| | Year 3 | | | | |
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| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
| **Cycles of Life** | **Light** | **The Stone Age** | **The Bronze** | **Iron Age** | **Forces of Nature** |
| Science asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.<br>Geography-<br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>**Geography 187**<br>▪ 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 and graphs, and digital technologies. | | | | | |
| Science- plants<br>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<br>DT – taught through other subjects<br>ICT –we are opinion pollsters<br>History – taught through other subjects<br>Geography – Can I find out about a place in my local area? | Science – light<br>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<br>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>▪ 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.<br>.<br>DT – Healthy eating<br>understand and apply the principles of a healthy and varied diet<br>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>▪ understand seasonality, | Science – rocks<br>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.<br>DT - Shell Structures.<br>See D.T. scheme of work.<br>ICT – we are network engineers<br>History – The Stone Age<br>**Key Question: How did the lives of Ancient Britons change during the Stone Age?**<br>• How time is divided into 'history', 'prehistory' and 'deep time'.<br>• Why the Stone Age is part of 'prehistory'. | Science – Animals<br>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.<br>DT – taught through other subjects<br>ICT – we are programmers<br>History – The Bronze Age<br>**Key Question: What is the secret of the standing stones? (Bronze Age Britain)**<br>This investigation allows pupils to understand some of the key changes | Science- forces and magnets<br>Compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others<br>▪ 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<br>▪ describe magnets as having two poles<br>DT – taught through other subjects<br>ICT – we are communicators<br>History – The Iron Age<br>**Key Question: How do artefacts help us to understand the lives of people from Ancient Britain?** | Science – forces and magnets<br>Compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others<br>▪ 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<br>▪ describe magnets as having two poles<br>DT – mechanical systems (levers)<br>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular |

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| How can we describe where Scraptoft Valley is on the Earth's surface? (locate the UK and some major urban areas, locate places they have visited in the UK eg.seaside/coastal towns)<br>What county do we live in? What is a county? What other counties are in England? What counties are the places we have visited in?<br>To use fieldwork to measure, record and describe the human and physical features of Bradgate Park.<br>Art – Portraits, silhouette artist<br>To create sketch books to record their observations and use them to review and revisit ideas<br>▪ 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]<br>▪ about great artists, architects and designers in history.<br>Music – Unit 1 - Pulse<br>PE – Val Sabin SoW - Games – Invasion Unit 1<br>PSHE – Being me in my world<br>RE – Who inspires me? | and know where and how a variety of ingredients are grown, reared, caught and processed.<br>ICT – we are presenters<br>History – taught through other subjects<br>Geography – Coastal erosion<br>What is the coast? What physical features can you see there? (link to places in the UK eg Green Bridge of Wales, Pembrokeshire and Durdle Door)<br>What is coastal erosion? (attrition, abrasion and hydraulic action)<br>Can I explain how waves are able to erode the coastline and cause cliff collapse?<br>How can coastal erosion cause serious problems for people living where the land meets the sea?<br>How can people help to prevent coastal erosion? (experiment)<br>Art- taught through other subjects<br>Music – Unit 1 – Pulse<br>PE – Val Sabin SoW – Athletics – Unit 1<br>PSHE – Celebrating differences<br>RE – What does it mean to be a Sikh?<br>French – see French SoW | • The three periods and dates of the Stone Age in Britain.<br>• How archaeologists use artefacts to understand life in Stone Age Britain.<br>• Why most Ancient Britons were hunter gatherers.<br>• The difference between Stone Age winter and summer camps.<br>• Why in the New Stone Age Ancient Britons began to build permanent settlements.<br>• How and why life for Ancient Britons changed from the Old to New Stone Age<br>Geography-taught through other subjects<br>Art- taught through other subjects<br>Music – Unit 1 - Pulse<br>PE – Val Sabin SoW - Gymnastics – Unit M<br>PSHE – Dreams and goals<br>RE – How is new life welcomed to the world?<br>French – see French SoW | that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society.<br>• The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.<br>• How bronze was made from smelting copper and tin.<br>• Some ways in which the invention of bronze changed the lives of people.<br>• Why metal workers who could smelt bronze had such high status in Bronze Age society.<br>• The significance of the artefacts buried with the 'Amesbury Archer'.<br>• Why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.<br>• What a monument is.<br>• Why Bronze Age people may have built so many stone circle monuments | • Pupils will know that the Iron Age followed the Bronze Age.<br>• How iron was smelted and made into tools and weapons.<br>• How iron was a much more useful metal than bronze.<br>• What an Iron Age tribe was.<br>• Why Iron Age Britain was often a violent time.<br>• The purpose and features of Iron Age hill forts.<br>• Why so many hill forts were built in Britain during the Iron Age.<br>• The features of a typical Iron Age roundhouse.<br>• The significance of artefacts discovered in roundhouses and hill forts.<br>• What a votive offering is.<br>• Why Iron Age tribes may have made so many votive offerings.<br>Geography – taught through other subjects.<br>Art – collage<br>To create sketch books to record their observations and use them to review and revisit ideas<br>⍰⍰to improve their mastery of art and design techniques, including drawing, painting | individuals or groups<br>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>Make<br>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>Evaluate<br>▪ investigate and analyse a range of existing products<br>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>▪ understand how key events and individuals in design and technology have helped shape the world<br>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and |

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| French – See French SoW | | | The design, layout and possible purpose of the stone monuments at Merrivale<br>Geography – taught through other subjects<br>Art – sculpture How can I commemorate sporting success<br>to create sketch books to record their observations and use them to review and revisit ideas<br>▪ 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]<br>▪ about great artists, architects and designers in history.<br>Music – Djembe drumming<br>PE – Val Sabin SoW - Dance – Unit 1<br>PSHE – Healthy me<br>RE – taught through other subjects<br>French – see French SoW | and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>Learn about great artists, architects and designers in history. (Module 4)<br>Music – Djembe drumming<br>PE – Val Sabin SoW - Athletics – Unit 2<br>PSHE – Relationships<br>RE – Taught through other subjects<br>French – see French SoW | linkages]<br>ICT – we are bug fixers<br>History – taught through other subjects<br>Geography – Earthquakes<br>- What is an earthquake and what causes them?<br>- Can I locate where earthquakes happen?<br>Can I describe the effects of an earthquake? (New Zealand)<br><br>- How is an earthquake measured? What are the effects of an earthquake? (experiment)<br>Art- taught through other subjects<br>Music – Djembe drumming<br>PE – Val Sabin SoW - Games – Net and Wall – Unit 3<br>PSHE – Changing Me – only teach lessons 1, 5 and 6.<br>RE – Who is my neighbour?<br>French – see French SoW |

| Science | DT | ICT | History | Geography | Art | Music | PE | PSHE | RE |
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