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Autumn 1 – Year 3																
	History – Stone Age to the Iron Age	W	M	T	Geography – Spatial Sense	W	M	T	Science – The Human Body	W	M	T	Art – Line	W	M	T
1.	Mesolithic Hunter Gatherers				Maps, compasses and symbols				The digestive system				Lines as basic tools			
2.	Life in Neolithic Britain				Four and Six Figure Grid References				Teeth and senses				Lines with different materials			
3.	The Bronze Age				Fieldwork – The Local Area				A healthy diet				Line weight			
4.	Stonehenge				A contrasting locality – San Francisco (Human geography)				Nutrition, vitamins and minerals				Different types of line			
5.	The Iron Age				A contrasting locality – San Francisco (Physical Geography)				Skeletons and muscles for support, protection and movement				Different ways to use line			
6.													Printing to create lines			
Autumn 2 – Year 3																
	History – Ancient Egypt	W	M	T	Geography – Settlements	W	M	T	Science – Cycles in nature	W	M	T	Art – Still Life and Form	W	M	T
1.	Locating Egypt and the River Nile				Settlements				Seasonal cycles and plants				What is a still life?			
2.	Life in Ancient Egypt				Types of Settlements				Animal migration				Still life throughout history			
3.	Religion and the Afterlife				Urban, Rural and Suburban areas				Life cycles of a plant and a frog				Using tone to create form, highlight, shade/shadow, cast shadow			
4.	Tutankhamun and Howard Carter				Population Density								Mid-tone			
5.	Hieroglyphics				Sites and Situations of Local Settlements								Using colour to create form			

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6.																	
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Spring 1 – Year 3																
	History – The Anglo Saxons, Scots and the Vikings	W	M	T	Geography – Rivers	W	M	T	Science – Light	W	M	T	Art – Art of Ancient Egypt	W	M	T
1.	Anglo Saxon England				What is a river?				How light travels				Power of the Pharaohs represented in art			
2.	The Scots and the Picts				Rivers of Europe				Shadows				What is a bust?			
3.	Anglo Saxon Settlements				Rivers of Africa				Transparent and opaque objects				First use of paper			
4.	Anglo Saxon Culture and Religion				Rivers of Asia				Reflection				Ancient Egyptian gods			
5.	Who were the Vikings?				Rivers of Australia, South America and North America				Mirrors: plane, concave, convex							
6.	Viking Raids and Invasion								How shadows change throughout the day							
Spring 2 – Year 3																
	History – The Anglo Saxons, Scots and the Vikings	W	M	T	Geography – UK Geography: The South West	W	M	T	Science – Plants	W	M	T	Art – Anglo Saxon Art	W	M	T

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1.	Alfred the Great				Introduction to the South West				Functions of plants: roots, stem/trunk, leaves and flowers				Anglo-Saxon designs			
2.	Viking Settlements and Danelaw				Coastal areas and erosion				Life and growth				Interlocking and Interlaced patterns			
3.	Viking Religion and Culture				Landmarks and tourism				Variety of plants				Symmetry			
4.	Edward the Confessor				Agriculture and climate				Water transportation				Illumination			
5.	The Norman Invasion				Change over time				Seed formation and dispersal				Embroidery			
6.																

Summer 1 – Year 3																
	History – Law and Power (1154 – 1272)	W	M	T	Geography – Western Europe	W	M	T	Science – Rocks	W	M	T	Art – Architecture	W	M	T
1.	Henry II and English Common Law				Countries and Settlements in Western Europe				Sorting rocks				What is architecture/ an architect?			
2.	Henry II and Thomas Beckett				Climate of Western Europe				How rocks are formed				Sculptures in relief			
3.	The Holy Wars and Richard the Lionheart				Trade in Western Europe				Hardness and permeability				Line and symmetry in architecture			
4.	King John and the Magna Carta				France				Fossils				Features of architecture			

