





Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> 	<p><b>Vehicle Text-</b> Iron Man- Ted Hughes</p> <p><b>Writing Outcomes:</b> Narrative- narrative threat Explanation- How to capture Iron Man</p> <p><b>Non-fiction Links:</b> <u>Science- Forces and Magnets (Steps to Read)</u></p> <p><b>Poet Focus:</b> Michael Rosen</p> <p><b>Non-fiction Links:</b> Layers of Looking- Ian Fennelly</p> <p>DK Find Out About forces and magnets</p> <p>Forces and Magnets Peter Riley</p> <p>Forces and Magnets Ruth Owen</p> <p>Forces and Magnets Fat Cat Science</p>	<p><b>Vehicle Text-</b> Fox- Margaret Wild and Ron Brooks</p> <p><b>Writing Outcomes:</b> Narrative-fable narrative Information- fox report</p> <p><b>Poetry Focus:</b> Structured Poetry- Limericks</p> <p><b>Non-fiction Links:</b> You Are Awesome- Matthew Syed</p> <p>DK Find Out About foxes and various other wild animals</p>	<p><b>Vehicle Text-</b> The Rhythm of the Rain- Grahame Baker-Smith</p> <p><b>Writing Outcomes:</b> Narrative- setting narrative Information- river information leaflet</p> <p><b>Poetry Focus:</b> Poetry Enjoyment- poems to perform- Julia Donaldson</p> <p><b>Non-fiction Links:</b> The Street Beneath my Feet Charlotte Guillian</p> <p>A Rock is Lively Diana Hutts Aston</p> <p>The Rock Factory Jaqui Bailey</p> <p>What the Roman’s Did for Us Alison Hawes</p> <p>So you think you’ve got it bad – The Romans Chae Strathie</p>	<p><b>Vehicle Text-</b> Jemmy Button- Valerio Vidali</p> <p><b>Writing Outcomes:</b> Narrative- return narrative Information- letters</p> <p><b>Non-fiction Links:</b> <u>Geography- Mountains and rivers (Steps to Read)</u></p> <p><b>Poetry Focus: Free Verse-</b> What if... Mandy Coe</p> <p><b>Non-fiction Links:</b> I love this Tree Anna Claybourne</p> <p>Do plants really eat insects? Thomas Canavan</p> <p>A River- Marc Martin River Story</p>	<p><b>Vehicle Text-</b> Egyptology- Dugald Steer</p> <p><b>Writing Outcomes:</b> Narrative-Egyptian mystery Information- secret diary</p> <p><b>Non-fiction Links:</b> <u>History- Egyptians (Steps to Read)</u></p> <p><b>Poetry Focus:</b> The Lost Words- Specific Pages</p> <p><b>Non-fiction Links:</b> DK Find Out About- Egypt</p> <p>Ancient Egypt-Tales of Gods and Pharaohs- Marcia Williams</p> <p>Everything Ancient Egypt National Geographic 1000 Facts about Ancient Egypt</p>	<p><b>Vehicle Text-</b> Into the Forest</p> <p><b>Writing Outcomes:</b> Narrative- lost narrative Recount- newspaper report</p> <p><b>Poetry Focus:</b> Structured Poetry- Clarihews</p> <p><b>Non-fiction Links:</b> <i>The Geography of North America</i></p> <p>Everything and Everywhere Marc Martin</p> <p>Light, shadows, mirrors and rainbows- Natalie Myra Rosinski</p> <p>Light and dark Anna Claybourne</p>

