

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Greece Lightning</b>	<b>Meet the Greeks</b>	<b>Angry Earth</b>	<b>Mighty Metals</b>	<b>Tribal Tales</b>	<b>Flow</b>
	<p><b>History: Ancient Greeks</b>            Know some of the main characteristics of the Athenians and the Spartans.            Know about the influence the gods had on Ancient Greece.            Know at least five sports from the Ancient Greek Olympics.            -Ancient Greece: a study of Greek life and achievements and their influence on the western world.</p> <p><b>Science: Light</b>            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.</p>	<p><b>Geography: A region in a European country; Athens and Central Greece.</b>            -Use maps, atlases and computer mapping to locate Europe, Greece, central Greece and Athens.            -Describe and understand the physical geography of Athens including climate, mountains and earthquakes.            -Describe and understand how settlement and regeneration has affected Athens today.            -Describe and understand the human geography of Athens including economic activity trade and tourism.</p>	<p><b>Geography: A region in a European country; Naples and Campania</b>            -Use maps, atlases and computer mapping to locate Europe, Italy, Naples and Campania.            -Describe and understand the physical geography of the Campania region, focusing on Mount Vesuvius.            -Describe and understand key aspects of volcanoes (Pompeii and Herculaneum: the eruption of AD79)            -Describe and understand key aspects of earthquakes.            -Describe and understand the human geography of the Campania region including settlement,</p>	<p><b>History: The history of Parliament</b>            Gain an understanding of UK parliament and the history.            -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.            -A local history study.</p> <p><b>Science: Forces and magnets</b>            Compare how things move on different surfaces.            Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.            Observe how magnets attract or repel each other and attract some</p>	<p><b>History: Stone age to iron age</b>            Know how Britain changed between the beginning of the stone age and the iron age.            Know the main differences between the stone, bronze and iron ages.            Know what is meant by 'hunter-gatherers'.            -Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Science: Plants</b>            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</p>	<p><b>Geography: St Joseph's skills and fieldwork and local river study</b>            -use fieldwork to observe, measure, record during a river study in the local area.            -identify parts of the river system and measure characteristics of the river.            -understand the water cycle.            -Use an ordnance survey map with grid references during fieldwork.</p> <p><b>Science: Plants</b>            Know how water is transported within plants.            Know the plant life cycle, especially the importance of flowers.</p>

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 an opaque object. Find patterns in the way that the size of shadows change.

**Art: Sculpture and 3D: Abstract shape and Space**  
**Spotlight Artist:**

**Anthony Caro**  
In this unit pupils are taught how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.

**PE:**  
**Gymnastics – unit 1**

**Science: Animal, including humans**  
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:**  
**Electrical systems – electronic poster**  
Our new electric poster unit introduces children to various forms of ‘Information design’ before they are briefed to develop an electric museum display based on the Greeks.  
-Explain what ‘information design’ is and understand its impact, considering what could happen if we had no signage, posters, or written communication in

land use, economic activity and tourism.

**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.

**DT:**  
**Textiles** – Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion  
-Use a cross-stitch to join two pieces of fabric together.  
-Design and cut the template for a cushion.  
-Use cross-stitch and appliqué to decorate a cushion face.

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 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

**DT:**  
**Mechanical systems –**  
Pneumatic toys. Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.  
-Draw accurate diagrams with correct labels, arrows and explanations.  
-Correctly identify definitions for key terms.

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.

**Art:**  
**Craft and Design: Charcoal animals and Stone Age cave paintings.**

**Spotlight Artist: Jackson Pollock**  
This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating

**Art: Drawing: Growing Artists**  
**Spotlight Artist: Georgia O’Keeffe**  
This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.

**PE:**  
**Cricket**  
To be able to adhere to some of the basic rules of cricket.  
To develop a range of skills to use in isolation and a competitive context.  
To use basic skills with more consistency including striking a bowled ball.

