



Thematic Plan  
Year Three  
Autumn

<u>Topic Name</u>	<u>Autumn 1</u> <u>Ancient Egypt</u>	<u>Autumn 2</u> <u>Great Britons</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• Egyptian Cinderella</li> <li>• The Time Travelling Cat and Egyptian Goddess</li> <li>• Flat Stanley and the Great Egyptian Robbery</li> </ul>	<ul style="list-style-type: none"> <li>• George's Marvelous Medicine</li> <li>• Demon Dentist</li> <li>• World's Worst Parents</li> </ul>
<b>Trip/ Hook</b>	<ul style="list-style-type: none"> <li>• Egyptian Launch Day</li> <li>• Create Egyptian Death Mask</li> </ul>	<ul style="list-style-type: none"> <li>• Making Marvelous Medicine</li> <li>• Dress up as a Walliams or Dahl character</li> <li>• Author visit</li> </ul>
<b>Door/display</b>	<ul style="list-style-type: none"> <li>• Door - King Tut's Tomb</li> <li>• Display - Pyramids sunset, River Nile</li> </ul>	<ul style="list-style-type: none"> <li>• Door - London old black and white picture material</li> <li>• Union jack bunting hung in corridor outside classroom doors</li> <li>• Black and white pictures of David Walliams, Roald Dahl, Mary Berry, The Beatles and Isaac Newton between the classroom doors</li> </ul>
<b>Outdoor Lesson</b>	<ul style="list-style-type: none"> <li>• Egyptian Treasure Hunt</li> <li>• River Nile challenge- Children work in teams to create a boat that will carry a Lego person across the Nile (water tray)</li> </ul>	<ul style="list-style-type: none"> <li>• George's Marvelous Medicine – potion making in the outdoor classroom</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>• Instructions-Mummification</li> <li>• Newspaper report- Finding King Tut's Tomb</li> </ul>	<ul style="list-style-type: none"> <li>• Biographies ( Roald Dahl/ David Walliams)</li> <li>• Character descriptions</li> <li>• Worst parent re-tell</li> <li>• Medicine recipe based on own creations</li> </ul>

<p><b>GPS</b></p>	<ul style="list-style-type: none"> <li>• Revising Nouns</li> <li>• Revising Tense</li> <li>• Revising Verbs</li> <li>• Revising Adverbs</li> <li>• Revising Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Introducing direct speech</li> <li>• Revising Singular and plural nouns</li> <li>• Punctuating direct Speech</li> </ul>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Pyramids, Tombs, Pharaohs</li> <li>• Gods and Goddesses- Top Trumps</li> <li>• Hieroglyphics- code breaking/treasure hunt</li> <li>• Timeline</li> <li>• Importance of the River Nile</li> <li>• Understanding funeral rituals</li> <li>• Daily Life of Ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>• Evelyn Dove- Study of British music and how it has changed over time</li> <li>• The British Empire (slave trade)- Great Britons</li> <li>• Life of Roald Dahl</li> </ul>

	H.11 the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egyptians	H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Egypt- climate/land/vegetation belts/biomes/habitats</li> <li>• What are Rivers?</li> <li>• Study of the River Nile</li> </ul> <p>Gg.17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Gg.15 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle,</p>	<ul style="list-style-type: none"> <li>• Use maps to locate the cities within the UK.</li> <li>• What landmarks can be visited?</li> <li>• What is the difference between towns and cities?</li> </ul> <p>Gg.12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns; and understand how some of these aspects have changed over time</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Hazem Taha Hussein- Egyptian Artist</li> <li>• Hieroglyphics on papyrus paper</li> <li>• Make Papyrus paper</li> <li>• Digital media collage portraits (pharaohs)</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<ul style="list-style-type: none"> <li>• Study of Sid Kirkham- artwork in his style</li> <li>• Study of David Hockney - artwork in his style</li> </ul> <p>A&amp;D.6 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]</p> <p>A&amp;D.7 about great artist, architects and designers in history.</p>

