

Year group – 3 (Sapphire Class)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p>Ancient Egypt</p> <p>How much did Ancient Egypt change over time?</p> <p>Disciplinary focus: change/continuity</p>	<p>Cradles of Civilisation</p> <p>How similar and how different were Ancient Egypt and Ancient Sumer?</p> <p>Disciplinary focus: similarity and difference</p>	<p>The Indus Valley</p> <p>How do we know about the Indus Valley civilisation?</p> <p>Disciplinary focus: evidential thinking</p>	<p>Persia and Greece</p> <p>What did Greek city-states have in common?</p> <p>Disciplinary focus: similarity and difference</p>	<p>Ancient Greece</p> <p>What can historians learn from the sources from Ancient Greece?</p> <p>Disciplinary focus: evidential thinking</p>	<p>Alexander the Great</p> <p>How did Alexander the Great conquer so much?</p> <p>Disciplinary focus: causation</p>
Exit Point Long Write	<p>In what ways did ancient Egypt change?</p> <p>Non-Chronological Report</p>	<p>In what ways were Egypt and Sumer the same and different?</p> <p>Diary entry (Half similarities and half differences, then shared writing)</p>	<p>How do we know about the Indus Valley civilisations?</p> <p>Recount of learning about the Indus Civilisation (Sentence starters)</p>	<p>What did the Greek city-states have in common?</p> <p>Free-write (Choose 4 topics)</p>	<p>How can historians learn about the ancient Greeks' love of stories?</p> <p>Explanation Text</p>	<p>How did Alexander conquer so much land?</p> <p>Diary entry</p>
Geography	<p>Rivers</p> <p>How do rivers, people and land affect each other?</p>	<p>Mountains</p> <p>How do mountains and people affect each other?</p>	<p>Settlements</p> <p>How are settlements similar and different?</p> <p>Disciplinary focus:</p>	<p>Agriculture</p> <p>How are we connected to farmers?</p> <p>Disciplinary focus:</p>	<p>Volcanoes</p> <p>How do volcanoes affect a place?</p> <p>Disciplinary focus:</p>	<p>Climate and Biomes</p> <p>How does the climate affect the way people live?</p> <p>Disciplinary focus:</p>

	Disciplinary focus: <i>interaction</i>	Disciplinary focus: interaction	diversity	interaction	interaction	interaction
Exit Point Long Write	How do rivers, people and land affect each other? Explanation text	How do mountains interact with what is around them? Explanation text	How would you describe these settlements? Persuasive letter: Would you rather live in a city, town or village?	How are we connected to farms and farmers? Information booklet about types of farms and how they link to our lives.	How do volcanoes affect a place? Persuasive Letter Writing to explain why the volcanoes are important to different people.	How does the climate affect a place and the way people live? Write and perform a news report.
RE	What's the Bible's 'big story'– and why is it like treasure for Christians?	How can artists help us to understand what Christians believe and do?	What are important times for Jewish people?	How did Jesus change lives – and how is it 'good news'?	What do Sikhs value?	How do people try to make the world a fairer place?
PSHE	Relationships: -Families and close, positive relationships - friendships	Living in the wider world: - shared responsibilities	Health and wellbeing: - Healthy lifestyles - Drugs, alcohol and tobacco - Mental health	Relationships: - Managing hurtful behaviour and bullying - Safe relationships	Health and wellbeing: - Ourselves, growing and changing - Keeping safe	Living in the wider world: - Economic wellbeing: money

<p>English Genre, unit and writing focus (timescale)</p>	<p>Narrative Flood JC</p> <p>Non-Chronological Report Skeletons and Muscles JC</p>	<p>Narrative The secret of black rock JC</p> <p>Poetry Autumn is Here JC</p>	<p>Narrative Wolves in the Walls JC</p>	<p>Narrative Three little pigs (Playscript)</p> <p>Instructions My Strong Mind JC</p>	<p>Narrative The owl who was afraid of the dark JC</p> <p>Information Text Plants JC</p>	<p>Narrative The last bear JC</p> <p>Performance Poetry I asked the little boy who couldn't see JC</p>
<p>English Grammar and punctuation focus</p>	<p>Noun Phrase: Year 2: Use expanded noun phrases to describe and specify.</p> <p>Forms: Year 2: Use different forms: statement, question, exclamation, command. Year 3: Use of the forms 'a' and 'an' according to whether the next word begins with a consonant or vowel.</p>	<p>Conjunctions: Year 2: Subordination: when, if, that, because Co-ordination: or, and, but Year 3: To express time, place and cause, including when, before, after, while, so, because.</p>	<p>Adverbs: Year 3: To express time, place and cause, including then, next, soon, therefore.</p> <p>Prepositions: Year 3: To express time, place and cause, including before, after, during, in, because of.</p>	<p>Inverted Commas: Year 3: To begin to punctuate direct speech.</p> <p>Past and present tense Year 2: Use the present and past tenses correctly and consistently including the progressive form. Year 3: Using the present perfect form of verbs in contract to the past tense.</p>	<p>Commas: Year 2: To separate items in a list.</p> <p>Apostrophes: Year 2: In contractions- To mark where letters are missing in a spelling. To mark singular possession in nouns.</p> <p>Revisit: Conjunctions, adverbs, and prepositions to express time, place and cause.</p>	<p>Revision of all Year 2 and 3 grammar and punctuation</p>
<p>Guided Reading</p>	<p>Flood</p>	<p>The secret of black rock</p> <p>Non-Fiction text</p>	<p>Wolves in the walls</p>	<p>Playscripts</p>	<p>The owl who was afraid of the dark</p>	<p>The last bear</p>