**Swimming**  
Swim over greater distances, between 10 & 20 meters with

	<p>Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work—unison.</p> <p><b>Basketball</b> To perform some basic basketball skills, throwing, catching and dribbling. To build attacking/offensive play. To implement some basic rules of basketball.</p> <p><b>RSE</b> Created and loved by God</p> <p><b>Spanish</b> Aprendo Espanol I'm learning Spanish (Early language)</p> <p><b>Computing</b></p>	<p>public places of interest. -Research and choose a specific Ancient Greek topic on which to base their initial poster ideas. -Complete design criteria based on a client's request. -Roughly sketch four initial poster ideas, indicating where a bulb will be located for each. -Review their initial ideas against the design criteria and peer feedback, developing a final design. -Assemble an electric poster, including a functional simple circuit with a bulb, following a demonstration. -Acknowledge, with a brief explanation, the need to mount the poster using corrugated card. -Test that the simple circuit works by adding a battery. -Evaluate their electric posters in a letter to a client.</p> <p><b>Food – Cooking - eating seasonally</b> <b>Cooking</b></p>	<p>-Make a cushion that includes appliqué and cross-stitch. <b>PE:</b> <b>Badminton</b> Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.</p> <p><b>Dance – unit 2</b> Explore improvisation within an Ocean theme. Tell a story of the Ocean. Use relationship compositional ideas to create dance in solo, duet and group.</p> <p><b>RSE</b> Created to love others</p> <p><b>Spanish</b> Los Instrumentos Instruments (Early language)</p> <p><b>Computing</b> Email</p>	<p>-Identify five appropriate design criteria. -Communicate two ideas using thumbnail sketches. -Communicate and develop one idea using an exploded diagram. -Select appropriate equipment and materials to build a working pneumatic system. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfills the design brief. <b>PE:</b> <b>Hockey</b> Play in small sided hockey-type invasion games. Send and receive balls in a variety of situations. Develop motor skills to handle sticks with ease and improve agility.</p> <p><b>Tennis</b></p>	<p>contemporary responses using zines. <b>PE:</b> <b>Athletics</b> Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.</p> <p><b>Swimming</b> Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.</p> <p><b>RSE</b> Created to live in Community</p> <p><b>Spanish</b> La Fruta Fruit (Early Language)</p> <p><b>Computing</b> Presenting</p> <p><b>RSE</b> Created to live in Community</p>	<p>confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.</p> <p><b>RSE</b> Created to live in Community</p> <p><b>Spanish</b> La Fruta Fruit (Early Language)</p> <p><b>Computing</b> Presenting</p> <p><b>RSE</b> Created to live in Community</p>
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	Coding	<p>Describe how food ingredients come together. Weigh out ingredients and follow a given recipe to create a dish talk about which food is healthy and which food is not. Know when food is ready for harvesting.</p> <p><b>PE:</b> <b>Tag rugby</b> Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.</p> <p><b>Dance – unit 1</b> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop.</p> <p><b>RSE</b> Created and loved by God</p>		<p>To identify and describe some rules of tennis. To serve to begin a game. To explore forehand hitting.</p> <p><b>RSE</b> Created to love others</p> <p><b>Spanish</b> Caperucita Roja Little Red Riding Hood (Early Language)</p> <p><b>Computing</b> Databases</p>	<p><b>Spanish</b> Puedo.. I can (Early Language)</p> <p><b>Computing</b> Simulations, graphing</p>	
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		<b>Computing</b> On-line safety, spreadsheets				
<i>Texts</i>	Greek Myths: the Orchard book of Greek Myths by Geraldine McCaughean	Range of non-fiction on the Greeks (books and websites.)	The Pebble in my Pocket by Meredith Hooper & Chris Coady  Range of non-fiction on natural disasters (books, newspapers and websites.)	The Iron Man By Ted Hughes	Stone Age Boy By Satoshi Kitamura	The Raft by Jim LaMarche
<i>Cultural capital</i>		Pantomime		Harry Potter world	Aspiration week	
<i>Artists</i>	Louise Goodman				Polina Akh	Jason Line
<i>Visits/Visitors</i>		Greek workshop.	Hertford Library	Warner Bros. Studios	Celtic Harmony	Celtic Harmony Camp