<p><b>D&amp;T</b></p>	<ul style="list-style-type: none"> <li>• Make Death masks using papier mache</li> </ul> <p>D&amp;T.1 design purposeful, functional, appealing products for themselves and other users based on design criteria  D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  D&amp;T.5 explore and evaluate a range of existing products  D&amp;T.6 evaluate their ideas and products against design criteria</p>	<ul style="list-style-type: none"> <li>• Study of British chefs</li> <li>• Ready steady cook design and cooking activity</li> <li>• The great British Bake off with healthier cake task</li> <li>• Roald Dahls Revolting Recipes</li> </ul> <p>D&amp;T.22 understand and apply the principles of a healthy and varied diet  D&amp;T.23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Music Vocab</li> <li>• Graphic scoring using Egyptian picture images.</li> </ul> <p>M.8 use and understand staff and other musical notations  M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  M.7 listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> <li>• Music Vocab</li> <li>• Red Hot Recorders</li> <li>• Learn some of the Beatles songs</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  M.7 listen with attention to detail and recall sounds with increasing aural memory</p>

<p>RE</p>	<ul style="list-style-type: none"> <li>• Exploring living by rules</li> </ul> <p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers</p> <p>2.6a</p>	<ul style="list-style-type: none"> <li>• Religion in the home</li> </ul> <p>Compare and contrast the practice of religion in the home in different religious communities</p> <p>2.2a</p>
<p>Computing</p>	<p><b>Internet safety linked to PSHE</b></p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> </ul> <p>C.13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Developing confidence and responsibility and making the most of their abilities.</li> <li>• Compare letters to emails, discuss social media, messaging, texts</li> <li>• Making a trailer</li> </ul> <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<ul style="list-style-type: none"> <li>• Internet safety- linked to PSHE</li> <li>• Developing confidence and responsibility and making the most of their abilities</li> <li>• Persuasive poster using Publisher</li> </ul> <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>C.13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

<b>Spanish</b>	<p>Linguascope: elementary</p> <ul style="list-style-type: none"> <li>· Hola- Hello</li> <li>· Escuchame-listen</li> <li>· Que tal?- how are you?</li> <li>· Edad- age</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>	<p>Linguascope: elementary</p> <ul style="list-style-type: none"> <li>· Halloween</li> <li>· Feliz navidad- happy christmas</li> <li>· Regalos de navidad- Christmas presents</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>

PE	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Netball</li> </ul> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.6 develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Circuit/fitness training</li> </ul> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.6 develop flexibility, strength, technique, control and balance</p>
PHSE	<p><b>Happy Minds</b></p> <p><b>Families and friendships</b></p> <ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p><b>Happy Minds</b></p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

<p><b>SCIENCE Topic</b></p>	<ul style="list-style-type: none"> <li>• Humans including animals</li> </ul> <p>SC.3.5 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</p> <p>SC.3.6 identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<ul style="list-style-type: none"> <li>• Study of Isaac Newton and Forces</li> <li>• Magnets</li> </ul> <p>SC.3.15 compare how things move on different surfaces</p> <p>SC.3.16 notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>SC.3.17 observe how magnets attract or repel each other and attract some materials and not others</p> <p>SC.3.18 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</p> <p>SC.3.19 describe magnets as having two poles</p> <p>SC.3.20 predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
<p><b>Whole School Themes/concerts etc</b></p>		<ul style="list-style-type: none"> <li>• Beauty and the Beast</li> </ul>





Thematic Plan  
Year Three  
Spring

<u>Topic Name</u>	<u>Spring 1</u> <u>Stone Age to Iron Age</u>	<u>Spring 2</u> <u>Terrible Tudors</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• Stig of the Dump</li> <li>• Dragon Slayer</li> <li>• Stone Age Boy</li> </ul>	<ul style="list-style-type: none"> <li>• The Secret Diary of Thomas Snoop, Tudor Boy Spy - Phillip Ardagh</li> <li>• My Friend Walter - Michael Morpurgo</li> </ul>
<b>Enrichment/ Trip/ Hook/ Big Art or Big Design</b>	<ul style="list-style-type: none"> <li>• Overnight stay at Standon Bowers – Children experiencing the lives of people in the Stone Age.</li> </ul>	<ul style="list-style-type: none"> <li>• History off the page - Tudor workshops</li> </ul>
<b>Door/Display</b>	<ul style="list-style-type: none"> <li>• Door – Entrance to the cave of hands</li> <li>• Display- Cave paintings made with charcoal/ chalk/ clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Door - Wooden effect wallpaper, black card to create iron hinges, tutor lettering with 1485 - 1603</li> <li>• Classroom Display - Tudor family tree with portraits - children to make Tudor roses over half term</li> <li>• Reading area - castle</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>• Standon Bowers</li> <li>• Cave Paintings/weapon making with natural elements</li> </ul>	<ul style="list-style-type: none"> <li>• Parents Go Outdoors - Walter Raleigh treasure hunt</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>• Main Clauses</li> <li>• Fronted Adverbials</li> <li>• Adverbs of time</li> <li>• Prepositions</li> <li>• Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• Speech</li> <li>• Commas</li> <li>• Conjunctions</li> <li>• Word classes</li> </ul>

