

Year 3 – Sapphire

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent - Big Question	How can we Save Our Oceans?	What was the impact of the Roman Empire on Britain?	Stone Age, Bronze Age, Iron Age – What is the difference?	How has Baking Evolved?	What is the human and physical geography of London? How is ? (choose city) the same and different?	How have the Olympics changed over time?
Intent - 3C	<p>Communicating: Listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listen carefully to others so that they can refine their thinking and express themselves effectively.</p> <p>Calculating:</p> <p>Interpret and interrogate mathematical data in graphs, spreadsheets, and diagrams in order to draw inferences, recognise patterns and trends and assess likelihood.</p> <p>Computing: Collaborate,</p>	<p>Communicating: Read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper on screen, in order to access ideas and information. Analyse, evaluate and criticise a range of language to draw out meaning, purpose and effect.</p> <p>Calculating:</p> <p>Use number and measurement for accurate calculation,</p>	<p>Communicating: Listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listen carefully to others so that they can refine their thinking and express themselves effectively. communicate ideas accurately on paper, on screen and through multimodal texts.</p> <p>Computing:</p> <p>Refine and improve their work; make full use of the nature and pliability of digital information to explore options and improve outcomes.</p>	<p>Communicating: Read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper on screen, in order to access ideas and information.</p> <p>Calculating: Use number and measurement for accurate calculation, understanding of scale and make reasonable estimates. Justify and support decisions and proposals, communicating accurately using maths language, symbols and diagrams.</p>	<p>Communicating: Write, present and broadcast a range of ideas in a variety of forms for a range of audiences and purposes; communicate ideas accurately on paper, on screen and through multimodal texts.</p> <p>Calculating</p> <p>Interpret and interrogate mathematical data in graphs, spreadsheets, and diagrams in order to draw inferences, recognise patterns and trends and assess likelihood.</p> <p>Computing:</p>	<p>Communicating ; communicate ideas accurately on paper, on screen and through multimodal texts.</p> <p>Calculating: Use number and measurement for accurate calculation, understanding of scale and make reasonable estimates. Represent and model situations using a range of tools and applying logic and reasoning in order to predict, plan and try out options</p> <p>Computing: Find and select information form</p>

	communicate and share information using connectivity to work with and present to people and audiences within and beyond the school Find and select information from digital and online sources			Computing: Find and select information from digital and online sources	Create, manipulate and process information using technology to capture and organise data, investigate patterns, explore options; combine still and moving images, sounds and texts to create multimedia products.	digital and online sources
Intent - Key Skill	<p>Participation Joins in discussions, listening as well as contributing, building on other people's ideas.</p> <p>Self-Expression Speaks aloud with expression and shows awareness of audience reaction</p> <p>Participation Knows about opportunities to join clubs, societies and groups with similar interests</p> <p>Standard English Understands the idea of noun-verb agreement. Is aware of dialect words and Americanisms and can offer a standard English word instead</p>	<p>Emotional Literacy Can share thoughts, ideas and feelings and reach simple agreements.</p> <p>Effective Personal Behaviour Can work with others who are not immediate friends. Can maintain concentration for longer periods.</p>	<p>Participation Joins in discussions, listening as well as contributing, building on other people's ideas.</p> <p>Self-Expression Speaks aloud with expression and shows awareness of audience reaction</p> <p>Emotional Literacy Can share thoughts, ideas and feelings and reach simple agreements.</p> <p>Encouraging the arts Has visited a public exhibition, performance or place of interest.</p>	<p>Wider Social Experience visited a place of worship</p> <p>Effective Personal Behaviour Can work with others who are not immediate friends. Can maintain concentration for longer periods.</p> <p>Managing a budget Can plan the cost of a simple project such as holding a small birthday party.</p> <p>The money you make and pay Recognises what banks do and why saving for the future can be helpful.</p>	<p>Encouraging the arts Has visited a public exhibition, performance or place of interest.</p> <p>Career aspirations Understands the purpose of education and its link with future work</p>	<p>Social Literacy Works with a wider circle of classmates. Recognises that people are different in the way they look, live and behave.</p> <p>Effective Personal Behaviour Can work with others who are not immediate friends. Can maintain concentration for longer periods.</p>

Entry Point	Visit Hogsmill River	Bignor Roman Villa Workshop.	Butser Ancient Farm	Supermarket shopping for ingredients/1 st bake	London Eye and Thames River boat trip	Mini Olympics – original games
Exit Point	Presenting to parents how to reduce plastic use	Roman legacies carousel	Produce posters for the 'best' Age to live in	Final bake from recipes chosen	Create tourist brochure	Invent and compete in own games
RE	What do Christians believe God is like?	How does the Bible reveal God's plan? What might Jesus think about Christmas?	What are important times for Jews?	How does a synagogue help us to understand the Jewish faith? What happened during Holy Week?	Why do Christians share communion? How did the church begin?	How did Jesus change lives?
PSHE	Health and wellbeing: - Healthy lifestyles - Drugs, alcohol and tobacco - Mental health	Relationships: - families and close, positive relationships - friendships	Relationships: - Managing hurtful behaviour and bullying - Safe relationships	Living in the wider world: - Economic wellbeing: money	Living in the wider world: - shared responsibilities	Health and wellbeing: - - Ourselves, growing and changing - Keeping safe
English Genre, unit and writing focus (timescale)	Narrative Author and Letters: Persuasive Letters to save our oceans (3 weeks) Writing to persuade Non-fiction Required: Non Fiction - 3 weeks. Place anywhere sea animals reports Writing to inform	Narrative Myths and Legends - Roman Myths Write to entertain (3 weeks) Non – Fiction Reports - aspect of Romans Writing to Inform (3 weeks)	Narrative Dialogue and Plays: based on Ug Write to entertain (3weeks) Poetry Shape Poetry and Calligrams Writing to entertain (2 weeks)	Narrative : Link – describing character: Fairy Tales Gingerbread Man Write to entertain (3weeks) Non fiction Recipes/Instructions Writing to inform (3 weeks)	Narrative Story with familiar settings: Katy goes to London Describing setting Writing to entertain (3 weeks) Poetry Language Play 2 weeks	Narrative Adventure and Mystery -describing character Katie's picture show – introduction The Mysteries of Harris Burdick Writing to entertain (3weeks) Non Fiction Olympics - information text – biography

