



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project Theme</b>	<p><b>History-The Stone Age – Bronze Age – Iron Age</b>  <b>The Maya</b></p> <p>Who were the first humans and when did they live?            What kind of evidence can tell us about life in the Stone Age?            What was a Stone Age home like?            What is a Hillfort?            What evidence is there for the diet of the earliest humans?            What is the job of an archaeologist?            Who were the ancient Maya and where did they live?            How do we know about the Maya?            What was daily life like in the time of the ancient Maya?            What did the ancient Maya achieve?            Were the Maya religious people?            Where are the Maya today?</p>			<p><b>Geography-UK, Europe and South America:</b></p> <p><u>To investigate places</u>            *To Name and locate counties and cities of the United Kingdom, geographical regions.            *To identify human and physical characteristics, including hills, mountains, cities and rivers.            *To name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><u>To investigate patterns</u>            *To describe geographical similarities and differences between countries.            *To describe how the locality of the school has changed over time.</p> <p><u>To communicate Geographically</u>            *To describe key aspects of:  <u>Physical geography</u>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  <u>Human geography</u>, including: settlements and land use.</p>		
<b>English(including discrete SPaG teaching)</b>	<p>Sentence structure (nouns and verbs/word classes)</p> <p>Recount/Historical Narrative (past tense/time adverbials)</p> <p>Explanation Texts (Present tense)</p>	<p>Instructions (adverbs and adverbials)</p> <p>Descriptive writing            Story settings and character description (adjectives, prepositions and noun phrases)</p>	<p>Descriptive writing- continued</p> <p>Narrative (punctuation, cohesion and speech)</p>	<p>Biographies (conjunctions and prepositions)</p> <p>Persuasive writing and verbal debate (sentence types and paragraphing)</p>	<p>Poetry (figurative language/adverbials)</p> <p>Non-chronological reports (conjunctions, clauses and paragraphing)</p>	<p>Diaries/Letters (Apostrophes)</p> <p>Non-chronological reports (conjunctions, clauses and paragraphing)</p>

Guided Reading	The Hodgeheg/Flat Stanley	George's Marvellous Medicine	Nothing to see Here Hotel			
<b>Class Novel</b>	<p>To be decided by the children using a voting system.            Texts chosen using recommendations for Y3 and topic links.            Please let us know if you have any great suggestions that you'd like us to read.</p>					
<b>Mathematics</b>	Represent numbers in different ways Read and write numbers to 1000 Place value of 3 digit numbers 10/100 more and less Add and subtract mentally	Number calculations + and - Column addition and subtraction Estimating answers Inverse operations Solving problems with missing numbers Roman Numerals to 12	Count in 4s, 8s, 50s, 100s Times tables and related division Formal multiplication/short division Solving problems with missing numbers	Scaling problems Tenth Compare and order fractions Equivalent Fractions Recognise, find and write fractions Adding and subtracting fractions with the same denominator Link fractions to division	Money +/- and giving change Length, volume and capacity 2d and 3d shape Position and direction	Tell time to nearest minute Read 12 hour & 24 hour clocks. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon, midnight. Know the number of seconds in a minute, days in each month, year & leap year. Compare durations Recognise angles/ right angles. Handling Data Present and interpret data using bar charts, pictograms and tables. -Use scales progressing in 2s, 5s and 10s.
<b>Science</b>	<b>Animals including humans</b> To identify that animals, including humans, need the right types and amount of	<b>Fossils, Rocks and Soils</b> To compare and group together	<b>Sources of light; shadows &amp; reflections</b> Understand that we need light to see things	<b>Simple forces, including magnetism</b>	<b>Plants</b> To identify and describe the functions	

ICT	<p>nutrition and that they get it from what they eat.</p> <p>To identify types of skeleton in humans and animals.</p> <p>To identify that skeletons and muscles provide support, protection and movement.</p>	<p>different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To describe how fossils are formed.</p> <p>To recognise that soils are made from rocks and organic matter.</p>	<p>and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To find patterns in the way that the size of shadows changes.</p>	<p>To compare how things move on different surfaces.</p> <p>To understand that magnetic forces can act at a distance.</p> <p>To observe how magnets attract or repel each other and attract some materials and not others.</p> <p>To identify some magnetic materials.</p>	<p>of different parts of flowering plant.</p> <p>To explore the requirements of plants for life and growth and how they vary from plant to plant.</p> <p>To investigate the way in which water is transported within plants.</p> <p>To explore the part that flowers play in the life cycle of flowering plants.</p>		
	<p>Using Scratch and Kodu Moving Pictures Frame by frame animation Navigating Tinkercad Internet safety Coding</p>						
	Humanities	<p>History Stone Age Maya</p>			<p>Geography UK/South America</p>		
	Art and DT	<p>Drawing/painting Cave Paintings</p>	<p>DT Sliders and Linkage Christmas Cards</p>		<p>DT Food</p>	<p>Art- Collage Rainforests Henri Rousseau/Frida Kahlo</p>	
	RE	<p>Incarnation/God What is the Trinity?</p>	<p>Why does Christmas matter?</p>	<p>What is it like to be a Hindu? day Jesus died Good Friday?</p>	<p>Salvation: Why do Christians call the</p>	<p>Kingdom of God Impact of Pentecost</p>	<p>Hindu festivals</p>

<p style="text-align: center;"><b>PHSE (Jigsaw Scheme)</b></p> <p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Spanish</b></p> <p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Hook/Celebration/Trip</b></p>						
	<b>Being me in the world:</b> Getting to know each other Our school. Rewards and consequences Our learning Charter	<b>Celebrating Difference:</b> Families Feelings Conflict Words that harm Compliments	<b>Dreams and Goals:</b> Dreams and ambitions New challenges Overcoming obstacles	<b>Healthy Me:</b> Being fit and healthy Drugs Being safe Our amazing body	<b>Relationships:</b> Family roles Friendship Online safety Being a global citizen	<b>Changing Me:</b> How babies grow Babies How our bodies change Family stereotypes Looking ahead
	Dance Gymnastics	Dance Gymnastics	Invasion Games Athletics	Invasion Games Athletics	Striking & Fielding Outdoor Athletics	Striking & Fielding Outdoor Athletics
	<b>Early Language Teaching.</b> Phonetics and core vocabulary ('I'm Learning Spanish.')	<b>Early Language Teaching</b> Greetings	<b>Early Language Teaching</b> Colours and numbers	<b>Early Language Teaching</b> Animals	<b>Early Language Teaching</b> Food (ice cream)	<b>Early Language Teaching</b> Minibeasts
	Music and singing taught by music specialist.					
	Historical visitor linked to Stone Age project		Cresswell Crags		Tropical World Leeds	

Food