<p><b>English Units</b></p>	<ul style="list-style-type: none"> <li>• Stone age houses/Stone Age tools- advert.</li> <li>• Stone Age Boy - adventure stories</li> <li>• Stone age to iron age- information texts</li> </ul>	<ul style="list-style-type: none"> <li>• Royal beasts - MAT writing - A guide to evil kings and queens (2wks)</li> <li>• Adventure story based on My Friend Walter</li> <li>• Character description to send to a portrait artist - Henry VIII or Elizabeth I</li> </ul>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Stone age-early civilization.</li> <li>• Bronze Age - Stone Henge</li> <li>• Iron Age – Tools, weapons,</li> <li>• Time line of ages.</li> </ul> <p>H.5 changes in Britain from the Stone Age to the Iron Age</p>	<ul style="list-style-type: none"> <li>• The Spanish Armada</li> <li>• Henry's wives</li> <li>• Sir Walter Raleigh</li> <li>• Religion - Leaving the Catholic church</li> <li>• Crime and punishment</li> <li>• Pocahontas</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• How land has changed over time</li> <li>• Compare to Stoke on Trent</li> </ul> <p>Gg.16 human geography, including: types of settlement and land use</p>	<ul style="list-style-type: none"> <li>• Sir Walter Raleigh - where did he explore</li> <li>• Sir Francis Drake - map work</li> </ul> <p>Gg.11 locate the world's countries, using maps to focus on Europe, South America, key physical and human characteristics, countries, and major cities</p> <p>Gg.3 use 8 points of a compass, 4 figure grid references, symbols and key to communicate knowledge of the UK and wider world</p>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• Stone Age - Cave paintings</li> <li>• Sketch Pre-historic beasts</li> <li>• Begin to make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Stone Age dwelling collage</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use</p>	<ul style="list-style-type: none"> <li>• - Piet Mondrian (stain glass windows)</li> <li>• Tudor portraits</li> <li>• Mother's Day cards</li> </ul> <p>A&amp;D.2 Textiles - shape and stitch materials</p> <p>A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>

	<p>them to review and revisit ideas A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Bronze age-Beaker/bowl/plate/tool pottery</li> </ul> <p>D&amp;T.1 design purposeful, functional, appealing products for themselves and other users based on design criteria D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics D&amp;T.5 explore and evaluate a range of existing products D&amp;T.6 evaluate their ideas and products against design criteria</p>	<ul style="list-style-type: none"> <li>• Tudor loop weaving</li> </ul> <p>D&amp;T.12 Make - Textiles - join textiles with appropriate stitching D&amp;T.12 Make - Textiles - Understand the need for a seam allowance D&amp;T.12 Make - Textiles - Select the most appropriate techniques to decorate</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Music Vocab</li> <li>• Red Hot Recorders</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.7 listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> <li>• Songs for the Y3 Big Sing!</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Symbols of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing special food</li> </ul> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p> <ul style="list-style-type: none"> <li>•</li> </ul>

	<p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p> <p>2.3c</p>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Research safely and effectively using the search engines</li> </ul> <p>C.11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> <li>• Introduce Children to Vlogs/Blogs-Children to write own blog about the Tudors.</li> <li>• Create a database to show information about Tudor kings and queens</li> <li>• C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
<b>Spanish</b>	<p>Linguascope: elementary</p> <ul style="list-style-type: none"> <li>· Numeros (numbers 1-12)</li> </ul> <p>Paises- countries</p> <ul style="list-style-type: none"> <li>· nacionalidades- nationalities</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>	<p>Linguascope: elementary</p> <ul style="list-style-type: none"> <li>· semana- days</li> <li>· meses- months</li> <li>· fechas- dates</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Practise and Perform dance - Egyptian Theme</li> </ul> <p>PE.7 perform dances using a range of movement patterns</p> <p>Gymnastics</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,</p>	<ul style="list-style-type: none"> <li>• Fitness/Bench ball</li> <li>• Hockey</li> </ul> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

	rounders and tennis], and apply basic principles suitable for attacking and defending	
<b>PHSE</b>	<p><b>Happy Minds</b></p> <p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p><b>Happy Minds</b></p> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Rocks</li> </ul> <p>SC.3.7 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>SC.3.8 describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <ul style="list-style-type: none"> <li>• SC.3.9 recognise that soils are made from rocks and organic matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> </ul> <p>SC.3.10 recognise that they need light in order to see things and that dark is the absence of light</p> <p>SC.3.11 notice that light is reflected from surfaces</p> <p>SC.3.12 recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>SC.3.13 recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>SC.3.14 find patterns in the way that the size of shadows change.</p>

