
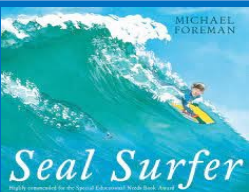
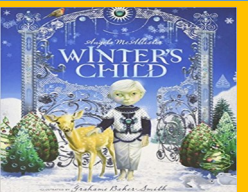
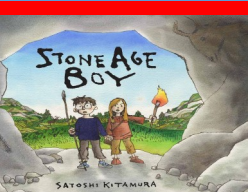
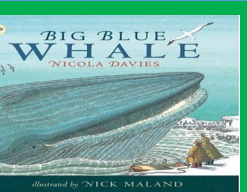
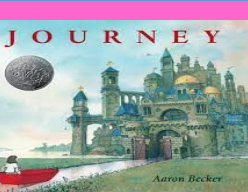
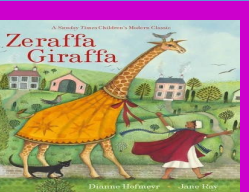

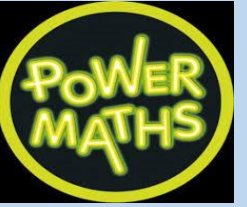



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
 Pathways to Read	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swin-dells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Mopurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
	Place Value with 1000 Addition and Subtraction	Additional and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Length Fractions	Fractions Time Angles and properties of shapes	Mass Capacity
Science	Forces and magnets Understanding magnetic attraction and repulsion. Determining which materials are magnetic. Understanding that magnets have two poles.	Light Understanding that dark is the absence of light. Investigating light reflection from surfaces. Looking at how shadows are formed and how they change.	Rocks Comparing and grouping rocks. Investigating fossils. Recognising how soil is made.	Animals, including humans Understanding that animals need nutrition to survive. Identifying the function of skeletons and muscles.	Plants Identifying the functions of parts of plants. Understanding what plants need to grow. Investigating transportation of water within plants.	Working Scientifically Open choice investigations following questioning, testing and concluding linked to Zeraffa Giraffa.
History	How has Chester/Lache developed overtime. Compare and contrast similarities and differences of then and now.	How has Chester/Lache developed overtime. Compare and contrast similarities and differences of then and now.	Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. Focus on Stone Age, Bronze Age and Iron Age. Look into the life of the people, how they lived and what life would have been like. Study 'Cheddar Man'	Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. Focus on Stone Age and Iron Age. Look into the life of the people, how they lived and what life would have been like. Study 'Cheddar Man'	An in-depth study of Ancient Egypt and its early civilisations.. Develop a chronologically secure knowledge of world history by learning about where and when the ancient Egyptians lived. Address questions about change, cause, similarity, difference and significance by learning about the daily lives of many ancient Egyptian people. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun	An in-depth study of Ancient Egypt and its early civilisations. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>Chester/Lache</p> <p>Locality study Geography name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>*FIELDWORK-Local area lache*</p>	<p>Chester/Lache</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use ordinance survey maps to compare and contrast the changes of the local area over time</p>	<p>Using Satellite maps to investigate Land-use patterns; and understand how some of these aspects have changed over time</p> <p>Physical features : Seas surrounding UK and Major Rivers \; Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee. Mersey and Exe</p> <p>Coordinates between major cities of UK</p>	<p>Using Satellite maps to investigate Land-use patterns; and understand how some of these aspects have changed over time</p> <p>Physical features : Seas surrounding UK and Major Rivers \; Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee. Mersey and Exe</p> <p>Coordinates between major cities of UK</p>	<p>Find similarities and differences, studying human and physical geography looking at UK and country in Europe– Paris</p> <p>Identify, describe and understand key aspects of human and physical geography.</p> <p>Use maps etc. to locate countries and describe features studied.</p>	<p>Find similarities and differences, studying human and physical geography looking at UK and country in Europe– Paris</p> <p>Identify , describe and understand key aspects of human and physical geography.</p> <p>Use maps etc. to locate countries and describe features studied.</p>
Art	<p>Look at a variety of famous landscape artists: Van Gogh, Monet, Holbein.</p> <p>Look at paintings of Chester and critique.</p> <p>In Sketchbooks practise developing perspective, texture, line and tone.</p> <p>Create a landscape painting of Chester.</p>	<p>Look at a variety of famous landscape artists: Van Gogh, Monet, Holbein.</p> <p>Look at paintings of Chester and critique.</p> <p>In Sketchbooks practise developing perspective, texture, line and tone.</p> <p>Create a landscape painting of Chester.</p>	<p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/prehistoric-art/</p>	<p>Introduce to cave art and reflect develop their sense of proportion in drawing .</p> <p>Scale up their drawings ,use a different medium (charcoal), to create tones and textures .</p> <p>Experiment with colours and effects that can be created using natural materials.</p> <p>Applying painting skills, working on a textured surface with a range of tools .</p> <p>Apply painting skills when creating a collaborative artwork</p>	<p>Learn about Henry Matisse and his artwork.</p> <p>Discuss the influences of fauvism. Learn about the elements of art. Explore composition, color and shape.</p> <p>Create a collage in the style of Matisse.</p>	<p>Research Egyptian art and the colours which were used. Look at examples of different death masks and Sarcophagus focusing on pattern and design. In sketch books, collect information, adapt and refine ideas as they progress sketching lightly initial ideas of hieroglyphs. Create a Sarcophagus using pencil and water colours using an appropriate historical colour palette.</p>
