

Y3 2023/2024	Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (5 Weeks)	Spring 2 (6 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
Topic	Flow	Gods and mortals	Through the ages	Mighty Metals	Predators	Jamtastic
Drivers: Diversity The World Possibilities	We will look at different parts of the world , specifically, diving into the Amazon rainforest via our text, The Great Kaypok Tree and artwork by English artist John Dyer & Amazonian Indian artist Nixiwaka Yawanawá. Many possibilities will be explored when we are inspired by different tribal patterns in DT.	Ancient Greeks will inform us of their influences on the wider world and we will spend a day in the life of an ancient Greek to enjoy their way of life. We will develop further our knowledge of diversity as we understand more about other countries and their cultures and through reading Greek myths and legends. Greek day	Our core text, Stone Age Boy will start to generate knowledge of the Stone Age. Diversity & The World will be learnt about through our topic of the Stone Age to Bronze age by investigating the everyday lives of people, tribal communities and explain how this has influenced us now. Visit from Memma the Stone Age cave woman. (Prehistoric experiences)	In science, we will learn about magnets which will help us test, create and evaluate our own magnetic game. Exploring all the design and material possibilities , will enable us to create a game suitable for our target audience.	Learning about food and healthy eating in science, will drive us to find out about where in the word our food comes from. Using our food groups knowledge we will explore several possibilities of topping combinations before we make our pizzas, in DT. Visit from vet/vet nurse	Through our Jamtastic topic, we will study our local area and investigate the diversity within it. Using maps, we will explore where we are in the world and explore how Tiptree has changed over time. Our visit to the Tiptree Tearoom and Jam Factory will also give us an insight of change and how the factory has a large role in our community. Village walk Visit Tiptree Tearoom
Core Skills Collaboration Investigation Motivation Knowledge Resilience Initiative	Collaboration To create a class charter to sign and choose a treat for a rewards and recognition chart. Forest school. Investigation & Initiative Research the Amazon River or the River Thames and measuring shadows. Motivation To learn more about our world. Knowledge Learn about and understand other countries and cultures. Resilience Learn new sewing skills in DT.	Collaboration Working as a team in basketball Motivation Understand what motivates others to behave in a certain way. (Black History Month) Knowledge, initiative & investigation To learn about and understand other countries and cultures. Resilience Learn how to make a clay pot in art.	Collaboration Perform poems Motivation & resilience Learning skills and knowledge to win a game of dodgeball.	Collaboration, investigation, motivation, knowledge, initiative and resilience Create a magnetic game. Using pneumatics to create an Iron Man.	Collaboration Finding out where our food comes from. Knowledge, initiative, investigation, motivation & resilience Designing pizzas and pizza boxes. Cooking pizzas.	Collaboration, initiative, motivation & investigation Growing and looking after plants Knowledge Agnes Arbour research Learn about and understand other cultures. PRIDE month Resilience & collaboration Sports day Knowledge, initiative & investigation Research Wilkin and Son family and the jam factory.

FBV Democracy Rule of Law Tolerance Individual liberty Mutual respect	Democracy & rule of law: Class council, class charter, persuasive writing. Individual liberty: E-Safety Mutual respect & tolerance: Learning about Christianity/Humanism	Tolerance and mutual respect: Black History Month (Maya Angelou) Learning about Hinduism Individual liberty and mutual respect: PSHE range of emotions. Positive/healthy relationships.	Tolerance and mutual respect: Diversity and local communities Democracy & rule of law: School rules for health and safety, who keeps us safe. Mutual respect & tolerance: Learning about Christianity/Humanism	Democracy Creating magnetic games and pneumatic Iron Men in a group. Mutual respect & tolerance: Similarities and differences between designers. Learning about Christianity/Humanism	Mutual respect: Learning about Muslims Individual liberty Cooking.	Tolerance and mutual respect: PRIDE month Learning about Muslims Sports day
Core text	La Luna (Short film)) The Great Kaypok Tree Guided reading: The River by Valerie Bloom I know why the caged bird sings by Maya Angelou	Greek Myths and Legends Guided Reading: Pandora’s Box	Stone Age Boy Guided Reading: Stone Age Boy	The Iron Man Guided Reading: The Iron Man	The Tibicena The Snow Dragon Guided Reading: The Hodgeheg	Revolting Rhymes Michael Rosen – poet study Guided Reading: Little Red Riding Hood (Revolting Rhymes)
English genres	Recap yr. 2 skills. (1 week) Non-fiction - Persuasive leaflet Narrative – The Great Kaypok Tree Setting	Non-fiction - Information text Narrative –Focus on character descriptions	Non-fiction – Explanation text. What was it like to live in the Stone Age? Narrative: Adventure story	Non-fiction -Instructions Narrative – a tale where a character loses something precious	Non-fiction - Report Narrative – defeating the monster	Non-fiction - Diary entry Write and perform poems and play scripts Poet study Local study research
Maths	Number and place value. Addition and subtraction.	Addition and subtraction. Multiplication and division.	Multiplication and division. Money Statistics	Length and Perimeter. Fractions	Fractions Time	Properties of shape. Mass and capacity.
Science	Light	Rocks, fossils and soils	Forces and	magnets	Humans & animals	Plants
Love to Investigate	Measuring shadows.	Comparing soils in different areas.		Different surfaces and magnetic games.		Growing plants Water transportation
DT	Sewing			Pneumatics Making pneumatic Iron Man.	Cooking & packing Making vegetable pizzas and boxes.	
Computing	Internet Safety	Programing A - Sequencing sounds	Computer systems and networks		Creating media – Desktop publishing	

