

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Ancient Egypt (History focus) Awesome Egyptians	Three weeks – Marvellous Magnets Three weeks – Polar Express	Bear with us! (Bears/animals)	Food Glorious Food!	Savage Stone Age	Brilliant Bristol
Wow day ideas	Making Egyptian collars and jewellery, eating bread and dates.	Magnet painting, magnet mazes	Paddington theme, making marmalade and bread etc.	Cookery day	Making mammoths, biscuit Stonehenge, cave paintings	
Visits and visitors	Bristol Museum Workshop Project – mummifying, entombing and burying bananas!	Bitton Railway		Aspens (visit)?	Stonehenge	The Downs (Avon Gorge Wildlife Project) Interviewing local person about the history of the area
Key text(s)	Flat Stanley (Egypt book – needs to be T4W) Non chronological report – Fact file about Egyptian Gods	Magnet explanation (written T4W style) Polar Express (adapted – T4W)	Paddington (T4W) Newspaper report about Paddington T4W/endangered bears	Cloudy with a chance of Meatballs (tall tale T4W) Why should you eat healthily? Persuasion	Stone Age boy (just the narrative T4W) Stone Age Boy (non fiction section)	Goram and Ghyston The Bristol Giants (T4W) Non fiction related to themed weeks (Science and Music weeks)
Writing outcomes	Letters Non chronological report Kennings poems	Explanation Finding tale	Quest story Newspaper report	Tall tale Persuasive piece	Time travel adventure Non chronological report	Legend story Lyrics (music week)
Cross-curricular maths possibilities	Pyramids	Tables and graphs	Measurements for cooking	Measurements for cooking Ratios	Tables and graphs	Right angles and time
Science	Light and dark – shadows – sun dials	Forces and magnets	Animals (including humans)	Plants	Rocks and fossils	Science week (E-ACT challenge) Mopping up
Art and design	Sketch using a grid to space out a drawing like the Egyptians – tomb paintings/Egyptian figures Creating 3D landscape models of the Egyptian desert and the pyramids	Magnetic painting Polar Landscapes	Animal drawing Sketching using different pencils Sketching basics (using small strokes and controlling pressure of pencil) Sketching texture using line and tone	Use of single watercolour to paint leaves	Sketches of Stonehenge Charcoal (cave paintings) Printing etc	Colour wheels – paintings of balloons and the colourful Bristol terraces

<p>Computing</p>	<p>E-Safety: - Keeping safe online - Who to tell if you feel unsafe - Keeping passwords safe</p>	<p>Communication: - Publish a basic non-chronological report - Typing skills (capitals, editing/deleting text) - Find an image and insert into a document - Saving work regularly</p>	<p>Film & Animation: - Brainstorm/storyboard as a class - Explanation about growing plants</p>	<p>Modelling & Simulation: - Choose a hypothesis - Collect data - Enter data into a table - Create a simple bar chart using software - Compare results - Answer questions about the data</p>	<p>Coding: - Using loops to repeat patterns of code (dance) - Creating loops in games - Debugging loops</p>	<p>Coding/Maths: - Right angled turns (clockwise/anti-clockwise) - Right angled turns within shapes - Recognising that a quarter clockwise turn = three quarters anti-clockwise - Create repeating geometric patterns using loops</p>
<p>Design and Technology</p>			<p>Cooking: making marmalade, plan a recipe to make marmalade. Could use the ingredients- oranges, lemons, sugar and water. Evaluate the marmalade and have a taste on toast.</p>	<p>Cooking: making pancakes Make healthy food. plan a recipe to make pancakes. Discuss the ingredients e.g. flour, eggs milk. Talk about what could be eaten with the pancakes that would be a healthy choice e.g. fruit. Design a healthy food plate.</p>	<p>Design and make a Stone Age (Neolithic) dwelling. Draw ideas and label with resources you could use from outside e.g. stones, leaves and sticks. Collect these resources outside and build the dwelling. Evaluate which materials would be the strongest or most protective.</p>	
<p>Geography</p>	<p>Europe's countries (inc Russia) Focus on environmental regions, phy and human characteristics and major cities. Compare (human and phy.) a region of the UK with a chosen region in Europe. Atlas/globe work refer to: the lines of latitude and longitude, equator, N and S hemisphere, tropics of Capricorn and cancer, Arctic and Antarctic circles, time-zones and the prime/Greenwich meridian.</p>			<p>Study rivers and the water cycle including key vocab and important rivers across the world (Amazon, Mississippi and Nile)</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use a range of methods (e.g. sketch maps, plans and graphs, digital technologies.) Use 4 points of a compass & 4 figure grid references to locate counties around Bris and SW. Compare human and physical characteristics, key topographical features, and land use patterns. Recognise the change over time. Locating country, city, school on maps Drawing their own maps of the school</p>

History	<p>Ancient Egypt</p> <p>Chronology, knowledge and enquiry</p> <p>Primary and secondary sources</p> <p>The achievements of ancient Civilizations – Ancient Egyptians. Chronologically secure knowledge. Compare contrasting elements of life and construct historically valid questions.</p>				Changes in Britain. Stone Age to Iron Age. Comparing similarity and difference to modern day life. Understand that our knowledge of the past is taken from different sources. Primary and secondary sources.	<p>Local study – Knowle West</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research • Ask questions
Languages	Greetings	Christmas in France	La Jolie Ronde	La Jolie Ronde	La Jolie Ronde	La Jolie Ronde
Music	Preludes – orchestra	Preludes – orchestra	Preludes – orchestra	Preludes – orchestra	Preludes – orchestra	Preludes – orchestra Music Week
RE	What is important to me? (Christianity and Judaism)		What can we learn from the life and teaching of Jesus? (Christianity)		How do people express their beliefs, identity and experience? (Christianity and Hinduism)	
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference Anti-bullying week	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Other						