

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Brave New World (Exploration)	Movers and shakers (Leadership)	Creating a community (Diversity)	Game changers and change makers (Innovation)	Earth Matters (Environment)	Astonishing Achievements (Creativity)
Curriculum Books	The Sheep Pig	Egyptian Cinderella & Cinderella of The Nile The Sheep Pig	Please Mrs Butler		Driver text- The Flower: John Light Related texts - Varmints:Helen Ward & Mark Craste The Lorax: Dr Seuss	
Curriculum Links	<p>Science Rocks: 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.</p> <p>Design technology Technical knowledge – build Stone Age axes, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Science Animals inc humans: 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 animals have skeletons and muscles for support, protection and movement.</p> <p>Mummify tomato – link to history (Egyptians)</p> <p>Geography</p>	<p>Science Forces and Magnets: Set up a simple practical comparative test to Compare how things move on different surfaces. Draw conclusions.</p> <p>Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Computer Science Online safety I can explain what is meant by the term identity.</p>	<p>Science Science Day</p> <p>Computer Science Health and Wellbeing Branching Databases</p> <p>Geography History Music Art Design Technology</p> <p>PHSE Healthy Me</p> <p>RE Could Jesus heal people? What is ‘good’ about Good Friday?</p>	<p>Science Plants: 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</p>	<p>Science Light: 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.</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>Art To improve their mastery of art and design techniques, including drawing and painting with a range of materials (pastel, pencil etc) to create a Stone Age cave painting.</p> <p>History To understand how our knowledge of the past is constructed from a range of sources including archaeology. Note connections, contrasts and trends over time and develop the appropriate use of historical terms, especially focusing on changes within the Stone Age.</p> <p>Music Improvise and compose music for a range of purposes including using Stone Age type instruments.</p> <p>PHSE</p>	<p>Where is Egypt? Physical geography inc climate, River Nile etc</p> <p>Why was the River Nile so important to the Ancient Egyptians?</p> <p>Map to get to tomb – geography skills: compass points and key. Clues outside</p> <p>History Imagine If we lived under the reign of Cleopatra. Entry point – enter the world of Ancient Egypt. What do we want to know about the Egyptians?</p> <p>Imagine If we found an unexplored tomb. Pyramids & tombs</p> <p>Society ie. pharaohs, priests, viziers, scribes, merchants, farmers etc</p> <p>Music Egyptian music</p>	<p>I can explain how people can represent themselves in different ways online</p> <p>I can explain ways in which people might change their identity in different ways depending on what they are doing online.</p> <p>Geography Local geography: Newbury Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Physical features of Newbury</p> <p>Human geographical features of Newbury</p> <p>Music Learn about a song from a religion in our community</p>		<p>plants, including pollination, seed formation and seed dispersal.</p> <p>Computer Science: Introduce spreadsheets to collect and present costs and profit data.</p> <p>Geography: Human Geography - settlements, Where and why people settle. Relate to Varmints and the building of the skyscrapers. Field trip to town – development and loss of nature, shopping local, businesses with eco credentials to inspire our market: LaLa Vintage, Lonely lentil, veggie market, Artisans</p> <p>Music: compose, annotate and perform a jingle to advertise our shop. Introduce simple terminology.</p> <p>Art:</p>	<p>Computer Science: Design and write programs that accomplish specific goals – Beebots, taking produce to market from school.</p> <p>PHSE</p> <p>RE</p>
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