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| **Theme** | **United Kingdom**  53 North | **Settlements in the Stone Age and Iron Age**  *How did Prehistoric people live?* | **Investigating Mountains and Volcanoes** | **Ancient Egypt**  *Would you want to be a Pharaoh?* | **Looking at Europe** | **Ancient Greece**  How did the Ancient Greeks change the world? |
| **Term** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **English**  ***Genre and Key Texts*** | **Twisted Fairy Tales**  (The true story of the Three Little Pigs/Three Little Wolves and the Big Bad Pig)  **Recount**  (Scientific recounts of investigations on Light and Shadows)  **Rhyme**  (link to adventure – Jabberwocky, rewrite using rhyming nonsense words GPS)  **Twisted Fairy Tales**   * Write to entertain and twist a traditional fairy tale * Use expanded noun phrases to describe characters and settings (Yr2) * Develop cohesion, expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] * Use subordination to develop detail and interest * Write in paragraphs to group related material * Write consistently in the past tense making some use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] * Write consistently in the first person * Include direct speech and punctuate correctly * Accurate punctuation taught in Yr2 * Apostrophe for singular possession (Yr2) * Add interest using expanded noun phrases   **Texts**  Core Texts –  The true story of the Three little pigs - Jon Scieszka  The Diary of a Killer Cat – Anne Fine  Into the forest –Anthony Browne  The pea and the princess – Mini Grey  The frog princess continued – Jon Scieszka  Goldilocks on CCTV – John Agard  **Recount**   * Write to inform * Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] * Use subordination to add additional detail * Use expanded noun phrases to describe observations and effects * Write in paragraphs to group related material * Use simple organisational devices; headings, sub-headings, bullet points * Write consistently in the past tense * Include technical vocabulary * Accurate punctuation taught in Yr2 * Add interest using expanded noun phrases (Yr2)   **Rhyme**  •Write to entertain  •Write consistently in the present/past tense  •Identify and create nonsense nouns, verbs and adjectives  •Spell words and identify rhymes the different GPCs  •Make up two nonsense words that rhyme  •Accurate punctuation taught in Yr2  **Texts**  [The Jabberwocky](https://www.literacyshed.com/the-poetry-shed.html)  I like this poem – Kaye Webb  Puffin book of utterly brilliant poetry - Brian Patten  The Works – Paul Cookson  The Works KS2 Pie Corbett | **Non-Chronological Report**- Information about the UK (Independent Write)  **Portal Story**  (Stone Age and Iron Age travel back in time)  **Non-chronological Report** (Iron Age and Stone Age)  **Narrative** based on short animation [Crow Moon](https://www.literacyshed.com/the-myths-and-legends-shed.html) on Literacy Shed (Independent Write)  **Portal Story**   * [Horrible Histories Youtube](https://www.youtube.com/watch?v=fRpqkIzb-3U&list=PLuSga-f7-nrWnoG7CUm6D_haIQiLqJC91&index=15) * Write to entertain include a portal, character and description of Stone Age or Iron Age Britain * Use expanded noun phrases to describe characters and settings (Yr2) * Develop cohesion, expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] * Use subordination to develop detail and interest * Write in paragraphs to group related material * Write consistently in the past tense making some use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] * Include direct speech and punctuate correctly * Write consistently in the first person * Accurate punctuation taught in Yr2 * Apostrophe for singular possession (Yr2)   **Texts**  Stone Age Boy - Satoshi Kitamura  The Tunnel - Anthony Browne  The Sandal – Tony Bradman  Tom’s Midnight Garden -  By Edith  **Non Chronological Report**   * Write to inform * Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] * Use subordination to add additional detail * Write in paragraphs to group related material Use simple organisational devices; headings, sub-headings, bullet points * Write consistently in the past tense * Include technical vocabulary * Accurate punctuation taught in Yr2 * Add interest using expanded noun phrases (Yr2)   **Texts**  A range of Non fiction Stone Age and Iron Age texts (see plan) | **Recount/Explanation** – Forces and Magnets (Independent Write)  **Fantasy Adventure** (Charlie and the Chocolate Factory, The Iron Man,)  **Explanation** - Volcanoes | **Narrative** – stories from hieroglyphics  **Instruction**-  Egyptians- mummification  **Haiku** (link to spelling and grammar: describing inside an Egyptian tomb)  **Recount**  Scientific recount of investigation with plants and transportation/light etc | **Narrative recount** - Writing in role as a character (Howard Carter discovering Tomb) (Independent)  **Journey**  (Greeks - The Odyssey style, Europe – quest journey linked to Firework-maker’s Daughter, Egyptians – retelling Book of The Dead)  **Persuasion**  Healthy eating and exercise (link to Greeks, Olympics and Science Animals including Humans) | **Fables** (Aesop’s - linked to Animals Including Humans, Greeks)  **Formal Recount**- news report about Ancient Greece – Sparta and Athens  **Similes** (Greek or Egyptian Ruins, Greek Hero descriptions)  **Narrative adventure** – Writing next chapter for Core Text Read in Reading |
