

Year 3

'Being Human' should come through all teaching for that topic. Children must experience their learning from the heart. Think about how to empower and motivate children, so that have greater depth and engage emotionally to their learning. How can we inspire the future generations based on what they have learnt about the past, present and future.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel	Stig of the Dump	Matilda	TBC (Iron Age)	Charlotte's Web	The Time Travelling Cat	This Morning I met a Whale
Writing	- Form poetry (Stone Age) - Adventure narrative	-Instructions - Explanations - Leaflet (forces)	- Non-chron report - Newspaper (set in Iron Age)	- Diary - Adventure narrative	- historical narrative (Myth) - poetry (Egyptians)	- persuasive argument - discussion - complaint letter
History/ Geography	Stone Age	Can the Earth shake rattle and roll?	Iron Age	How does water go round? Why do rivers flood?	Ancient Egypt	Do you like to be beside the seaside?
Science	Humans	Forces and magnets	Rocks	Animals	Light and shadow	Plants
Thematic link	How do historians know what the people of the Stone Age ate? What evidence is there which informs our knowledge and understanding? Look at the food pyramid and what was eaten during the Stone Age. Create pictorial / 3D plates of food - one from the Stone Age and one of the child's choice based on their typical intake and make statements about the nutritional value using knowledge about the food pyramid.	What is the Richter scale? How was it devised to help us understand the severity of earthquakes? Look at news footage of major headline hitting earthquakes from the modern ear. Listen to the newscaster make reference to the Richter scale. What is the difference between the intervals? Can the children recreate the visual version of the Richter scale using pictures depicting increasing levels of force for someone in year 2 to understand it clearly? Find out about earthquakes in	Look at how natural materials were used in daily Iron Age life. Can you find the modern equivalent of those resources which we still use today? (look at different aspects of life and living: domestic life, farming methods, hunting, etc) Focus of the discovery of metals found in rocks and how they must have been extrapolated for humans to use to help them live their lives. Compare to modern methods. Look also at fracking and the arguments for and against.	When investigating why rivers flood (look specifically at impact of flooding in the Midlands; watch news footage and interviews with locals on how they were affected -see news of February 2020) focus also on the impact of how farms cater for their livestock during floods. Look at the various vessels and devices used to provide water for farm animals. How are the animals adapted to drink effectively from these? Why wouldn't swapping these with other creature's work? Match the drinking vessel to the creature who uses it.	Explore the importance of light in the ancient Egyptian culture from the significance of RA (god of the sun) to how people lit their way in the pyramids and in the dark tunnels of the burial areas during the procedure of putting the dead to rest. Look at light sources and how these were fuelled for sustained periods of light emission. Compare to brainstormed list made at start of science unit. Look also at how light is used in other religions eg the use of divas in Hinduism, the positioning of the sun / earth for daily prayers for Muslims, the importance of the moon (as a reflector of light) in determining key points of the Islamic	Study the sort of plants which can be found near coasts, cliffs and those beneath the sea. How do they survive? Introduction to algae: seaweed being a main member of the algae species. Look at the sub groups: seagrasses, sea algae and salt-tolerant plants / trees eg mangroves. How are these plants adapted to their environment? Would they survive in our conditions? Look specifically at tadpoles.