D&T			<p>Iron Age Stew</p> <p>Make a recipe they have made before and improve on it. Take part in a re-creation of an Iron Age feast.</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Iron Age Stew</p> <p>Make a recipe they have made before and improve on it. Take part in a re-creation of an Iron Age feast.</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Egyptian Sarcophagus</p> <p>Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources—make a replica Sarcophagus for a mini museum explore materials looking at their qualities and characteristics. Choose appropriate materials for Sarcophagus .</p>	<p>Egyptian Sarcophagus</p> <p>Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately Reflect on the progress of their work as they design and make, identifying ways they could improve their products</p>
Computing	<p>E-safety</p> <p>Use wider world books, class E-book and individual E-books to show what they have learnt about how to stay safe online.</p>	<p>E-safety</p> <p>e wider world books, class E-book and individual E-books to show what they have learnt about how to stay safe online.</p>	<p>Coding/Control and Modelling</p> <p>Coding through scratch and kodu.</p>	<p>Coding/Control and Modelling</p> <p>Coding through scratch and kodu.</p>	<p>Computing Key Skills</p> <p>Explore document editing and creation</p>	<p>Computing Key Skills</p> <p>Explore document editing and creation</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music			<p><i>The Stone Age</i> Stimulus: “Stone Age Rap”</p> <p>Use voice and copy a given scale. Compose three note patterns. Create own symbols to represent different sounds.</p>		<p><i>Plants</i> Stimulus: “Parts of a flower song”</p> <p>Begin to identify how many beats are in a bar when listening to a piece of music. Explain what they think a piece of music’s purpose could be . Express opinions about music from the past.</p>	<p><i>Egyptians</i> Stimulus: “Egyptians Song”</p> <p>Sing expressively in time to the beat and rhythm. Perform given compositions/songs from memory.</p>
Spanish 	<p>Learn Spanish words to name some colours. Create a Spanish rainbow to display with the colours written in both English and Spanish. Learn Spanish words to describe some items of clothing. Dress a person using cut-out items of clothing, then label the image using the Spanish words. Learn Spanish words to name foods. Hold taste sessions using Spanish food, discuss and use Spanish names within groups.</p>	<p>Learn Spanish words to name some colours. Create a Spanish rainbow to display with the colours written in both English and Spanish. Learn Spanish words to describe some items of clothing. Dress a person using cut-out items of clothing, then label the image using the Spanish words. Learn Spanish words to name foods. Hold taste sessions using Spanish food, discuss and use Spanish names within groups.</p>	<p>Learn Spanish words to describe family members. Create a family tree image, label using the Spanish words. Talk to partners and describe who is in your family using Spanish . Learn Spanish words to describe pets. Have a discussion with a partner about pets you have using Spanish . Record the discussions and put into an e-book.</p>	<p>Learn Spanish words to describe family members. Create a family tree image, label using the Spanish words. Talk to partners and describe who is in your family using Spanish . Learn Spanish words to describe pets. Have a discussion with a partner about pets you have using Spanish . Record the discussions and put into an e-book.</p>	<p>Learn the Spanish alphabet through songs and rhymes. Evidence in the Spanish floor book. Describe items in your home to other children, label parts of the home Learn Spanish spelling rules and meanings of words that have been learnt.</p>	<p>Learn the Spanish alphabet through songs and rhymes. Evidence in the Spanish floor book. Describe items in your home to other children, label parts of the home Learn Spanish spelling rules and meanings of words that have been learnt.</p>
RE	<p>How do Hindus view God and how is Diwali celebrated?</p>	<p>RE work with partnership school and looking at Lotus Temple in Delhi. Christmas symbolism.</p>	<p>How do Christians use the Bible to help them with their lives?</p>	<p>What do I think about Jesus and how is he portrayed in art from around the world?</p>	<p>What is my point of view about God and why do people have faith?</p>	<p>How do Muslims worship?</p>
PE	<p>Invasion games Fundamentals</p>	<p>Gymnastics Movement</p>	<p>Invasion Games Dodgeball</p>	<p>Dance Water (Yr4)</p>	<p>Net and Wall games Fundamentals</p>	<p>Athletics</p>