<b>Whole School Themes/ concerts</b>	<ul style="list-style-type: none"> <li>• Theatre trip</li> <li>• Multicultural/spiritual - 1 week</li> </ul>	<ul style="list-style-type: none"> <li>• Big Sing!</li> <li>• World Book Week - 1 week</li> <li>• Mother's Day - Cards</li> </ul>
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Thematic Plan  
Year Three  
Summer

<u>Topic Name</u>	<u>Summer 1 Arabian Nights</u>	<u>Summer 2 America</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• 1001 Nights</li> </ul>	<ul style="list-style-type: none"> <li>• Native American folktales</li> <li>• LiteracyShed- Hugh- (apache myth)</li> <li>• Abuela- Arthur Dorros</li> <li>• At night- Jonathan Bean</li> <li>• Blackout- John Rocco</li> <li>• The rainforest grew all around</li> <li>• The great Kapok Tree</li> <li>• Holes- Louis Sachar</li> </ul>
<b>Trip/ Hook</b>	<ul style="list-style-type: none"> <li>• St Francis Church / City central Mosque visit</li> </ul>	<ul style="list-style-type: none"> <li>• North American themed launch day- Dress up red, white and blue, learn national anthem, happy meal lunch etc.</li> </ul>
<b>Door/Display</b>	<ul style="list-style-type: none"> <li>• Door - Entrance to a traditional souk.</li> <li>• Classroom display - Mosque silhouette behind Arabian curtains with Mosaic art in the background</li> <li>• Back wall to have lots of Moroccan/ Egyptian artefacts/clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• Door- united states flag</li> <li>• Classroom Display - Map of America/ suitcases/ signposts/ flags/ American artifacts and objects</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>• Walk to Church - Creating a map of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Planting tomato seeds/onions/peppers- (science/ food tech)</li> <li>• Native American campfire tales and songs</li> <li>• Turn outdoor classroom into rainforest ( animal teddies and pictures/ exotic fruits/ label layers etc) and hunt for signs of a rainforest</li> </ul>

		<ul style="list-style-type: none"> <li>• Rio de Janeiro carnival</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Commas</li> <li>• Sentence types</li> <li>• Subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Word families</li> <li>• Commas</li> <li>• Suffixes</li> <li>• Possessive Pronouns</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>• Play scripts</li> <li>• Sinbad and the 40 thieves</li> <li>• Magic Carpet/Lamp stories</li> </ul>	<ul style="list-style-type: none"> <li>• Class Travel brochure of North America (2 states each, to be collated as a class book)</li> <li>• Write own adventure story based on 'Abuela' choosing another state to fly over. ( as a class or the state pupils previously researched for class book)</li> <li>• Biography of Walt Disney</li> <li>• Native American folk tales- retell one tale</li> <li>• Debate on deforestation based on 'The great Kapok Tree'</li> <li>• Travel magazine style article of Rio de Janeiro and its carnival (discuss difference in writing style/purpose to a newspaper article)</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• The Rise and fall of Baghdad</li> </ul> <p>H.13 a non-European society that provides contrasts with British History</p>	<ul style="list-style-type: none"> <li>• Study and create a fact file of native American tribes</li> <li>• Computing Project -research the Mayans and present findings in a PowerPoint (to be presented to the class and slides stuck in topic books)</li> <li>• Who was Martin Luther King, why is he a historical figure, a timeline of his life,</li> <li>• The Mayans</li> </ul> <p>H.13 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• How land has changed over time</li> <li>• Map out a route to travel from the school to the church for our trip.</li> <li>• Map work</li> </ul> <p>Gg.16 human geography, including: types of settlement and land use</p> <p>Gg.19 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</p>	<ul style="list-style-type: none"> <li>• Introduce North and South America. Study on a map and fill in countries and states on own map.</li> <li>• Introduce world climate zones and biomes and vegetation belts then pupils use a map of North and South America to colour the biomes and create a key.</li> <li>• Introduce mountains and recap rivers (River Nile). Study a physical map of North and South America. Create an A3 map colour coding the height above sea level, annotating mountain ranges and adding main rivers.</li> </ul>