		Birmingham. What can we see from the data?			calendar, the menorah in Judaism and its significance. In Christianity explore the use of light in churches and the metaphorical use.	
'Being Human'	How do people survive on very little? What strategies do people use to survive under normal circumstances? Add new restrictions eg lockdown: how did people depending on foodbanks and also able-bodied relatives survive?	Can the children find out about tips and strategies for surviving an earthquake and create a poster / leaflet showing the best techniques of staying safe: Do's and Don'ts. How do we know what works? Link to materials and their properties (year 1 and 2)	How must it have felt to discover metal and its invaluable, multiple uses? Create your own commemorative coin using clay, metallic paints and stylus to create an inscription to mark this important discovery turning point in history. Look at other commemorative coins issued for collectors and understand why they were commissioned.	Being a thoughtful and kind neighbour. Look at ways communities come together to help one another in times of crisis (flooding). Explore the sentiments of different groups of people whose homes and livestock have been affected by flooding. Write a diary from the point of view of a rescued farm animal.	Respecting rites, rituals and customs from other religions and times. Look at burial rites and procedures during the Ancient Egyptian times. How was the body prepared for mummification? What sort of possessions was placed in sarcophagus? What is a time capsule? What would you put in a time capsule to help future generations to remind them of you? Link to Cromwell pupils participating in similar activity with city leaders.	How is marine life being harmed as a result of human action? What can we do to make kinder choices? Caring for marine life through our choices and looking after beauty spots which people should enjoy without interruption. Create a poster demonstrating tips for leaving the beach after a picnic.
PSHE	The work of foodbanks and of supermarkets putting together food boxes for a set price. Look at an example. Would it provide all the nutrients a family would need for the week?	Look at the work of search and rescue specialists and what makes the UK a leading specialist in this field. Track their progress and successes in unlikely situations eg Turkey	Which items used to be made of natural materials but are now more commonly found to be manufactured from synthetic instead. Over-use of plastic. Look at pros and cons.	Follow a day in the life of a farmer. Compare to our day. Appreciate the work done by farmers even with the advent of technology.	Explore the thoughts, feelings and actions of close relatives of deceased. Who decided what possessions would go forth? Discuss respect for the dead.	What sort of things are the fishermen catching in their nets? Look at a day in the life of a fisherman from different parts of the world. Which skills and equipment do they need? What problems do they face? Which ingredients go into our diet and washing / cleaning products which come from the sea?

RE	<p>Topic: Why are festivals important to religious communities?</p> <p>Skills: Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Topic: What do different people believe about God?</p> <p>Skills: Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Topic: What do different people believe about God?</p> <p>Skills: Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>			
British Values	<p>democracy •the rule of law •individual liberty -tolerance and respect</p>	<p>Individual liberty</p>	<p>Individual liberty Tolerance and respect Democracy</p>	<p>Tolerance and respect Individual liberty</p>	<p>Tolerance and respect Individual liberty</p>	<p>Tolerance and respect Individual liberty</p>
Spanish	<p><u>Topic:</u> hola <u>Content:</u> Spanish beginner Spain location, capital city <u>Cross-curriculum:</u> Exploring the Altamira Stone Age cave paintings in Spain</p>	<p><u>Topic:</u> Explosion of colours <u>Content:</u> colours & opinions <u>Cross-curriculum:</u> Volcanic eruptions: how do people in Mexico coped with past Volcanic eruptions</p>	<p><u>Topic:</u> all about me <u>Content:</u> -physical description - Pedro el pez <u>Cross-curriculum opportunity:</u> Information and facts</p>	<p><u>Topic:</u> Farm animals <u>Content:</u> -farm animals in Spain <u>Cross-curriculum opportunity:</u> Spanish rivers</p>	<p><u>Topic:</u> transports <u>Content:</u> -mode of transport -to school -opinions <u>Cross-curriculum opportunity:</u> Traditional myth: the Inca creation</p>	<p><u>Topic:</u> At the seaside <u>Content:</u> -sea discoveries -sea side activities <u>Cross-curriculum opportunity:</u> Do you like to be by the seaside?</p>
Music	<p><u>Skills:</u> Listening and appraising <u>Song:</u> Spanish anthem - la Marcha Real - one step closer CHARANGA <u>Cross-curriculum:</u> Being human: perseverance</p>	<p><u>Skills:</u> singing <u>Song:</u> rock n' roll - La bamba <u>Cross-curriculum opportunity:</u> RE: Being hopeful and visionary</p>	<p><u>Skills:</u> Listening and appraising <u>Composers:</u> Sergei Prokofiev Peter and the wolf <u>Cross-curriculum:</u> RE: Appreciating beauty</p>	<p><u>Skills:</u> playing and improvising: experimenting with sound <u>Cross-curriculum:</u> RE: Sharing and being generous</p>	<p><u>Skills:</u> playing and composing "at the sea side" <u>Cross-curriculum:</u> Science: Marine life</p>	
Art & DT	<p>D & T Food Design and Make a Healthy Sandwich</p>	<p>Art 3-D Volcano (made from mod-roc)</p>	<p>D & T Iron Age- Making coil pots / large dishes or vases (from clay)</p>	<p>Art Water Cycle: Monet (water-themed paintings) Collage</p>	<p>D & T Design and Make Egyptian jewellery using salt dough</p>	<p>Art Observational Drawings and painting: Van Gough- 'Sunflowers'</p>