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Autumn 1 – Year 3																
	Music – Let Your Spirits Fly	W	M	T	Religious Education – Angel Gabriel	W	M	T	Languages – Simple instructions & greetings, 0-12	W	M	T	Computing – Connecting Computers	W	M	T
1.	Listen to RnB music and identify structure: introduction, verse, chorus.				Knowledge: Focus on the Angel Gabriel bringing news about the baby Jesus to Mary				Introduction of classroom instructions.				To explain how digital devices function			
2.	To sing in two parts.								Introduction of Spanish names.				To identify input and output devices			
3.	Play instrumental parts using up to three notes: C, D & E.				Understanding: Look at Christmas cards – what messengers would people be giving to others – referring back to message from Angel Gabriel				New vocabulary: greetings, asking and giving name and numbers 0-12.				To recognise how digital devices can change the way we work			
4.	Improvise and compose using: C, D, E, F & G.												To explain how a computer network can be used to share information			
5.	Reflect on the genre covered and discuss emotional response and themes covered.				Engaging: What does Christmas mean to Christians? Why is it meaningful to Christians?								To explore how digital devices can be connected			
6.	Understand that RnB is a mixture of Soul, Hip Hop and Gospel music.												To recognise the physical components of a network			
Autumn 2 – Year 3																
	Music – Glockenspiel 1	W	M	T	Religious Education – Ash Wednesday/ The Cross	W	M	T	Languages – Asking age	W	M	T	Computing – Stop-Frame Animation	W	M	T
1.	Listen to and recognise:				Knowledge: What is Ash Wednesday?				New learning: asking and giving age.				To explain that animation is a			

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	Portsmouth, Strictly D, Play Your Music, Drive, Easy E, Dee Cee's Blues, What's Up, D-E-Finitely, Roundabout, March of the Golden Guards.											sequence of drawings or photographs			
2.	Learn to play above tunes.				Understanding: How do Christians celebrate Ash Wednesday?				Learning the names of Spanish and some non-Spanish speaking countries.			To relate animated movement with a sequence of images			
3.	Improvise with Dee Cee's Blues using: C, D, E & F.				Reflect: Developing an awareness of the ways in which Christians celebrate different times of the year and can relate these to my own life and community				Intercultural learning: Christmas (the day of the kings) and New Year traditions and celebrations in Spain.			To plan an animation			
4.	Explore and develop playing skills using the glockenspiel.				Knowledge: Know that the cross is recognised symbol of Christianity and where it can be seen.							To identify the need to work consistently and carefully			
5.					Understanding: Understand why symbols of the cross mean so much to Christians all over the world.							To review and improve an animation			
6.					Reflect: Where do we see symbols in school							To evaluate the impact of adding other media to an animation			

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Spring 1 – Year 3																
	Music – Three Little Birds	W	M	T	Religious Education – Five Pillars of Islam	W	M	T	Languages – Colours	W	M	T	Computing – Sequencing Sounds	W	M	T
1.	Listen to Reggae, Identify structure: Introduction, chorus, verse, chorus, verse, chorus, verse, chorus.				Knowledge: Know the five ways in which Muslims are expected to demonstrate their faith in Islam.				New learning: names of 11 colours with the introduction of bilingual dictionaries.				To explore a new programming environment			
2.	Sing in unison while participating in a class performance.								Beginning to understand where a noun, verb, adjective and conjunction are found in a Spanish sentence.				To identify that commands have an outcome			
3.	Play instrumental parts using: C, D & E.				Understanding: Understand how these actions help them remember their faith every day				Intercultural learning: exploring the life and work of Pablo Picasso.				To explain that a program has a start			
4.	Improvise and compose using: C, D, E, F & G.												To recognise that a sequence of commands can have an order			

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5.	Reflect on the genres covered and identify the emotional response.				Reflect: How does show that we belong to a community? E.g. school, family, area etc.								To change the appearance of my project			
6.	Know that Bob Marley is one of the most famous performers of Roots Reggae music.													To create a project from a task description		
Spring 2 – Year 3																
	Music – The Dragon Song	W	M	T	Religious Education – Symbolism in Judaism	W	M	T	Languages – Days of the Week	W	M	T	Computing – Branching Databases	W	M	T
1.	To listen to traditional folk tunes from around the world.				Knowledge: To know what Jews do to remember the story of ‘Moses and the Plagues of Egypt’.				New learning: names of the days of the weeks with the use of bilingual dictionaries.				To create questions with yes/no answers			
2.	To sing in two parts and explain the meaning behind a song.								Intercultural learning: Easter in Spain.				To identify the attributes needed to collect data about an object			
3.	To play instrumental parts using: G, A & B.				Understanding: Understand that item on the Seder Plate has a symbolic representation								To create a branching database			
4.	To improvise and compose using: D, E, G, A & B.												To explain why it is helpful for a database to be well structured			
5.	To understand vocabulary: pentatonic scale, dynamics, texture (see planning for full list).				Reflect: What is freedom and what does it mean to us now?								To plan the structure of a branching database			
6.	To know that The Dragon Song tells the story of Lesley the												To independently create an identification tool			