	Hansel and Gretel		Chapter book	My strong mind	Poems	Non-Fiction text
Maths	Place Value (3 weeks) Addition and subtraction (3 weeks)	Addition and subtraction (2 weeks) Multiplication and division (4 weeks)	Multiplication and division (3 weeks) Length and perimeter (3 weeks)	Fractions (3 weeks) Mass and capacity (3 weeks)	Fractions (2 weeks) Money (2 weeks) Time (2 weeks)	Time (1 week) Shape (2 weeks) Statistics (2 weeks)
Science	Skeletons (3 weeks) Movement (1 week) Nutrition and diet (2 weeks)	Nutrition and diet (1 week) Food waste (1 week) Rocks (3 weeks) Consolidation (1 week)	Fossils (3 weeks) Soils (3 weeks)	Light (5 weeks) Consolidation (1 week)	Plants A (6 weeks)	Forces (2 weeks) Magnets (2 weeks) Plants B (1 week) Biodiversity (1 week)

<p>Computing</p>	<p>Review all skills from KS1 Format images for a purpose ●Use formatting tools to create an effective layout. ●Use the spell check tool. ●Insert and format a table in a word processing document. ●Change a page layout for a purpose. Develop speed of word processing (Dance Mat)</p> <p><u>Online safety/safeguarding day 1</u> Managing online information</p>	<p>MicroBit LED Animations – Eduthing/ Microbit</p> <p><u>Online safety/safeguarding day 2</u> Privacy and security Copyright and ownership</p>	<p>Programming – Animation Scratch 3</p> <p><u>Online safety/safeguarding day 1</u> Safer Internet Day</p>	<p>AI- Exploring Data Doink Greenscreen (££) Adobe Animate Your Voice</p> <p><u>Online safety/safeguarding day 2</u> Online relationships Online reputation</p>	<p>Handling data – Story Graphs Seesaw</p> <p><u>Online safety/safeguarding day 1</u> Health, wellbeing and lifestyle Self-image and Identity</p>	<p>AR and VR – Designing a Playground – Tinkercad</p> <p><u>Online safety/safeguarding day 2</u> To be planned by class teacher – address issues which have come into the class or revisit topics chn need.</p>
<p>Reading/ writing opportunities across the curriculum</p>	<p>End of Geography and History write. Reading booklet in Geography and History.</p>	<p>End of Geography and History write. Reading booklet in Geography and History.</p>	<p>End of Geography and History write. Reading booklet in Geography and History.</p>	<p>End of Geography and History write. Reading booklet in Geography and History.</p>	<p>End of Geography and History write. Reading booklet in Geography and History.</p>	<p>End of Geography and History write. Reading booklet in Geography and History.</p>

	Reading in RE	Reading in RE	Reading in RE	Reading in RE	Reading in RE	Reading in RE
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Maths opportunities across the curriculum	Orienteering in PE - Directions	Measuring in DT		Measuring in DT	Data handling in computing.	Measuring in DT
PE Units in red - sports coach	Orienteering Games 1	Gymnastics 1 Dance 1	Gymnastics 2 Games 3	Gymnastics 3 Games 4	Swimming (Gymnastics 4) Athletics 1	Athletics 2/ Games 2 Swimming
Music Charanga	Let Your Spirit Fly - Charanga original scheme	Composition/Creative/improvisation on a theme. Using electronics with vocal/instruments working on compositions and exploring new sounds with percussive /guitar and creative expression. Perform in class assembly (Mr Walker)		Three Little Birds - Charanga original scheme		
Art/DT	Art Drawing Black History Month Art Exhibition	DT – Sew - Christmas Felt pencil case	Art Sculpture	DT – Make Wooden Games	Art Painting Art Exhibition	DT – Cook - School Picnic Bread
Outdoor Learning	Observing Rocks, investigating soils (Science) Autumn walk (English)	Allotment (Golden Time)	Observing Rocks, investigating soils (Science) Allotment (Golden Time)	Identify/measure perimeter (Maths) Allotment (Golden Time)	Directions using 8 compass points (Maths) Allotment (Golden Time)	Investigations with water – Maths capacity (Maths) Allotment (Golden Time)

	Allotment (Golden Time)					
	Drawing our tree - art					