

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> 	<p>Vehicle Text- Iron Man- Ted Hughes</p> <p>Writing Outcomes: Narrative- narrative threat</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading:</p> <p>Non-fiction Links: 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>Vehicle Text- Fox- Margaret Wild and Ron Brooks</p> <p>Writing Outcomes: Immerse in fable narrative before writing information- fox report</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading:</p> <p>Non-fiction Links and opportunities for disciplinary reading: You Are Awesome- Matthew Syed</p> <p>DK Find Out About foxes and various other wild animals</p>	<p>Vehicle Text- The Rhythm of the Rain- Grahame Baker-Smith</p> <p>Writing Outcomes: Narrative- setting narrative</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: 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>Vehicle Text- The Visible Sounds- Yin Jianling</p> <p>Writing Outcomes: Narrative- return narrative Information- letters</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading:</p> <p>Non-fiction Links: I love this Tree Anna Claybourne</p> <p>Do plants really eat insects? Thomas Canavan</p> <p>A River- Marc Martin River Story Meredith Hooper Flood?</p>	<p>Vehicle Text- Egyptology- Dugald Steer</p> <p>Writing Outcomes: Narrative-Egyptian mystery</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading:</p> <p>Non-fiction Links: 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 National Geographic</p>	<p>Vehicle Text- Into the Forest</p> <p>Writing Outcomes: Immerse in lost narrative before writing recount- newspaper report</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: <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>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>So you think you've got it bad -Ancient Egypt Chae Strathie</p> <p>Under the Canopy Iris Volant</p> <p>Botanicum Kathy Willis & Katie Scott</p>	<p>Boom! Science – Light Georgia - Amson Bradshaw</p>
<p>Maths</p> 	<p>Basic Skills: Fluent in Five</p> <p>Number and Place Value: Numbers to 1000, Calculations: Addition and Subtraction.</p>	<p>Basic Skills: Fluent in Five</p> <p>Calculations: Multiplication and Division.</p>	<p>Basic Skills: Fluent in Five</p> <p>Measurement: Length Measurement: Mass Measurement: Volume.</p>	<p>Basic Skills: Fluent in Five</p> <p>Measurement: Volume continued Measurement: Money Measurement: Time.</p>	<p>Basic Skills: Fluent in Five</p> <p>Measurement: Time continued Statistics: Picture and Bar Graphs, Fractions: Fractions.</p>	<p>Basic Skills: Fluent in Five</p> <p>Fractions continued, Geometry – Properties of Shapes: Angles Geometry: Properties of Shapes: Lines and shapes Measurement: Perimeter of figures.</p>
<p>Science</p>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> -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 are attracted to a magnet, and 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -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 	<p>Rocks and Minerals</p> <ul style="list-style-type: none"> -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>Plants</p> <ul style="list-style-type: none"> -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 	<p>Plants- continue from spring 1</p>	<p>Light</p> <ul style="list-style-type: none"> -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

	<p>identify some magnetic materials</p> <ul style="list-style-type: none"> -describe magnets as having 2 poles -Predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>other animals have skeletons and muscles for support, protection and movement</p>	<p>-Recognise that soils are made from rocks and organic matter</p>	<p>-Investigate the way in which water is transported within plants</p> <ul style="list-style-type: none"> -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 		<p>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <ul style="list-style-type: none"> -Find patterns in the way that the size of shadows change.
<p>RE- To Know you More Clearly</p> 	<p>Creation and Covenant</p> <p>God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). That all human beings are made in God's image and all people have dignity and are created equal. A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. The dignity of all human beings is one of the principles of Catholic Social Teaching</p>	<p>Prophecy and Promise</p> <p>Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). The Liturgy of the Word includes readings from the Old Testament and the New Testament. That Jesus birth was foretold by the prophets. That Joseph listened to</p>	<p>From Galilee to Jerusalem</p> <p>The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world. The kingdom of God begins in all those who open their hearts to God's love. The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning. Jesus' parables to show the choices people must make to accept his invitation to the kingdom.</p>	<p>From Desert to Garden</p> <p>At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. The Eucharist is</p>	<p>To The Ends of the Earth</p> <p>The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ. There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. Mass was celebrated in the early Church.</p>	<p>Dialogue and Encounter.</p> <p>Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.</p>