	Poetry To perform (1 week)					Writing to inform (3 weeks)
English Grammar and punctuation focus	Y2 Subordination: Co-ordination: Use conjunctions to express time, place and cause, including when, before, after, while, so, because. Use of the forms 'a' and 'an' according to whether the next word begins with a consonant or vowel. Y2 Use expanded noun phrases to describe and specify.	Adverbs - express time, place and cause, including then, next, soon, therefore. Include revisit of a Y2 focus	Prepositions - express time, place and cause, including before, after, during, in, because of. Include revisit of a Y2 focus	To begin to punctuate direct speech Include revisit of a Y2 focus	Using the present perfect form of verbs in contrast to the past tense. Revision/revisit	Revision/revisit
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
Science	Animals, including humans	Forces and Magnets	Rocks	Plants	Light	Revision/revisit

Computing	Computers and networks <u>Online safety day 1</u> Managing online information	Multimedia <u>Online safety day 2</u> Privacy and security Copyright and ownership	Programming/coding <u>Online safety day 1</u> Safer Internet Day	Multimedia <u>Online safety day 2</u> Online relationships Online reputation	Handling data <u>Online safety day 1</u> Health, wellbeing and lifestyle Self-image and Identity	Programming/coding <u>Online safety day 2</u> TBD/Revisit
History		The Roman Empire and its impact on Britain. Chronological Understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. Historical Investigations: Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'	Changes in Britain from the Stone Age to the Iron Age Chronological Understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. Historical Investigations: Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'			Chronological Understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. Historical Investigations: Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions. Knowledge and understanding of

		<p>Suggests sources of evidence to use to help answer questions.</p> <p>Historical Interpretations Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Knowledge and understanding of events, people and changes in the past Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Presenting, organising and</p>	<p>Suggests sources of evidence to use to help answer questions.</p> <p>Knowledge and understanding of events, people and changes in the past Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline Presenting, organising and Communicating: Presents findings about past using speaking,</p>			<p>events, people and changes in the past Uses evidence to describe past: <i>Culture and leisure activities</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline Presenting, organising and Communicating: Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.</p>
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		<p>Communicating: Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.</p>	<p>writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.</p>			
Geography	<p>Practical Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locational Knowledge Geographical Language Enquiry Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p>			<p>Locational Knowledge Geographical Language Enquiry Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. Human and Physical Geography: Describe and understand key</p>	

					<p>aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p> <p>Practical Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<p>Reading/ writing opportunities across the curriculum</p>	<p>Literacy Shed – Something Fishy</p> <p>Persuasive posters for the 3 Rs</p> <p>Somebody swallowed Stanley – Sarah Roberts</p> <p>The Big Ocean Book</p>	<p>Roman Myths</p> <p>Non-fiction texts Romans</p>	<p>Non-Fiction texts Stone Age, Bronze Age, Iron Age</p> <p>Little Nose the Hunter – John Grant</p> <p>Information – How to Survive the Stone Age</p>	<p>Recipes</p> <p>Hansel and Gretel - reading</p>	<p>Non-fiction texts London</p> <p>Visitor guides/brochures/leaflets</p>	<p>Greek Myths</p>
<p>Maths opportunities across the curriculum</p>	<p>Statistics</p>	<p>Roman numerals</p> <p>Place Value - time lines</p>	<p>Place Value – time lines</p>	<p>Measure – mass, time, capacity, money</p>	<p>Statistics</p>	<p>Measure – length, time</p> <p>Statistics</p>
<p>PE Units in red</p>	<p>Games</p>	<p>Gymnastics – movement</p>	<p>Gymnastics – balance</p>	<p>Games</p>	<p>Fitness</p>	<p>Games</p>

- sports coach	Yoga	Dance	Dance/Swimming	Bat and Ball	Athletics	Games - Invasion
Music	Let your Spirit Fly	Glockenspiel (Stage 1)	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind and Replay
Art/DT	DT: Mechanisms – Mechanical Posters	ART: Insects – drawing, mosaics, sculptures. Focus Artists: Louis Bourgois, Jennifer Angus	DT: Structures – Does this game stop you from being bored?	DT: Cooking & Nutrition – Edible Garden	ART: British Art - Landscapes, effects Focus Artists: Thomas Gainsborough, Anish Kapoor, Lucien Freud.	ART: Bodies – drawing, clay, design Focus Artist Henry Moore, Giacometti, Vivienne Westwood