				<p>Meredith Hooper Flood?</p> <p>The River- and the Epic Journey to the Sea- Hanako Clulow</p> <p>Where on Earth- Rivers- Susie Brooks</p> <p>Rivers Ruth Thompson</p>	<p>National Geographic</p> <p>So you think you've got it bad -Ancient Egypt Chae Strathie</p> <p>Under the Canopy Iris Volant</p> <p>Botanicum Kathy Willis &amp; Katie Scott</p>	<p>Boom! Science – Light Georgia - Amson Bradshaw</p>
<p><b>Maths</b></p> 	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Numbers to 1000, <b>Calculations:</b> Addition and Subtraction.</p>	<p><b>Basic Skills:</b> Fluent in Five in Five</p> <p><b>Calculations:</b> Multiplication and Division.</p>	<p><b>Basic Skills:</b> Fluent in Five in Five</p> <p><b>Measurement:</b> Length <b>Measurement:</b> Mass <b>Measurement:</b> Volume.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Volume continued <b>Measurement:</b> Money <b>Measurement:</b> Time.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Time continued <b>Statistics:</b> Picture and Bar Graphs, <b>Fractions:</b> Fractions.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p>Fractions continued, <b>Geometry – Properties of Shapes:</b> Angles <b>Geometry:</b> <b>Properties of Shapes:</b> Lines and shapes <b>Measurement:</b> Perimeter of figures.</p>
<p><b>Science</b></p>	<p><b>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 materials and not others -Compare and group together a variety of everyday materials on the basis of whether they</p>	<p><b>Animals Including Humans</b> -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><b>Rocks and Minerals</b> -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</p>	<p><b>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,</p>	<p><b>Plants-</b> continue from spring 1</p>	<p><b>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 -Recognise that light from the sun can be dangerous and that</p>

	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	-Identify that humans and some other animals have skeletons and muscles for support, protection and movement	-Recognise that soils are made from rocks and organic matter	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		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.			
<b>RE- Come and See</b>	<b>Domestic Church-family</b>  <b>Homes</b> God's dream for every family	<b>Baptism/confirmation belonging</b>  <b>Promises</b> Promises made at Baptism	<b>Advent/Christmas loving</b>  <b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Local church community</b>  <b>Journeys</b> Christian family's journey with Jesus	<b>Eucharist relating</b>  <b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Lent/Easter giving</b>  <b>Giving all</b> Lent a time to remember Jesus' total giving	<b>Pentecost serving</b>  <b>Energy</b> Gifts of the Holy Spirit	<b>Reconciliation Inter-relating</b>  <b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Universal Church world</b>  <b>Special places</b> Holy places for Jesus & the Christian
<b>History and Geography</b>	<b>History- a local history study</b>  Dr Duncan	<b>Geography- fieldwork</b>  Little Crosby as a contrast to Everton	<b>History- the Roman Empire and its impact on Britain</b>	<b>Geography- locational knowledge and human and physical geography</b>  Rivers including local area- River Mersey	<b>History- Ancient Egypt</b> The achievements of the earliest civilisations – including overview of where and when the first civilisations appeared	<b>Geography- locational and place knowledge- human and physical geography</b>  North America			

<b>PSHE</b>	<b>Being part of a community</b> Importance of family and community	<b>Celebrating achievement and being resilient</b> <b>*Safeguarding</b> Mental wellbeing and resilience  Anti-bullying week	<b>Exercise</b> How a healthy body and mind improves lifestyle Benefits of being outdoors and who can support us  Mental health awareness week	<b>Safety online</b> <b>*Safeguarding</b> Internet privacy and social media etiquette	<b>What I like</b> <b>*Safeguarding</b> Self-care and pupils' rights. The importance of respecting others	<b>Stereotypes</b> Attitudes towards boys and girls, research into people who have broken stereotypes and respecting opinions
<b>Journey in Love</b>	<b>Social and emotional</b> Describe and give reasons how friendships make us feel happy and safe			<b>Physical</b> Describe how friendships can break down, repair and strengthen	<b>Spiritual</b> Celebrate the joy and happiness in living in friendship with God and others	
<b>PE</b>	Teacher led <b>dodgeball</b>	<b>Dance with the LSSP coach</b>	Teacher led <b>gymnastics</b>	Teacher led <b>basketball</b>	Teacher led <b>rounders</b>	Teacher led <b>handball</b>
<b>Art and DT</b>	<b>DT- Mechanical systems-</b> Peumatic toy	<b>Art- Drawing</b>  Liverpool landmarks- Ian Fennelly	<b>DT-Cooking and Nutrition</b> Eating seasonally and making seasonal tarts.	<b>Art- Mosaics</b>  Emma Biggs- Look at general mosaic techniques used by Emma Biggs. Roman mosaics	<b>DT-Textiles</b>  Cross stitch and Applique.	<b>Art- 3D Sculpture</b>  Anthony Gormley- Looking at his different sculptures, different techniques used by Anthony Gormley. Create own human sculpture inspired by his art. (wire, foil, clay
<b>Computing</b>	<u>Information Technology</u> <b>Use of different Software.</b> Composing Emails <ul style="list-style-type: none"> <li>Pupils to explore the features of <i>Microsoft Word</i></li> <li>Skills to be used to compose email</li> </ul>	<u>Computer Science</u> <b>Programming Skill</b>  Programming a Game Explore sequencing, selection, repetition, inputs and	<u>Computer Science</u> <b>Programming Project</b>  Creating a Programming World. Pupils to use <i>Kodu</i> to create a programmable world	<u>Information Technology</u> <b>Media</b>  Alerting Digital Media <ul style="list-style-type: none"> <li>Pupils to consider how media they see could have</li> </ul>	<u>Computer Science</u> <b>How Things Work</b>  How things work including Networks <ul style="list-style-type: none"> <li>Pupils will learn about networks</li> </ul>	<u>Information Technology</u> <b>Design</b>  Publishing Online content <ul style="list-style-type: none"> <li>To learn about graphic design</li> </ul> How to publish and promote their own

