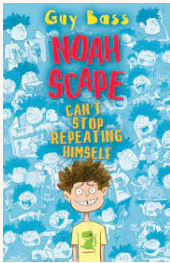


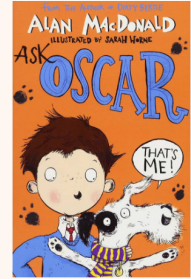
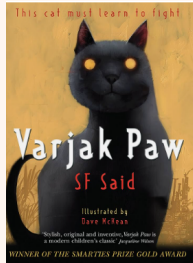
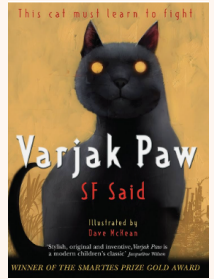

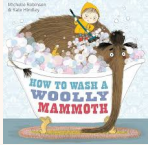


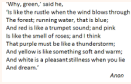

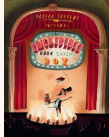
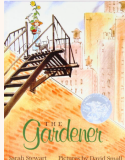
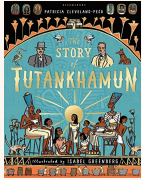
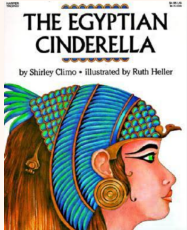


Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences/ Visits/ Opportunities / Local Links	Stone Age Day	Natural history museum virtual workshop- volcanoes!	Woking Mosque	Spring Bonanza Year 3 music performance to parents	London Wetlands trip (plant focus)	Egyptian workshop
Reading	<p>Comprehension Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction, poetry and non-fiction • Using dictionaries to check the meaning of words that they have read. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions • Predicting what might happen from details stated • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves. <p>Word reading</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 					
Class reader	<p>Noah Scape</p> 	<p>The Stolen Spear</p> 	<p>The Iron Man</p> 	<p>Ask Oscar</p> 	<p>Varjak Paw</p> 	<p>Varjak Paw</p> 


<p>Writing</p>	 <p>Star in the Jar-Friendship Narrative</p>  <p>Instruction Stone Age</p>	<p>Skeletons and Muscles explanation text</p>  <p>Poetry -Autumn is here</p>	 <p>Narrative – The Iron Man</p>  <p>Poetry- I asked the little boy who cannot see</p>	 <p>The Secret of Black Rock- adventure</p> <p>Non chronological writing</p>	 <p>Narrative Comedy- the incredible book eating boy</p> <p>The Gardener</p>  <p>Non fiction Letter writing</p>	<p>Non fiction Tutankhamun non chron</p>   <p>Narrative traditional tale</p>
<p>SPAG</p>	<p><u>Word</u> Prefixes anti- auto- super- Use of the forms a or an Word families based on common words (solve, solution, solver, dissolve, insoluble) <u>Sentence</u> Expressing time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) <u>Text</u> Paragraphs Headings / Subheadings Present perfect form of verbs <u>Punctuation</u> Inverted commas for direct speech</p>					

Maths	Place Value – 3 weeks Addition and Subtraction – 5 weeks Multiplication and Division – 4 weeks		Multiplication and Division – 3 weeks Measurement: length and perimeter – 3 weeks Fractions – 3 weeks Mass and Capacity – 3 weeks.		Fractions – 2 weeks Money- 2 weeks Time – 3 weeks Shape – 2 weeks Statistics- 2 weeks	
Science	<p>Animals including humans- food groups and nutrition. Main parts of the skeleton and function of the skeleton and muscles.</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>Rocks, soils and fossils Describe rock and fossil formation. comparing and grouping types of rocks and soils.</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. 	<p>Forces and Magnets how things move on different surfaces, magnetic and non magnetic materials, attract and repel</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 	<p>Science Experiments- Working Scientifically</p> <p>Enrichment and retrieval activities to deepen understanding of rocks, animals including humans and forces. Use concept cartoons, experiments, questioning and observations.</p> <ul style="list-style-type: none"> • Design and make a toy that needs 'push' or 'pull' forces. • Present a YouTube clip to describe how fossils are formed. Use diagrams, data and oral explanations. • Measure heart rate changes before and after exercise. Use drawings, labelled diagrams, bar charts and tables. • Understand forces on oobleck. Gather and record data in a variety of ways to 	<p>Plants - functions of plant parts, requirements for growth and life cycle of flowering plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • 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. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, 	<p>Light - need for light to see, reflection, sun safety and shadow formation.</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.

