

YEARLY ROLLING PROGRAMME FOR YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Through the ages and Prehistoric pots Britain: Stone Age to Iron Age Cornwall sites UK recaps. Changes over time for the Earth. Being me	(Iron and Bronze age) Metals, Magnets and Forces Celebrating difference	Ancient Egyptians Climate difference and water (cycle)	Great shakes Rocks, Relics and Rumbles Physical processes in geography. Volcanoes, Earthquakes, Tsunamis	Living things and their habitats Predators and prey Habitats of Cornwall Revision of UK and UK regions	Local Project Cornish light (Newlyn and St.Ives school of Art)
Literacy	Stig of the Dump- class text to read for pleasure Instructions- recap bossy verbs and time adverbials based on "How to Wash a Woolly Mammoth" <u>Grammar- Recap Yr2</u> • Sentences with different forms (statement, command, question, exclamation)	Iron Man Tin Forest The Man Engine Remembers The Wild Way Home Narrative based on "...." <u>Grammar</u> • Using and punctuating direct speech. Non-Chronological reports	Secrets of a Sun King Narrative based on "Egyptian Cinderella" <u>Grammar</u> • Using and punctuating direct speech. • Using conjunctions, adverbs and prepositions to express time and cause (and place) Diary entry based on I was there:	The Firework Maker's Daughter- class text to read for pleasure Narrative based on "Escape From Pompeii" <u>Grammar</u> • Organise paragraphs around a theme. Calligram and Kenning poetry based on volcanoes and earthquakes <u>Grammar</u> Stand-alone alongside	Newspaper report/narrative based on "Fantastic Mr Fox" (plus read as class text) <u>Grammar</u> • Organise paragraphs around a theme. • Using conjunctions, adverbs and prepositions to express time and cause (and place) Explanation text- "Why are Dragon's extinct?" Leading into science (Predators	Classic poetry Cornish Tales by Will Coleman told in shadow puppet performance <u>Grammar</u> Stand-alone alongside

YEARLY ROLLING PROGRAMME FOR YEAR 3

	• Sentence demarcation • Expanded noun phrases Narrative based on "Stone Age Boy" <u>Grammar</u> • Subordination (using when, if, that, or because) and Co-ordination (using or, and, or but • Commas in lists • Expanded noun phrases	<u>Grammar</u> • Organise paragraphs around a theme. • In non-narrative material use simple organisational devices. • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Tutankhamun's tomb. <u>Grammar</u> • using the present perfect form of verbs in contrast to the past tense		and Prey- Why do rabbits run away from foxes?) <u>Grammar</u> • Organise paragraphs around a theme. • In non-narrative material use simple organisational devices.	
Maths	Place value Addition Subtraction Multiplication Division 2D and 3D shapes	Fractions, Decimals and percentages Shape- triangles, known angles	Place value Addition Subtraction Multiplication Division Measurement (Area)	Fractions, Decimals and Percentages Shape – angles Measurement (perimeter)	Place value Addition Subtraction Multiplication Division Measurement (length, equivalence, scaling)	Fractions, Decimals and Percentages Measurement (volume and capacity) Statistics PUMA Shape – position and direction

YEARLY ROLLING PROGRAMME FOR YEAR 3

History	Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age homes (technology) Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and home culture <u>Progression of skills</u> Understand pre-history and how it is defined Use dates and terms related to the passing of time such as ancient, century, BC and AD. Sequence several events or artefacts. Find out about every day lives of people in time studied Compare with our life today and the daily for survival.	Continuation of Iron Age <u>Progression of skills</u> Understand pre-history and how it is defined Use dates and terms related to the passing of time such as ancient, century, BC and AD. Sequence several events or artefacts Find out about every day lives of people in time studied Compare with our life today and the daily for survival. Know about pre-historic sites in Cornwall and their significance. Understand archeological methods and the need to gather evidence Observe small details - artefacts,	The achievements of the earliest Civilisations (an overview of where and when) and then a focus on Ancient Egypt Domestic life and homes <u>Progression of skills</u> Understand the expanse of time from the origins of the earth until the age of man. Identify reasons for and results of people's actions. Identify key features of Early Man's existence and early civilisations in Egypt.	Significant people – Mary Anning; Pompeii <u>Progression of skills</u> Significant events and researching the past Understand archeological methods and the need to gather evidence Observe small details and artefacts.	Significant people David Attenborough <u>Progression of skills</u> Understand the expanse of time from the origins of the earth until the age of man. (Dinosaurs/Pangaea/rainforests etc). Understand archeological methods and the need to gather evidence Observe small details and artefacts.	Local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <u>Progression of skills</u> Researching the schools of art.
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YEARLY ROLLING PROGRAMME FOR YEAR 3

