

Year group: 3

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Theme name	Life in the freezer	A Journey through Time	The Explosive Planet
Stimulus / trips	Visit from Polar explorer	Mad Romans Author visit	Natural History Museum
Topic objectives	Locate the world's countries using maps to focus on Europe. Arctic and Antarctic circle – identifying position and significance. Human Geography – types of settlement. Animals and people adapting to their environment. Famous explorers – polar exploration (Scott, Amundson, Shackleton)	Dinosaurs – fossilisation/skeletons. Counties and our country – name and locate cities in the UK. Romans – Impact of the Roman Empire on Britain. Anglo-Saxons – Britain's settlement. Trade links – where food traditionally comes from. A diet through time – Being healthy.	'The Big Bang theory' Stone age/Iron age Physical geography – describe and understand mountains, volcanoes and earthquakes. (Earth's shift : continental drifts). Rocks and soils (the rock cycle) – Geological structure of the earth. DT – volcano making with explanation.
English objectives (fiction / non fiction)	'Dangle' – baseline assessment Narrative – 'Lost and found' Non-fiction diary entry – Arctic explorers. Narrative - 'The Snowman' Non-fiction – Persuasive text: global warming Narrative – The Polar Express	Play script - Shakespeare (TBC) Narrative – A Roman story Narrative - 'Flotsam' Non-fiction – Persuasive letter linked to 'being healthy.' Poetry - TBC	Narrative – 'The Croods' Performance – Oral story telling Non-Fiction – (Leaflet) 'Come and Visit Earth' Narrative – TBC Poetry - TBC
Texts	'Lost and found' – Oliver Jeffers. 'Winston of Churchill – one bears battle against global warming.' 'The Snowman' 'The Polar Express'	Shakespeare – TBC 'Flotsam' 'The Roman story' – year 3 teachers	'The Croods' – Digital TBC

<p>Science</p>	<p>Light</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. <p>Magnets</p> <ul style="list-style-type: none"> ♣ 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 ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Plants</p> <ul style="list-style-type: none"> ♣ 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. <p>Animals, including humans</p> <ul style="list-style-type: none"> ♣ 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. <p>Forces</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 	<p>Rocks</p> <ul style="list-style-type: none"> ♣ 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>Non-topic objectives (stand alone objectives)</p>	<p>Music from around the world. PE- Gymnastics, Football/Rugby, Dance, Hockey/netball RE- Jewish faith; Christmas Art - Northern lights; Find artist (polar regions or indigenous art).</p>	<p>DT- create catapults; create models of skeleton joints; savoury cooking. Music – TBC Art – Artists through time; Drawing fossils. PE- Gymnastics (Key Steps), Dance, OAA/Volleyball RE- Jewish faith (places of worship and</p>	<p>DT – Volcano making and annotated drawings. PE- Multi-skills/Swimming, Athletic, rounders, tennis RE- Saints, Jesus Science – Rocks and soils, skeletons (remains)</p>

		objects), Inspirational people. Easter story.	Art- Cave paintings, Study of an artist (TBC)
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