			<ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	show the different forces and consequences.	seed formation and seed dispersal.	
Geography		<p>Volcanoes and Earthquakes</p> <p>-Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>- physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p>		<p>Exploring Guildford and the surrounding areas</p> <p>Local study</p> <ul style="list-style-type: none"> - counties in the UK - human and physical features - services Guildford provides - urban and rural areas 	<p>Spain</p> <p>Compare the UK to a European country</p> <ul style="list-style-type: none"> - Europe: Which landmass is the continent of Europe in? Locate and label the countries of Europe. - Europe: Population - Europe: Mountains - Europe: Tourism <p>Investigate places</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Describe geographical similarities and</p>	

					<p>differences between countries.</p> <p>Communicate geographically</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
History	<p>Stone age <i>What was 'new' about the New Stone Age?</i></p> <p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in 		<p>Bronze to Iron Age <i>How did life change in Britain during the Bronze Age and Iron Age and how do we know? Was it for the better?</i></p> <p>to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in 			<p>Overview of civilisations: <i>What does a civilization need to grow and succeed?</i></p> <p>Ancient Egyptians <i>What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?</i></p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

	<p>Britain from ancient until mediaeval times.</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. <p><u>To build an overview of world history</u></p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand chronology</u></p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>		<p>Britain from ancient until mediaeval times.</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. 			<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line.
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	<p>Use dates and terms to describe events.</p> <p><u>Communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</p>					
<p>Art</p>	<p>Artist study- cave paintings at Lascaux, Chauvet and eL Castillo.</p>  <p>Develop Ideas</p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Master Techniques</p> <p>Drawing</p>		<p>Printing - Karen Lederer</p> <p>Develop Ideas</p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Master Techniques</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>		<p>Focus Artist: Antonio Gaudi</p> <p>Develop Ideas</p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Master Techniques painting and drawing</p> <p>Mix colours effectively.</p>	

	<p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Focus Artist: Cy Twobly</p>		<p>Focus Artist: Karen Lederer</p> <p>https://gomersalprimaryschoolart.blogspot.com/2020/12/fossil-printing-in-year-3.html</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/</p>		<p>Experiment with creating mood with colour.</p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	
DT		Food –dips for a Christmas party		Pneumatic monsters	<ul style="list-style-type: none"> • Use scientific knowledge of the 	Textiles Egyptian collars

		<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Design, make evaluate and improve</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 		<p>transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). <p>Design, make evaluate and improve</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 		<ul style="list-style-type: none"> • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Design, make evaluate and improve</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.
Computing	Networks and the internet	Espresso coding (5 lessons)	Word processing (5 lessons)	Journey inside a computer (5 lessons)	Video trailers - iPads (5 lessons)	Comparison cards databases (5 lessons)

	<p>Learning what a network is and how devices communicate and share information.</p> <p>Online Safety Beliefs, opinions and facts on the internet</p>	<p>Sequence and animation x 2 Conditional events x 2 Debugging x 1</p> <p>Online Safety When being online makes me upset</p>	<p>Online Safety Sharing of information</p>	<p>Assuming the role of computer parts and creating paper versions of computers to consolidate understanding of how a computer works.</p> <p>Online Safety Rules of social media platforms</p>	<p>Developing digital video skills to create trailers, with special effects and transitions.</p> <p>Online Safety Assessment</p>	<p>Learning about records, fields and data and sorting and filtering data.</p>
PE	<p>Netball</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <ul style="list-style-type: none"> Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to teammates at appropriate times. Lead others and act as a respectful team member. 	<p>Football</p> <ul style="list-style-type: none"> I am beginning to use simple tactics. <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p>	<p>Sportshall athletics</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <ul style="list-style-type: none"> Use a range of throwing techniques (medicine ball = chest push, soft javelin = overarm). Compete with others and aim to improve personal best performances. 	<p>Dance (Street Dance)</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. (Street Dance) 	<p>Athletics</p> <p>Sprint over a short distance up to 60 metres.</p> <ul style="list-style-type: none"> Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (2-handed shot push, howler throw). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances. 	<p>Tennis</p> <ul style="list-style-type: none"> Follow the rules of the game and play fairly. Choose appropriate tactics to cause problems for the opposition.