	Identify key features of Early Man's existence. Understand pre-history is open to interpretation and look at primary resources available to historians. Understand archeological methods and the need to gather evidence Observe small details and artefacts.					
Geography	Locational knowledge Key human and physical characteristics (of settlements) and Stone Age monuments in Cornwall and UK Human and physical geography	Human and physical geography Distribution of minerals Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human	Locational knowledge Locate the world's countries, using maps to focus on Europe and Africa, concentrating on their environmental regions (desert), key physical and human characters, countries and major cities.(Cairo) World map	Human and physical Describe and understand key aspects of volcanoes and earthquakes (including Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps) Locational knowledge	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies Revisit UK and regions of UK Physical features of UK	Geographical skills and fieldwork Use the 8 points of a compass and 4 figure grid references use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans

YEARLY ROLLING PROGRAMME FOR YEAR 3

	Changes of the globe overtime Fieldwork at ancient site in Cornwall Climate changes (ice ages) Mapwork looking at types of settlement and land use. Measurement and mapping of Iron age settlement in Cornwall at Roundwood Quay.	and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; <u>and understand how some of these aspects have changed over time</u>	Understand how rivers influence settlement (River Nile) Geographical skills Use maps, globes and digital mapping to locate the River Nile	Identify the position and significance of the Equator, Northern and Southern Hemispheres		and graphs, and digital technologies
Science Working scientifically (across all topics) Ask relevant questions and uses past knowledge when	Working Scientifically (Yr3/4 joint working-bug hotel?) Know how to use a microscope, magnifying lens Can make careful observations using notes and simple tables and	Working Scientifically Can take accurate measurements using standard units of time. Can set up simple practical enquiries and understand a fair test. Can	Working Scientifically Can make careful observations using notes and simple tables and drawing. In drawing can consider scale and detail. (Mummification of fruit)	Working Scientifically Use independent research including secondary sources to help them answer questions Rocks compare and group together different kinds of rocks on the basis of their appearance and	Working Scientifically Use scientific evidence to answer questions or to support their findings relate the findings to scientific knowledge Animals, including humans identify that animals, including humans,	Working Scientifically Draw simple conclusions, make predictions for new values, suggest improvements ad raise further questions Light Recognise that they need light in order to see things and that

YEARLY ROLLING PROGRAMME FOR YEAR 3

considering new investigation	drawing. In drawing can consider scale and detail Can take accurate measurements using standard units of length using cm. Label diagrams neatly. Plants 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	understand that changing only one variable is the best method for testing. Label diagrams neatly, use keys, bar charts and simple tables. Use headings to clarify what information was being collected. Forces and magnets compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract	Use scientific evidence to answer questions or to support their findings and relate the results to scientific knowledge (Egyptian poo- what did they eat?) Know how to use a magnifying glass. <i>Building the pyramids- forces link from last half term. (Compare how things move on different surfaces.)</i>	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	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 Living things and their habitats Know the groups Vertebrates, Amphibians, Reptiles, birds, fish and mammals, invertebrates, insects, molluscs and arachnids	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 an opaque object (Link to Ancient Egyptian ideas about the sun from Spring 1) find patterns in the way that the size of shadows change
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YEARLY ROLLING PROGRAMME FOR YEAR 3

	transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	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 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing				
Art/DT	Drawing skills Outline of form Sketching human form and animals (proportion and shape)	Colour work Hue and pigment Making our paints with natural materials	Portraiture of self with symbols to tell of interests, character The significant and symbolism of the Ancient Egyptian art Symbolism of flowers	Great artists study Japan The wave	Great artists study Lost words illustrations and poetry Camouflage 3D work and mixed media	Newlyn School Stanhope Forbes and Dame Laura Knight St.Ives School Barbara Hepworth and Ben Nicholson

