

Year 3					
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Plants	Light	Stone Age	Bronze Age	Iron Age	Forces
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. Geography- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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 Geography 187 ▪ 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 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 DT – taught through other subjects Computing – Computing systems and networks - Connecting computers Connected World – Online	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 ▪ 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. DT - Shell Structures. See D.T. scheme of work. Computing – Creating media - Stop-frame animation Connected World – Self Image and Identity History – taught through	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. Computing – Programming A - Sequencing sounds Connected World -Privacy and Security DT – taught through other subjects History – The Stone Age Key Question: How did the lives of Ancient Britons change during the Stone Age? • How time is divided into	Science- forces and magnets ▪ 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 DT – taught through other subjects Computing – Data and Information - Branching databases Connected World – Managing Online Information History – The Bronze Age	Science – Animals 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. DT – Healthy eating understand and apply the principles of a healthy and varied diet ▪ 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.	Science – forces Compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance DT – mechanical systems (levers) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make

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Reputation <u>History</u> – taught through other subjects <u>Geography</u> – Can I find out about a place in my local area? How can we describe where Scraftoft 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) 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? To use fieldwork to measure, record and describe the human and physical features of Bradgate Park. <u>Art</u> – Portraits, silhouette artist 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] - about great artists, architects and designers in history.	other subjects <u>Geography</u> – Coastal erosion 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) What is coastal erosion? (attrition, abrasion and hydraulic action) Can I explain how waves are able to erode the coastline and cause cliff collapse? How can coastal erosion cause serious problems for people living where the land meets the sea? How can people help to prevent coastal erosion? (experiment) <u>Music</u> – Drumming all year <u>Art</u>- taught through other subjects <u>PE</u> – GetSet4PE – Handball <u>PSHE</u> – Connecting with Others – What helps us feel safe and included? (Kapow scheme of work) <u>RE</u> – Leicester Syllabus - Worship <u>French</u> – see French SoW Unit 2 – Myself (2)	'history', 'prehistory' and 'deep time'. - Why the Stone Age is part of 'prehistory'. - The three periods and dates of the Stone Age in Britain. - How archaeologists use artefacts to understand life in Stone Age Britain. - Why most Ancient Britons were hunter gatherers. - The difference between Stone Age winter and summer camps. - Why in the New Stone Age Ancient Britons began to build permanent settlements. - How and why life for Ancient Britons changed from the Old to New Stone Age <u>Geography</u>-taught through other subjects <u>Art</u> – Sketching/Watercolour -Understand the style of Mackintosh and recreate a piece of art in his style. -To draw freehand with accuracy and precision. -Use delicate pencil strokes or charcoal to sketch and add shading to your sketch. -Evaluate my art. -To improve their mastery of	Key Question: What is the secret of the standing stones? (Bronze Age Britain) This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. - The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age. - How bronze was made from smelting copper and tin. - Some ways in which the invention of bronze changed the lives of people. - Why metal workers who could smelt bronze had such high status in Bronze Age society. - The significance of the artefacts buried with the 'Amesbury Archer'. - Why the 'Amesbury Archer' was given the richest burial	<u>Computing</u> – Creating Media - Desktop publishing Connected World – Health, Well-being and Lifestyle <u>History</u> – The Iron Age Key Question: How do artefacts help us to understand the lives of people from Ancient Britain? - Pupils will know that the Iron Age followed the Bronze Age. - How iron was smelted and made into tools and weapons. - How iron was a much more useful metal than bronze. - What an Iron Age tribe was. - Why Iron Age Britain was often a violent time. - The purpose and features of Iron Age hill forts. - Why so many hill forts were built in Britain during the Iron Age. - The features of a typical Iron Age roundhouse. - The significance of artefacts discovered in roundhouses and hill forts. - What a votive offering is. - Why Iron Age tribes may have made so many votive	- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <u>Computing</u> – Programming B - Events and actions in programs Connected World – Online Relationships <u>History</u> – taught through other subjects

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<u>Music</u> – Drumming – all year <u>PE</u> – GetSet4PE - Gymnastics <u>PSHE</u> – My Healthy Self – How can I take care of my mind and body? (Kapow scheme of work) <u>RE</u> – Leicester Syllabus - Worship (LCC Agreed Syllabus) <u>French</u> – See French SoW Unit 1 – Myself (1)		art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. <u>Music</u> – Drumming – all year <u>PE</u> – GetSet4PE - gymnastics <u>PSHE</u> – The Online World – How should we communicate online? (Kapow scheme of work) <u>RE</u> – Leicester Syllabus – Worship/What do we mean by religious and spiritual experiences? (LCC Agreed Syllabus) <u>French</u> – see French SoW Unit 3 - School	known in Bronze Age Britain. - What a monument is. - Why Bronze Age people may have built so many stone circle monuments The design, layout and possible purpose of the stone monuments at Merrivale <u>Geography</u> – taught through other subjects <u>Art</u> – Cubism and Impressionism -The differences and similarities between Cubism and Impressionism. -Claude Monet and how he changed light in his paintings. -Robert and Sonia Delaunay and how to paint a picture in their style. -Warm and cool colours. -Mix primary colours to make secondary colours. In-depth look at Wassily Kandinsky and recreate his work using paint. - to improve their mastery of art and design techniques, including drawing, painting and	offerings. <u>Geography</u> – taught through other subjects. <u>Music</u> – drumming – all year <u>Art</u> - taught through other subjects <u>PE</u> – GetSet4PE – athletics <u>PSHE</u> – Health Protection - How can we prevent illness and injury and respond if they happen? (Kapow scheme of work) <u>RE</u> – Leicester Syllabus – Inspirational people (LCC Agreed Syllabus) <u>French</u> – see French SoW Unit 5 – The World around me; sports and hobbies	<u>Geography</u> – Earthquakes - What is an earthquake and what causes them? - Can I locate where earthquakes happen? Can I describe the effects of an earthquake? (New Zealand) - How is an earthquake measured? What are the effects of an earthquake? (experiment) <u>Art</u> - taught through other subjects <u>Music</u> – drumming – all year <u>PE</u> – GetSet4PE – tennis <u>PSHE</u> – Citizenship 2 - What careers do people choose and why? (Kapow scheme of work) <u>RE</u> – Leicester Syllabus – Inspirational people (LCC Agreed Syllabus) <u>French</u> – see French SoW Unit 6 – My House

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			sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <u>Music</u> – drumming – all year <u>PE</u> – GetSet4PE - dance <u>PSHE</u> – Citizenship 1 – What rights and responsibilities do we have? (Kapow scheme of work) <u>RE</u> – Leicester Syllabus – What do we mean by religious and spiritual experiences? (LCC Agreed Syllabus) <u>French</u> – see French SoW Unit 4 – Food and animals		

Science	DT	ICT	History	Geography	Art	Music	PE	PSHE	RE
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