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| Image result for Lunt's heath logoImage result for Lunt's heath logo  **Lunt’s Heath Primary School**  **Year 3** | | | | | | | |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Mathematics Units** | Number: Place Value = Numbers to 1000  Number: Addition and Subtraction  Number: Multiplication and Division = Multiplication | | Number: Multiplication and Division = Division  Measurement = Length | Number: Further Multiplication and Division  Measurement = Money | Measurement = Money  Measurement: Mass and Capacity = Mass  Measurement = Length and Perimeter = Perimeter of figures  Number: Fractions | Measurement: Mass and Capacity = Volume  Number: Fractions  Measurement: Time | Geometry – Properties of shapes = Angles  Statistics – Picture Graphs and Bar Graphs  Geometry – Properties of Shape = Lines and Shapes |
| **English Units/**  **Core Texts** | Narrative | Animal adventure stories (The Owl who was afraid of the dark – Jill Tomlinson) | Historical stories (Stone Age Boy – Satoshi Kitamura) | Myths (Greek Myths – Marcia Williams  The Orchard Book of Greek Myths) | Novel as a theme (The Firework Maker’s Daughter – Phillip Pullman) | Fables (Aesop’s Fables by Michael Rosen) | Fantasy (Alice in Wonderland – Lewis Carroll  Abridged Version – Emma Chichister Clark) |
| Non-fiction | Recounts: Journals (Linked to text) | Non-chronological report (Links to History) | Recount: Biography (Links to History) | Explanation text (Links to Geography) | Persuasive letters (Linked to History) | Discussion: for and against (Write up argument – linked to text) |
| Poetry | Poems with a structure e.g. shape calligrams (linked to History) | | Poems on a theme  (Acrostic poems linked to History) | | Classic poetry for performance (The Jabberwocky – Lewis Carol) | |
| **Science** | **Animals Including Humans**  Understand how the inside of the body works and how our skeleton and muscles develop with the right nutrition. | | **Rocks**  Understand different types of rocks and how they aid fossil formation. | **Forces and Magnets**  Compare how materials move on different surfaces including how magnetic forces can affect this. | **Light**  Recognise that light is needed to see things and blocking it can make varying shadows. | **Plants**  Identify the main functions of different parts of the flower and the part it plays in the life cycle. | **Science Skills**  Recap of Year 3 science skills and missing learning from monitoring. |
| **Geography** | Why do so many people choose to go to the Med for their holidays?  **A region in a European country**  Investigate the environmental regions, key physical and human characteristics, countries and major cities of Europe (including Russia). Understand the geographical similarities and differences through an in depth study of the Mediterranean region of Europe. | | | What makes the Earth angry?  **Volcanoes & Earthquakes**  Investigate the formation and causes of volcanoes and earthquakes, locating the regions of the earth where they predominantly occur and the reasons why they occur there, and their impact on the geography of the locality and the people living within those regions. | | Why is our coastline so varied?  **Countries, Counties, Cities & Coasts**  Investigate the physical geography of coasts and their diversity across the UK. Observe, measure, record and present the human and physical features of the Sefton coast beginning to use sketch maps, graphs, OS maps and Digimaps. | |
| **History** | Who first lived in Britain? **Stone Age to Iron Age**  Changes in Britain from the Stone Age to the Iron Age to 1066.  Begin to recognise that Britain has been inhabited by many different groups over time and to use various sources to piece information about the past together. | | | What did the Ancient Greeks give the world?  **Ancient Greeks:** Ancient Civilisations  Research an ancient civilisation and, using a variety of sources, discuss how that civilisation has influenced the development of the modern world. | | How did industry change Widnes? **Industry**  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality  Research an aspect of history significant to the locality exploring how it has changed over time and its lasting legacy on the local area. | |
| **Art and DT** | **Paul Cezanne:**  **(Painting)**  Understand how artists have used paint and painting techniques to produce colour, texture, tone, shape, space, form and line.  Create colours by mixing to represent images they have observed in the natural and man-made world. | | **Cooking and Nutrition: Seasonal Tarts**  Follow the instructions in a recipe to create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. | **Greek Pots:**  **Sculpture**  Use a variety of tools and techniques for sculpting in clay, papier-mâché and other mouldable materials.  Use carvings on a surface to create shapes, texture and pattern. | **Creating Images of Volcanoes:**  **Drawing**  Use a variety of different shaped lines to indicate movement in drawings. | **Mechanisms: Pneumatics**  Designing and making a toy which uses a pneumatic system. Manipulating materials to create different effects by cutting, creasing, folding and weaving. | **Structures: Soap Packaging**  Design soap packaging using computer aided design software. Construct a final product using knowledge of a range of 2D nets that form different 3D shapes. |