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	Dragon who flies around the world in search of friendship.																		
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Summer 1 – Year 3																	
	Music – Bringing Us Together	W	M	T	Religious Education – Hinduism – Who and Where?	W	M	T	Languages – Months of the Year	W	M	T	Computing – Desktop Publishing	W	M	T	
1.	To understand the genre of disco and find the pulse in disco songs.				Knowledge: Know that Hinduism was founded in the India and that is it a fusion of different beliefs, cultures and traditions of people who lived along the Indus River				New learning: names of the months of the year.				To recognise how text and images convey information				
2.	To sing in two parts and understand the meaning behind the song.													To recognise that text and layout can be edited			
3.	To play instrumental parts using: C, A & G.				Understand: I can explain the main beliefs of Hinduism e.g. three main Gods/Deities, Vishnu, Brahma and Shiva but there are many Deities within the religions.								To choose appropriate page settings				
4.	To improvise and compose using: C, D, E, G & A.													To add content to a desktop publishing publication			

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5.	To reflect on the genre and identify emotional responses.				Reflect: What the Deities might mean to Hindus and why it is important to respect all the Gods. Is this similar or different to their beliefs?									To consider how different layouts can suit different purposes			
6.	To understand that disco music was popular in the 1970s and was influenced by soul and melodic music with a regular beat.													To consider the benefits of desktop publishing			
Summer 2 – Year 3																	
	Music – Reflect, Rewind and Replay	W	M	T	Religious Education- Buddha/ Ten Gurus	W	M	T	Languages – Food and Drink	W	M	T	Computing – Events and Actions in programs	W	M	T	
1.	To listen to and recognise the styles of music covered this year.				Knowledge: To know the story of Siddatthe Gotama (the founder) and where the story originates.				New learning: names of food and drink through the story, ‘The Very Hungry Caterpillar’.				To explain how a sprite moves in an existing project				
2.	To sing different musical genres.				Understand: that Buddhists believe that riches and possessions don’t necessarily make you happy.				Understands classroom instructions in Spanish.				To create a program to move a sprite in four directions				
3.	Play tuned instruments up to three notes and a variety of non-tuned percussion instruments following the rhythm and pulse.				Reflect: What is truly important to us and why? What would life be like without possessions?				Engages in a simple role-play conversation where they can introduce themselves and give some information .				To adapt a program to a new context				

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4.	To improvise and compose simple rhythms and melodies using up to three notes.				Knowledge: In Sikhism, there are 10 Gurus and that these Gurus were at one with God.				Familiar with key vocabulary such as colours, numbers 0-12, days of the week, months of the year and food and drink.				To develop my program by adding features			
5.	To understand the vocabulary covered this year.				Understanding: The 11th and final Guru is the holy book and contain the message of all the Gurus and Sikhs believe that this is the true word of God. Explore how they treat the holy book.				Beginning to understand where a noun, verb, adjective and conjunction can be found in a Spanish sentence.				To identify and fix bugs in a program			
6.	To understand the history of the pieces of music covered this year.				Reflect: Is there anyone in your life that you respect and why do you respect them? What have they taught you? (Community, family, religious leaders, sports people, world leaders).				Some intercultural understanding of festivals and traditions that take place in Spain.				To design and create a maze-based challenge			

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D&T – Year 3			
	1. Make A Shaduf	2. Make a Volcano	3. Ancient Greek Food
1.	Use design criteria to inform the design of functional products.	Generate, develop and model their ideas through discussion and prototypes.	Understand and apply the principles of a healthy and varied diet.
2.	Generate, develop, model and communicate ideas through annotated sketches and exploded diagrams.	Select from and use a wider range of tools and equipment to perform practical tasks accurately.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
3.	Select from and use a wider range of materials and components according to their functional properties.	Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
4.	Understand how key events in design and technology have helped shape the world.	Evaluate their ideas and products considering the views of others to improve their work.	
5.	Understand and use mechanical systems in products.		
6.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		