Art	Evaluating artists Compare artists, architects and designers.	Clay Create a 3-D form using malleable or rigid materials, or a combination of materials.	Landscapes Draw, paint or photograph an urban landscape	Evaluating designers and architects Explain the similarities and differences between the works of two designers and architects. Describe how key events in design and technology have shaped the world	Portraits Draw, paint or sculpt a human figure in a variety of poses. Add tone to a drawing by using linear and cross hatching, stumbling and stippling.	Weaving Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.
History		Ancient Greece. Describe the achievements and influence of the ancient Greeks on the wider world including: the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.	Through the ages Describe the everyday lives of people from past historical periods. Describe the roles of tribal communities and explain how this influenced everyday life. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Compare and contrast similarities and differences between the Stone Age, Bronze Age and Iron Age.			Local history study. Describe the everyday lives of people from past historical periods. Describe how Tiptree has changed over time. Conduct a study on the introduction, development, changes and growth of Tiptree Jam.
Geography	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Identify key topographical features, focusing on rivers and their features. Research and understand how rivers change over time.				Use the eight points of a compass to locate a geographical feature or place on a map. Analyse primary data, identifying any patterns observed. Use four-figure grid references to describe the location of objects and places on a simple map.	Compare urban and rural areas. Describe types of settlement in the UK. Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Use fieldwork to observe, measure, record and present the human and

	Describe how a significant geographical activity has changed a landscape in the short or long term (Rivers). Describe and explain the transportation of materials by rivers.					physical features in the local area using methods that include: sketch maps, plans and graphs and digital technologies.
RE	Christianity/Humanism	Christianity/Humanism	Christianity	Christianity	Islam	Islam
PSHE	<p>L2: about the ways in which rules and laws keep people safe. To take part in making and changing rules (class rules).</p> <p>L7: about their responsibilities, rights and duties (home, school and the environment).</p> <p>H15: about the importance of school rules for health and safety. About how to get help in an emergency</p> <p>H4, L17, L18: that images in the media do not necessarily reflect reality</p> <p>H22/H25: about keeping safe online</p> <p>R11: about working collaboratively toward shared goals. (A skill to be taught and then applied across the curriculum)</p>	<p>R2/4: about what makes a positive, healthy relationship, including friendships. How to maintain good friendships. Covered by Medway RSE plan.</p> <p>R7: how actions can affect ourselves and others</p> <p>R12: about solving disputes and conflict amongst themselves and their peers. Covered by Medway RSE plan.</p> <p>L8: about resolving differences – agreeing and disagreeing. Covered by Medway plan.</p> <p>R11: about working collaboratively toward shared goals. (A skill to be taught and then applied across the curriculum)</p>	<p>H6/7, R1: about a wider range of feelings, both good and not so good. That people can experience conflicting feelings at the same time. About describing their feelings to others</p> <p>H8: about the kinds of change that happen in life and the feelings associated with this</p> <p>R11: about working collaboratively toward shared goals. (A skill to be taught and then applied across the curriculum)</p>	<p>H16: about what is meant by a habit. How habits can be hard to change</p> <p>R14/18: to recognise bullying. How to respond and ask for help</p> <p>R15: to recognise and manage dares</p> <p>H13/14: about feeling negative pressure and how to manage this</p> <p>R11: about working collaboratively toward shared goals. (A skill to be taught and then applied across the curriculum)</p>	<p>H1/2: about what makes a ‘balanced lifestyle’. About making choices in relation to health. (Linked with science)</p> <p>H3,L1: about what makes up a balanced diet. About opportunities they have to make their own choices about food. About what influences their choices about food (Linked with science)</p> <p>R11: about working collaboratively toward shared goals. (A skill to be taught and then applied across the curriculum)</p>	<p>Proud to be me – LGBT</p> <p>H5: to recognise their achievements and set personal targets for the future</p> <p>L11: appreciate difference and diversity (people living in the UK).</p> <p>L9/10: about being part of a community. About who works with the local community</p> <p>L6: what anti-social behaviour is and how it can affect people. How to get help or support</p> <p>R13: about differences and similarities between people, but understand everyone is equal</p> <p>R11: about working collaboratively toward shared goals. (A skill to be taught and then applied across the curriculum)</p>

PE	Forest School	Health related fitness	Dodgeball	Gymnastics	Yoga	Athletics
	Hockey	Basketball	Dance (Sports coach)	Cricket	Rounders	Swimming
French	Greetings, name, instructions, feelings, numbers to 20, age, playground games, consolidating introductions, simple questions, Christmas.		Family, colours, pets, months, Birthday, consolidating skills covered so far, parts of the body.		Animal names and their colours, common verbs, growing things, story, making simple statements, adjectives, classroom commands.	
Music	Let your Spirit Fly	Singing (Christmas)	Glockenspiel Stage 1	Chrome Music Hub	3 Little Birds	Chrome Music Hub