		<p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>				
PSHE	<p>Strengths and challenges</p> <p>Mental Health & Wellbeing</p> <p>Strengths & Challenges</p> <p>Pupils learn: about celebrating achievements and setting personal goals about dealing with put-downs about positive ways to deal with set-backs</p>	<p>Keeping Safe & Managing Risk</p> <p>Bullying – see it, say it, stop it</p> <p>Pupils learn: to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying</p> <p>Cyber bullying (D-Side) That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous, how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some</p>	<p>Celebrating differences Identity, Society & Equality</p> <p>Celebrating difference</p> <p>Pupils learn: Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community, the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Pupils learn about belonging to groups</p>	<p>Spending, saving budgeting careers, financial, capability and economic well being</p> <p>Pupils learn about what influences people's choices. About spending and saving money. People can keep track of their money The world of work.</p>	<p>Physical Health & Wellbeing</p> <p>What helps me choose?</p> <p>Pupils learn: about making healthy choices about food and drinks, the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this.</p>	<p>RSE – Christopher Winter Drug, Alcohol and Tobacco Education</p> <p>Tobacco is a drug</p> <p>Pupils learn: the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of smoking tobacco and second-hand smoke about the help available for people to remain smoke free or stop smoking</p>

		computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where and how to report concerns and get support with issues online.				
Music	<p>I've Been to Harlem Compose a pentatonic ostinato Sing a call-and-response song in groups, holding long notes Play melodic and rhythmic accompaniments to a song Listen and identify where notes in the melody of the song go down and up</p>	<p>Play Ukulele 1 Latin Dance Use Sing Up tutorials to introduce ukulele and playing techniques.</p>	<p>Play Ukulele 2 Use ukulaliens playalongs and justinguitar to learn and practise songs for Spring Bonanza.</p> <p>Fly with the Stars Improvise on-the-spot phrases using mi-re-do over a one-chord groove. Listen and copy back stepwise phrases using mi-re-do and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. Compose rising and falling question-and- answer phrases using m-r-d.</p>	<p>Play Ukulele 2 <i>Fly with the Stars</i> Compose rising and falling question-and-answer phrases using mi-re-do. Play a part on a ukulele as part of a whole class performance. Spring Bonanza Performance</p>	<p>Sound Symmetry Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry. 'March' from The Nutcracker Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A) Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response</p>	<p>Just 3 Notes Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Notate, read and follow a 'score'. Compose music, structuring short ideas into a bigger piece. Notate, read and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. Samba with Sergio Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music.</p>

					patterns through moving with a partner.	Talk about what has been learnt about Brazil and Carnival. i.e. Samba batucada instruments and playing in call-and-response; samba schools; in Brazil music helps communities thrive; that word rhythms are an important way to earn rhythm patterns; that you can freely express yourself at a Carnival.
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?	Islam - How does 'ibadah' (worship) show what's important to Muslims?	How did Jesus change lives—and how is it good news?	What do Sikh people value?	Are words more important than actions?
French	Unit 1- Greetings and Name Name Greetings Family Numbers 0-12 Age Christmas		Unit 2- The farmer's in his den Number 11-20 Favourite playground games Unit 3- Look at me Happy Birthday Come to my party Party games Easter		Unit 4- Body parts Colours Combining body parts and colours Monsters My Monster French sports week	
Outdoor learning	Forest School fire circle	Orienteering SOLD cards leaf wreaths fire lighting	Knots - Clove hitch. Den building using knowledge of knots.	Shadow movement linked to science Forest School Curriculum plan	Designing and planting the allotment Outdoor identification, trees, plants, bugs, birds.	Forest school - Fire building and lighting and tool use Science: flowP and pollination (Create

	<p>mud painting and making natural pigments bug hunting tool use</p> <p>outdoor learning mini shelter building timelines Stone Age day: Fire lighting. Forage material to make natural pigment.</p>					<p>bunting using Happa Zome.) Go on a barefoot walk. Selection of materials laid out of varying textures and smells. Wild art. use a variety of materials to create a piece of artwork. Be able to name / identify three materials used. Make wildflower seed bombs. Use tools to lift turf and make the area ready for wildflower seeds.</p>
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