

## Year 3 Yearly Planner 2021- 2022



|                               | Autumn 1:<br>Science                                   | Autumn 2:<br>History/Geography<br>Science                           | Spring 1:<br>Science  | Spring 2:<br>History/Geography<br>British Science week                                     | Summer 1:<br>Science                             | Summer 2:<br>History/Geography<br>Science                            |
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| Learning Challenge Curriculum | How far can you throw your shadow?                     | Who first lived in Britain?<br>What's the attraction?               | What do rocks tell us about the way the Earth was formed?   | Why were the Ancient Greeks ruled by their Gods?<br>Science week                           | What makes plants and flowers grow and flourish? | What makes the Earth angry?<br>How can Hussain Bolt move so quickly? |
| Core Text                     | Orion and the Dark<br>Emma Yarlett                     | The Stone Age Boy<br>Satoshi Kitamura<br><br>Iron Man<br>Ted Hughes | Fragile Earth<br><br>Volcanoes<br><br>Edmund Hilary and journey to the top of Mount Everest. 'First to the top.' David Hill | Ancient Greece and the Olympics<br>Mary Pope Osborne<br><br>Greek Myths<br>Marcia Williams | James and the giant peach<br><br>Roald Dahl      | Escape from Pompeii<br><br>Christina Balit                           |
| Ignition                      | Making shadow puppets                                  | Archaeological dig  | Sketching different rocks   | Olympic Games  | Planting seeds                                   | Make a volcano   |
| Poetry                        | The Sound Collector                                    | Michael Rosen –<br>Performance poetry                               | Acrostic Poems  | Kenning Poems -<br>Medusa  | Riddle Poetry                                    | Bushfire by Jacky Kay  |
| Class read                    | The Owl Who Was Afraid of the Dark –<br>Jill Tomlinson | Stig of the Dump<br>Clive King                                      | Street beneath my feet<br>Charlotte Guillian  | Who Let the Gods out?<br>Maz Evans   | The promise<br>James and the giant peach         | Running Wild –<br>Michael Morpurgo                                   |

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| Curriculum Links – Science/ Geography/ History/ | <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p> | <p>Describe chronology using BC, AD and specific dates<br/>Use a timeline to order events they have learned about</p> <p>Compare similarities and differences between Stone Age and now and between Stone, Bronze and Iron ages.</p> <p>Suggest reasons why Stone Age people behaved the way they did.</p> <p>Recognise the role archaeologists have in understanding the past.<br/>Use different sources of information as evidence</p> | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Describe chronology using BC, AD and specific dates</p> <p>Use a timeline to order events they have learned about</p> <p>Compare similarities and differences between Stone Age and now and between Stone, Bronze and Iron ages.</p> <p>Suggest reasons why Stone Age people behaved the way they did.</p> <p>Recognise the role archaeologists have in understanding the past.</p> <p>Use different sources of information as evidence</p> <p>Geography – name and locate countries of Europe.</p> | <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Use maps appropriately to locate continents, countries and oceans (geographical enquiry)</p> <p>Describe how volcanoes are formed (physical geography)<br/>Describe how earthquakes occur (physical geography)</p> <p>Describe physical features of a locality (physical geography)</p> <p>Describe impact of natural disasters on people’s lives (human geography)</p> <p>Name and locate some of the most famous volcanoes across the world (geographical knowledge)</p> <p>Name and locate well-known (and previously studied) countries across Europe.</p> |
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| <b>Art/ D&amp;T</b>          | Art - Children to create a sketch showcasing a use of shadows. Kumi Yamashita as a focus artist/photographer and local artists | D.T - Create a stone age shelter using junk modelling          | Andy Goldsworthy<br>Creating rock sculptures<br>Painting rocks to create pattern | Greek Food Tasting<br>Design and create a meal for Y4 to taste<br>Understand seasonality in produce | Georgia O'Keefe<br>Plant art                                       | Frederick Varley<br>Alexander Nepote<br>Stormy Art                              |
| <b>Computing</b>             | <b>Programming A - Sequence in music</b>   |  | <b>Connecting computers</b>  |   | <b>Programming B – Events and actions in programs</b>              |   |
| <b>Music</b>                 | Drumming   | Drumming   | Drumming   | Drumming  | Drumming   | Drumming  |
| <b>French</b>                | Hello, how are you?<br>What is your name?  | Colours<br>Counting  | Animals  | Parts of the body   | Food   | School  |
| <b>Enrichment activities</b> | Spooky Ball  | Beauty and the beast theatre trip<br>Carols around the tree    |  | How to be a hero  | Forest park  |   |
| <b>RE</b>                    | 2.1 Christianity<br>What do Christians learn from the Creation story?  | 2.2 Christianity<br>What is it like for someone to follow God? | 2.4 Christianity<br>What kind of world did Jesus want?                           | 2.5 Christianity<br>Why do Christians call the day Jesus died 'Good Friday'?                        | 2.6 Christianity<br>For Christians, what was the impact Pentecost? | 2.3 Christianity<br>What is the Trinity and why is it important for Christians? |
| <b>PE</b>                    | Netball/basketball   | Dance  | Gymnastics/Health Related Education  | Tennis/Badminton  | Athletics (including Athletics 365 award)                          | Cricket   |

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| <b>PSHE</b>                 | <p><b>Families and Friendships</b><br/>What makes a family; features of family life</p> <p><b>Safe relationships</b><br/>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting ourselves and others</b><br/>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> |  | <p><b>Physical health and Mental Wellbeing</b><br/>Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Growing and Changing</b><br/>Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Keeping safe</b><br/>Risks and hazards; safety in the local environment and unfamiliar places</p> |  | <p><b>Belonging to a community</b><br/>The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>Media literacy and digital resilience</b><br/>How the internet is used; assessing information online</p> <p><b>Money and work</b><br/>Different jobs and skills; job stereotypes; setting personal goals</p> |                            |
| <b>SMSC/ British Values</b> | <p>Rules (BV: Law)</p> <p>Reinforcing rules</p> <p>School Council Democracy</p>  | <p>Christmas</p> <p>Children in Need (M)</p> <p>Anti-bullying week (BV: Tolerance, SM)</p> <p>Remembrance (BV: Tolerance, Respect)</p> <p>UK General Election – December 2019 (BV)</p> | <p>Chinese New Year (C, BV: Tolerance, Respect)</p> <p>Shrove Tuesday (spiritual)</p>  | <p>World Book Day</p> <p>Mother's day (S, M)</p> <p>Comic Relief/Sport Relief (Charity)</p> <p>Ash Wednesday (Sp, C)</p> <p>Easter (Sp, C)</p> <p>Links to topic - democracy</p> | <p>Sports Day (BV: Respect)</p>  | <p>Father's Day (S, M)</p> |