| **Religious Education**  Who should we follow? | How (and why) have some people served God? Christianity (Jesus) Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) and suggest why these prophets chose to listen to and follow God. | | Why is the Prophet Muhammad an example for Muslims?  Islam  Describe and give reasons for the Islamic practice of Zakat. Suggest why charity might be important to a Muslim.  Muslim Workshop | What does it mean to be a disciple of Jesus?  Christianity (God)  Suggest why people who became disciples decided to follow Jesus. Describe the qualities of a good leader. | What do Christians mean by the Holy Spirit?  Christianity (Church) Describe how and why Pentecost is celebrated.  Celebrate individual skills, talents and qualities. | Why are the Gurus important to Sikhs?  Sikhism  Suggest how and why Sikhs might show commitment to their faith. Describe how and why the Guru Granth Sahib is treated with great respect. | Why is family an important part of Hindu life?  Hindu Dharma  Suggest the impact of belief in dharma. Explain family roles in the story of Rama and Sita. |
| **PHSE** | Being Me In My World  Taking responsibility for my reactions and make responsible choices. | | Celebrating Difference  Differences in families, managing conflict in families and witnessing bullying. | Dreams And Goals  Remaining positive when obstacles might hinder progress towards a goal. | Outdoor Learning | Healthy Me  Keeping safe. Impact of exercise and diet on the body and exploring attitudes to drugs. | Relationships  Roles of people within my family and the wider world. |
| **Computing** | My online life  As in Year 2 plus…  The resources included in this module are aimed at stimulating classroom discussions about certain situations that may arise when online and to get the children to think critically about their online lives. | | Be Digitally Awesome  As in Year 2 plus…  The children will be learning about file types, clouds, word processing and creating spreadsheets and presentations. | Dancing Robots  As in Year 2 plus…  The children will use some of Scratch Jr’s more advanced coding blocks to create their own interactive dancing robot game. The children will learn critical thinking, problem solving and debugging skills | Online detectives  As in Year 2 plus…  This activity is designed to support children in mastering the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges. | Rainforests  As in Year 2 plus…  Using various apps to research rainforests, create an informative digital poster, record data, and finally record their own David Attenborough style voiceover for a video clip of the rainforest. | Programming with Robots  In this unit, the children explore the history of robots and then get to program a robot around a maze. |
| **Indoor PE** | **Badminton**  Move quickly to be in a position to return the shuttle and play powerful and deft shots | | **Dance- Around the World**  Develop a motif demonstrating some agility, balance, coordination and precision | **Taekwondo**  To apply co-ordination and agility. | **Gymnastics –Receiving body weight**  Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion | **Dance – The Victorians**  Creatively change static actions into travelling movements and show different levels, pathways and directions | **Gymnastics – Symmetry & Asymmetry**  Create a sequence using a range of symmetrical and asymmetrical gymnastic moves |
| **Outdoor PE** | **Swimming/ Invasion games (football and netball)**  To trap and cushion a ball. Use jockeying and understand how to keep possession. | | **Swimming/ Invasion games (football and netball)**  To trap and cushion a ball. Use jockeying and understand how to keep possession. | **Tennis**  To use forehand, backhand and volley shots in a game. | **Invasion Games- basketball**  Deceive opponents by feinting/dummying/ giving the eyes | **Health related fitness**  To understand the effects exercise has on our bodies | **Rounders**  To understand ground fielding technique and how to position our bodies when batting and bowling |
| **Music** | **Whole Class – Keyboard Lessons** | | **Glockenspiel Stage 1** | **Three little birds**  Reggae | **The Dragon Song**  Freestyle | **Keyboard Lessons Extension** | **Bringing Us Together**  Disco |
| **MFL** | **French Culture**  Learning facts about France  **Greetings/ Feelings**  Introducing themselves and being able to ask and answer, how are you? | | **Getting to know you**  Exploring numbers1-10, ABC, greetings and feelings.  **Celebrations**  Exploring months of the year using events that are celebrated in France  **Assessment 1** | **Colours**  Exploring different colours  **Calendar**  Developing our calendar knowledge by learning days of the week | **Animals**  Understand animal nouns and ask ‘what is it?’ and say favourite animals.  **Assessment 2** | **Food**  Explore fruit and vegetable nouns, ask politely for food and understand a story. | **Going on a picnic**  Naming food items and developing a picnic story.  **French festivals**  Learning about French festival (Festival of Music)  **Assessment 3** |
| **Curriculum Enrichment** | Space Camp  Chester Zoo | | Islam Visit | VR - Volcanoes | Greek workshop – Greek food | Port Sunlight – Victorian soap | Coding Workshop |