YEARLY ROLLING PROGRAMME FOR YEAR 3

Cave paintings of Lascaux To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques: drawing with pencil and charcoal. To learn about great artists, architects and designers in history. Look at the significance of early art and the information that could be shared with visual and written communication (Rosetta Stone).	History of paint mixing Rembrandt (egg, oil, water bases) To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques: painting To learn about great artists, architects and designers in history. DT- Cookery- Oatcake and bean stew Understand and apply the principles of a healthy and varied diet.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. DT-Design a shaduf	Classical music to stimulate painting To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques: sculpture with clay. To learn about great artists, architects and designers in history. DT- animals with moving parts?	Representation / Abstraction of Cornish Landscape To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.
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YEARLY ROLLING PROGRAMME FOR YEAR 3

		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				
Music	Charanga Let your spirit fly Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Charanga Glockenspiel Stage 1 Use and understand staff and other musical notations Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	Charanga Stop!	Charanga Lean on me	Charanga Blackbird	Charanga Reflect, rewind and replay

YEARLY ROLLING PROGRAMME FOR YEAR 3

		fluency, control and expression.				
MFL French	Getting to know you - Greetings - Our first conversation - What's your name? - Saying your name. - Numbers between 1-10 - Colours	The calendar and celebrations - Colours linked to Autumn - Days of the week - Months of the year	Animals I like and don't like - Epiphany & Recap on numbers and colours. - Animals in French - Say what your favourite animal is - Recognise some plural animals in French	Carnival & playground games - Carnival in France facts. - Songs about colours and days of week. - Numbers - Saying my age	The hungry giant - Say fruits and vegetables. - Breakfast foods - Asking politely for something in French - Understanding and enjoying stories.	Going on a picnic - Where I live - Ask and answer simple questions - Complete simple sentences about where I live/what I am called - Listen, understand and join in with stories.
RE	Why do people believe life is like a journey and what significant events mark this? How and why do people mark the significant events of life?	What does it mean to be Hindu in Britain today? What does it mean to be Hindu in Britain today?	GOD What does it mean if God is Holy and loving? What kind of world did Jesus want?	INCARNATION/GOD What is the trinity? What is the Trinity and why is it important for Christians?	KINGDOM OF GOD When Jesus left what was the impact of the Pentecost? For Christians, what was the impact of Pentecost?	What do Hindus believe divinity is like? What do Hindus believe God is like?
PSHE Jigsaw	Being me	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me

YEARLY ROLLING PROGRAMME FOR YEAR 3

PE	Gymnastics Develop flexibility, strength, technique, control and balance [for example, through Athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. SWIMMING Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Dance Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Handball use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Gymnastics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. OAA Take part in outdoor and adventurous activity challenges both individually and within a team	Dance Perform dances using a range of movement patterns. Look at diverse dance styles. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Football play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Basketball use running, jumping, throwing and catching in isolation and in combination Hockey play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Cricket Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
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YEARLY ROLLING PROGRAMME FOR YEAR 3

Computing NCCE	Computing systems and Networks Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Creating Media Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Programming A Sequencing sounds Creating sequences in a block-based programming language to make music.	Data and Information Branching databases Building and using branching databases to group objects using yes/no questions	Creating Media Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose	Programming B Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions
DRIVER 1 To promote and celebrate diversity within the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the	Origins of man. Variety of humans. Lineage from Africa continent. All welcome ethos established at beginning of term.	Stereotypes challenge for working scientists see Royal Society resources.	Migrancy and diversity in cultures past and present.	All creatures are diversity and unique. What is special about ourselves? Celebrate difference.	British Science Week to include STEM ambassadors visiting the school (local experts).	

YEARLY ROLLING PROGRAMME FOR YEAR 3

pupils experience and challenge stereotypes.						
DRIVER 2 To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.	Collaborative working with Year 4- bug hotel. (Science-microscope and magnifying lens – observation skills) Use of the polytunnel and allotment. Planting and growing- link to DT project (cooking).		Testing and evaluating the Shaduf's in the local river (DT project)	Geological study in Cornwall		Outdoor sketching- Cornish Light link.
DRIVER 3 To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for the pupil			Astronomy evening	Insight into Japanese artistic culture.		Visit the Tate and Barbara Hepworth Museum in St Ives. Exposure to classic poetry.

YEARLY ROLLING PROGRAMME FOR YEAR 3

premium cohort.						
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