| **Maths** | Number and place value: numbers to 1000  Calculations – addition and subtraction | Calculations – multiplication and division | Measurement – length  Measurement – mass  Measurement - volume | Measurement – money  Measurement - time | Statistics – picture and bar graphs  Fractions | Geometry – angles  Geometry – lines and shapes  Measurement - perimeter |
| **Science** | **Light**  **(Physics)**   * Recognise that they need light in order to see things and that darkness 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 the light from a light source is blocked by an opaque object. * Find patterns in the way the size of shadows change.   [**Brian Cox videos on Light and Shadow investigations**](https://www.stem.org.uk/resources/elibrary/resource/315603/what-factors-affect-size-shadow-shadow-theatre) | **Rocks**  **(Chemistry)**   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. * Describe in simple terms how fossils are formed when things that have lived are trapped within rock. * Recognise that soils are made from rocks and organic matter. | **Forces and Magnets**  **(Physics)**   * Compare how things move on different surfaces * Notice that some forces need contact between two objects, but magnetic forces can act at 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 that are attracted to a magnet, and identify some magnetic materials. * Describe magnets as having two poles. * Predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Plants**  **(Biology)**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **Animals inc humans**  **(Biology)**   * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. * Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |  |
| **Geography** | **United Kingdom**  **(Manchester City Centre and Rural location)**   * Name and locate the counties and cities of the United Kingdom, geographical regions and the identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time. * Identify different types of settlement, * Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Primary and secondary data. |  | **Investigating Mountains and Volcanoes**   * Locate the world’s countries, using maps to focus on North America concentrating on the key physical characteristics. |  | **Looking at Europe**  **(Greece and Poland)**   * Locate the world’s countries, using maps to focus on two contrasting European countries, concentrating on their environmental regions, key physical and human characteristics and major cities * Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. * Understand geographical similarities and differences through the study of human and physical geography of the contrasting countries. |  |
| **History** |  | **Settlements in the Stone Age and Iron Age**  ***How did Prehistoric people live?***   * Changes in Britain from the Stone Age to the Iron Age * Predict the use of an object from its properties * Recognise and explain differences between people, places and things and give reasons for these differences. |  | **Ancient Egypt**  ***Would you want to be a Pharaoh?***   * The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt * Identify significant leaders from the past and explain their impact on the time period. * Recognise and explain differences between people, places and things and give reasons for these differences. |  | **Ancient Greece**  ***How did the Ancient Greeks change the world?***   * Ancient Greece – a study of Greek life and achievements and their influence on the western world * Understand and explain a simple chronology * Discuss given causes for events and explain which is important, linking to my world. |
| **ICT** | **We are Year 3 rule writers**  Reviewing and editing our online safety rules.  **We are programmers** Programming an animation | **We are not online bullies**  Developing an awareness of online bullying  **We are bug fixers** Finding and correcting bugs in programs | **We are internet detectives**  Assessing the trustworthiness of websites  **We are presenters** Videoing performance | **We are aware of our digital footprint** Understanding the digital trails we leave behind  **We are vloggers** Making and sharing a short screencast presentation | **We are netiquette experts**  Practising good netiquette  **We are communicators** Communicating safely on the internet | **We are avatar creators**  Who do we really know online?  **We are opinion pollsters**  Collecting and analysing data |
