>Magnets and forces</b> -create a ride for the theme park
<b>Geography</b>	<p><b>Major cities -</b> Maps of London and Aerial views of other</p> <p><b>Use aerial images and other models to create simple plans and maps – aerial view of how the fire spread.</b></p> <p>Children make models of houses to build a street plan</p>		Creating maps symbols and keys	Learn about settlements and trade links	<p><b>Different districts in England</b>-study a map of England-look at the different types of towns, cities etc there are. What are the differences between towns and villages?</p> <p><b>Link with book- Journey to the river sea</b>-look at rivers and coasts Volcanoes, earthquakes, mountains and rivers</p> <p><b>Name and locate world's continents and oceans</b> <b>Compare local area to a non-European country</b> <b>Use basic vocabulary to describe a less</b></p>		



					<b>familiar area</b>  Countries-Mexico and comparisons to England		
<b>History</b>	<b>Lives of significant historical figure –</b> Samuel Pepys, Thomas Farriner <b>Key Events –</b> The Great Fire of London			Stone age and iron age hunters and gathers <b>Farming in history</b>		<b>Egyptian history</b>	
<b>Design Technology</b>		<b>Design purposeful, functional and appealing product; Generate, model and communicate ideas; Use a range of tools and materials to complete practical tasks; evaluate existing products and own ideas</b>  Create a final piece linking impressionist	<b><u>Making a puppet theatre</u></b>  <b><u>Pop up cards</u></b> Use annotated sketches and prototypes to explain ideas  Use mechanical systems in own work  <b>Evaluate existing</b>		<b><u>Healthy eating café</u></b>  Understand seasonality: Prepare and cook mainly savory dishes  Evaluate products and improve own work		<b>Design a theme park ride</b>



		artists. Using a variety of media	<b>products and improve work-</b>				
<b>Art and Design</b>	Great fire of London silhouettes	<b><u>Art project</u></b>  <b>Use sketchbooks to collect record and evaluate ideas</b>  <b>Improve mastery of techniques such as drawing painting and sculpture with varied materials</b>  <b>Learn about great artists and designers – Monet, van Gogh,</b>	<b><u>Designing and making puppets and theatres</u></b>  <b>Improve mastery of techniques such as drawing painting and sculpture with varied materials</b>	<b>Sketches</b> of artifacts from the stone age and bronze age	<b>Mexican art</b> Look at the use of shapes and colours	<b>Egyptian art-</b> Look at the use of shapes and colours	Design a theme park-linked with maths.
<b>Computing</b> • E-safety		Use the internet safely and appropriately Understand computer networks		Use logical reasoning Design and write programs to achieve specific goals, including solving problems		Collect and present data appropriately	
<b>Music</b>							
<b>Physical Education</b> • Games • Dance • Gymnastics	Indoor Athletics Gymnastics  Swimming			Dance Net & Wall games  Swimming		Athletics  Striking & Fielding games	
<b>Personal, Social &amp; Health Education (PSHE)</b> including Social & Emotional Aspects of Learning (SEAL)	New beginnings Getting on and falling out			Good to be me Going for goals		Relationships Changes	



<b>Spanish (Key Stage 2 only)</b>	Saying hello/goodbye, introducing yourself, asking for someone's name, asking/saying how you are, numbers 1-10, there is/there are, some basic nouns, names of some classroom items.			Saying what you have in your bag, asking for and giving something, saying please, thank you, you are welcome, saying if you have or haven't got something, counting objects, the alphabet, asking and saying to spell a word.		Classroom instructions, asking and saying what something means, numbers 11-20, some simple sums, saying how old you are, months of the year, saying when your birthday is, numbers 21-31.	<b>Mrs Bonifac e –</b> French lesson <b>Mrs Rodriguez –</b> Spanish lesson
<b>Trips /visitors</b>			<b>Art</b>	<b>Cranborne visit</b>		<b>Egyptian Museum in Dorchester</b>	Paultons park
<b>Outcome</b>	<b>Display of great fire of London</b>	<b>Art exhibition</b>	<b>Puppet show</b>	<b>Crete a fact sheet about Stone age and Bronze age</b>	<b>Mexico day at school</b>	<b>Display artwork and parents come in.</b>	<b>Theme park</b>