	<i>Digital Literacy: Children to consider their responsibilities to others online.</i>	outputs in programs they create.		been altered. <i>Digital Literacy; Children consider that all of the media they see could have been altered.</i>	What hardware is required for networks?	content (links to cross curricular).
<b>Music</b>	Children will be encouraged to develop their singing in ways that incorporate expression. They will learn about downbeats in different time signatures, read and play within MRD, as well as improvise using un-tuned percussion.	<p><b>Listening and Appraising.</b></p> <p><b>Mingulay boat song and Nao chariya de</b></p> <p>This unit is based around two songs that were originally sung by boatmen. <i>Nao chariya de</i> – a Bengali folk song and <i>Mingulay boat song</i>, which is Scottish. Pupils will compare the two pieces to identify similarities and differences between them.</p>	Arts Award completion.	<p><b>Listening and Appraising.</b></p> <p><b>‘March’ from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</b></p> <p>This unit is based upon the ‘March’ from <i>The Nutcracker</i> by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes. Veering away from the nutcracker story, this unit explores the character and flow of each musical section and focuses on showing how the music might look or move if it were visible. Drawing on different pieces of art, as well as varying styles of movement, children will discover how the abstract nature of music can be</p>	Children will be encouraged to incorporate layers in their singing though ostinato. They will learn how to identify both rising and falling phrases as well as compose with these phrases using letter names and rhythms.	<p><b>Listening and Appraising.</b></p> <p><b><i>Fly with the stars</i></b> is a song in an electronic dance style, based on a verse/chorus structure using two chords – A minor and C major. During the unit, pupils will develop listening skills in recognising a song’s structure and changing chords, practise identifying crotchet and quaver durations.</p>

				analysed and experienced.		
<b>MFL</b>	<b>Self, family &amp; friends</b> Name, age, feelings, where you live Body parts with definite article Colours <b>Number: 1-10 (in/out of sequence, add)</b>	<b>School life</b> Objects in pencil case with indefinite article Classroom instructions <b>Number:1-20 (in/out of sequence, number bonds to 20)</b> <b>Further colours including written words linked to Christmas</b>	<b>The world around us</b> Days and months Birthdays (saying own and others) <b>Number: 1-10 (Read/write) 1-31 (odd and even)</b>	<b>Animals and home environment</b> Zoo animals Descriptions (Singular adjectival agreement) Dear Zoo story (Join in with simple, repetitive sentences) <b>Number: 1-39 (count in 2s)</b>	<b>Leisure</b> Sports 1 and opinions (Simple sentences) <b>Number: 1-39 (random order/backwards)</b>	<b>Summer</b> Jungle animals Exotic fruits & opinions Handa's surprise story (performance: simple, repetitive sentences) <b>Number: 1-39 (calculations, halving/doubling)</b>