| **Art** | **Lowry Envelope Portraits**   * Show facial expressions in my art. * Use different grades of pencil to shade and to show different tones and textures. * Use sketches to show a final piece of art. * Use digital images * Identify the techniques used by different artists. | **Cave Paintings**   * Create a background using a wash * Recognise when it is from different historical periods. * Use different grades of pencil to shade and to show different tones and textures * Use a range of brushes to create different effects in painting * Use sketches to produce a final piece of art |  |  |  | **Greek pot fragments and story telling**   * Use a range of brushes to create different effects in painting. * Use sketches to produce a final piece of art. * Recognise when art is from different historical periods. |
| **Design and Technology** |  | **Christmas cake**   * Design a product and make sure it looks attractive * Prove that my design meets set criteria * Make a product which follows the prod | **Making a Blanket**   * Choose a textile for both its’ suitability and appearance. * Design a product and make sure it looks attractive * Follow a step by step plan, choosing the right equipment and materials * Prove that my design meets set criteria   **Making Volcanoes**   * Follow a step by step plan, choosing the right equipment and materials | **Making a shaduf**   * Work accurately to measure, make cuts and make holes. * Select the most appropriate tools for a given task * Prove that my design meets set criteria   **Other ideas:** Canopic Jars, Death Mask, Sarcophagus | **Greek and Polish Food**   * Describe how food ingredients come together |  |
| **Music** | **Environment**   * Songs and poems about places are  used to explore music. * Children create accompaniments and sound pictures to  reflect sounds in their local environment. | **Sounds**   * Explores how instruments can be classified according to the sounds they produce. * Music from around the world  introduces the children to different timbres and structures as they create musical  conversations. | **China**   * Explores the pentatonic scale  through traditional Chinese music. * Children explore different ways of  notating pitch as they sing, read and compose music, ending with a musical  celebration of Chinese New Year. | **In the Past**   * The origins of pitch notations are  introduced as children make hand signals and compose three-note melodies. * They learn basic dance steps and prepare a performance. | **Human Body**   * Skeleton dances and songs teach  children about the human body. * Percussion instruments are used to improvise,  create word rhythms, and build a final skeleton dance. | **Ancient Worlds**   * Children explore Ancient Greece  with music inspired by Theseus, Orpheus and Echo. * They perform a song cycle  and a round, and compose their own ostinati. |
| **RE** | **Christianity**  Why is Jesus inspirational to some people? | **Judaism and Hinduism**  Why are Holy Books important to Jews and Hindus? | **Judaism and Hinduism**  How and why do people pray? | **Christianity and Islam**  What do different people believe about God? | Christianity and Islam  Why are festivals important to religious communities? | **Christianity and Islam**  What does it mean to be a Christian/Muslim in Britain today? |
| **PE** | Games   * Throw and catch with control * Be aware of space * Use space to support teammates. * Know and use rules fairly | Gymnastics   * Adapt sequences to suit different types of apparatus * Explain how strength and suppleness affect performance * Compare and contrast gymnastic sequences | Gymnastics   * Adapt sequences to suit different types of apparatus * Explain how strength and suppleness affect performance * Compare and contrast gymnastic sequences | Dance   * Improvise freely and translate ideas from a stimulus to a movement * Share and create phases with a partner and a small group * Repeat, remember and perform phases | Dance (Greek)  Folk dancing linked back to Morris   * Improvise freely and translate ideas from a stimulus to a movement * Share and create phases with a partner and a small group * Repeat, remember and perform phases | Games   * Know and use rules fairly * Follow a map in a familiar context * Use clues to follow a route * Follow a route safety |
| **MFL** | - A New Start: Greetings  “Hola y ¿Qué tal?”    Instrucciones de clase. | Numbers 0 – 10  Números Españoles 0 -10.    Celebrations: A Spanish Christmas. | Colours  Los colores! | Food we eat everyday:  frutas y vegetales | Days/months  Calendario:  Días y meses | All about me!   ¡Soy yo! |
| **Theme Days / Key Events** | Visit to the Lowry Gallery including a Lowry portrait workshop | Stone Age/Iron Age workshop | Make volcanoes parental engagement | Manchester Museum Ancient Egypt |  | Ancient Olympics Parental Engagement |
| **Authors** | The Railway Children – Edith Nesbit | Stone Age Boy - Satoshi Kitamura | The Princess Blanket  Carol Ann Duffy |  |  |  |