	graphs, and digital technologies.	<ul style="list-style-type: none"> <li>• Introduce Earthquakes to pupils and key danger zones in America. Create a safety leaflet of how to cope with an earthquake- to include information on how an earth quake is created.</li> <li>• Economic activity and trade links in USA</li> <li>• Distribution of food from south America</li> </ul> <p>G.15 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>G.16 human geography, including: types of settlement and land use, economic activity* including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Design, sketch and paint an Arabian Palace</li> <li>• Mimar Sinan who was the chief Ottoman architect and civil engineer for sultans - create models of Muslim buildings (schools/ mosques).</li> <li>• Study of Islamic Art - patterns, colours, geometrical designs</li> </ul> <p>A&amp;D.7 about great artists, architects and designers in history -</p> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<ul style="list-style-type: none"> <li>• Andy Warhol- research and present a page on the artist - study his works and choose and create own pop art</li> <li>• Walt Disney- use youtube videos to sketch different Disney characters then choose one to draw and paint for display</li> <li>• Native Americans- create group totem poles to be used at campfire</li> <li>• Use chalks to create a rainforest scene or of a chosen animal</li> <li>• Brazilian houses and carnival masks/head-dresses</li> <li>• Freida Kahlo research and present a page on the artist</li> <li>• - study her works and choose and create own interpretation</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>A&amp;D.7 about great artists, architects and designers in history</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Make a magic carpet using materials and stitching</li> </ul> <p>D&amp;T.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>	<ul style="list-style-type: none"> <li>• Food tech- use food items grown at the beginning of the topic to cook South American dishes eg Veggie fajitas, chilli con carne, gazpacho (linked with Spanish)</li> </ul> <p>D&amp;T.22 understand and apply the principles of a healthy and varied diet</p> <p>D&amp;T.23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>D&amp;T.24 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>



	<p>joining and finishing]</p> <p>D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>D&amp;T.5 explore and evaluate a range of existing products</p> <p>D&amp;T.6 evaluate their ideas and products against design criteria</p>	
<b>Music</b>	<ul style="list-style-type: none"> <li>Learn 'A whole new world' - Aladdin Theme Song</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> <li>Listen to different types of music from North and South America and compare them using technical vocabulary</li> <li>Learn a chosen Disney song and American folk songs and perform as a class</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>M.7 listen with attention to detail and recall sounds with increasing aural memory. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>Religious Leaders</li> <li>The Islamic faith</li> </ul> <p>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers</p> <p>2.1c</p>	<ul style="list-style-type: none"> <li>The beginning of the World</li> </ul> <p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Wanted posters for Aladdin using Word/ Publisher</li> </ul> <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> <li>Research the Mayans and present findings in a PowerPoint (to be presented to the class and slides stuck in topic books)</li> <li>E - Safety reminders for the holidays</li> </ul> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>Colores- colours</li> <li>numeros (numbers 1-31)</li> </ul>	<p>Linguascope: elementary</p> <ul style="list-style-type: none"> <li>alfabeto- alphabet</li> </ul>

	<ul style="list-style-type: none"> <li>• animals- animals</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>L.4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<ul style="list-style-type: none"> <li>• familia- family</li> <li>• clima- climate</li> </ul> <p>L.1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L.2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>
PE	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Bhangra dancing</li> <li>•</li> </ul> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.8 take part in outdoor and adventurous activity challenges both individually and within a team</p>	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Athletics/Cross Country</li> </ul> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PHSE	<p><b>My Happy Minds</b> <b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult,</li> </ul>	<p><b>My Happy Minds</b> <b>Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups</li> <li>• about what privacy and personal boundaries are</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home,</li> </ul>

	<p>friendship issues</p> <ul style="list-style-type: none"> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<p>at school, online</p> <ul style="list-style-type: none"> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> </ul> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>
<b>SCIENCE Topic</b>	<ul style="list-style-type: none"> <li>• Plants</li> </ul> <p>SC.3.1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>SC.3.2 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</p> <p>SC.3.3 investigate the way in which water is transported within plants</p> <p>SC.3.4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<ul style="list-style-type: none"> <li>• Plants- link to rainforest plants and compare with uk plants discussing why we have different ones ( sunlight etc)</li> </ul> <p>SC.3.1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>SC.3.2 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</p> <p>SC.3.3 investigate the way in which water is transported within plants</p> <p>SC.3.4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<b>Whole School Themes/ concerts etc</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Upper key stage 2 production</li> <li>• Sports day</li> </ul>