		the angel and opened his heart to the Holy Spirit.		a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. That at the Last Supper Jesus instituted the Eucharist. People give themselves to Jesus when they receive the Eucharist (Holy Communion)		
History and Geography	History- a local history study Dr Duncan	Geography- fieldwork Little Crosby as a contrast to Everton	History- the Roman Empire and its impact on Britain	Geography- locational knowledge and human and physical geography Rivers including local area- River Mersey	History- Ancient Egypt The achievements of the earliest civilisations – including overview of where and when the first civilisations appeared	Geography- locational and place knowledge- human and physical geography North America
PSHE 	Being part of a community Importance of family and community	Celebrating achievement and being resilient *Safeguarding Mental wellbeing and resilience Anti-bullying week	Exercise How a healthy body and mind improves lifestyle Benefits of being outdoors and who can support us Mental health awareness week	Safety online *Safeguarding Internet privacy and social media etiquette	What I like *Safeguarding Self-care and pupils' rights. The importance of respecting others	Stereotypes Attitudes towards boys and girls, research into people who have broken stereotypes and respecting opinions

<p>Journey in Love</p>	<p>Social and emotional Describe and give reasons how friendships make us feel happy and safe</p>			<p>Physical Describe how friendships can break down, repair and strengthen</p>	<p>Spiritual Celebrate the joy and happiness in living in friendship with God and others</p>	
<p>PE</p> 	<p>Dance</p>	<p>Gymnastics</p>	<p>Dodgeball</p>	<p>Tennis</p>	<p>Football</p>	<p>Rounders</p>
<p>Art & DT</p> 	<p>DT- Mechanical systems- Pneumatic toy- Designing and creating a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupils are introduced to thumbnail sketches and exploded diagrams.</p>	<p>Art- Drawing Liverpool landmarks- Ian Fennelly</p>	<p>DT-Cooking and Nutrition Eating seasonally and making seasonal tarts. Discovering when and where fruits and vegetables are grown and learning about seasonality in the UK. Pupils respond to a brief to design a seasonal food tart using ingredients harvested in the UK in May and June.</p>	<p>Art- Mosaics Emma Biggs- Look at general mosaic techniques used by Emma Biggs. Roman mosaics</p>	<p>DT-Textiles Cross stitch and Applique. Pupils learn two new sewing skills: cross stitch and appliqué and then apply these to the design, decoration and assembly of their own cushions or Egyptian collars.</p>	<p>Art- 3D Sculpture Anthony Gormley- Looking at his different sculptures, different techniques used by Anthony Gormley. Create own human sculpture inspired by his art. (wire, foil, clay</p>
<p>Computing</p>	<p>Information Technology Use of different Software. Composing Emails</p> <ul style="list-style-type: none"> • Pupils to explore the features of <i>Microsoft Word</i> • Skills to be used to compose email <p><i>Digital Literacy: Children to consider their responsibilities to others online.</i></p>	<p>Computer Science Programming Skill Programming a Game Explore sequencing, selection, repetition, inputs and outputs in programs they create.</p>	<p>Computer Science Programming Project Creating a Programming World. Pupils to use <i>Kodu</i> to create a programmable world</p>	<p>Information Technology Media Alerting Digital Media</p> <ul style="list-style-type: none"> • Pupils to consider how media they see could have been altered. <p><i>Digital Literacy; Children consider that all of the media they see could have been altered.</i></p>	<p>Computer Science How Things Work How things work including Networks</p> <ul style="list-style-type: none"> • Pupils will learn about networks What hardware is required for networks? 	<p>Information Technology Design Publishing Online content</p> <ul style="list-style-type: none"> • To learn about graphic design How to publish and promote their own content (links to cross curricular).

<p>Music</p>	<p>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>	<p>Listening and Appraising.</p> <p>Mingulay boat song and Nao chariya de</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>	<p>Arts Award completion.</p>	<p>Listening and Appraising.</p> <p>‘March’ from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</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 analysed and experienced.</p>	<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>	<p>Listening and Appraising.</p> <p><i>Fly with the stars</i> 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>
<p>MFL</p>	<p>Self, family & friends Name, age, feelings, where you live Body parts with definite article Colours Number: 1-10 (in/out of sequence, add)</p>	<p>School life Objects in pencil case with indefinite article Classroom instructions Number:1-20 (in/out of sequence, number bonds to 20) Further colours including written words linked to Christmas</p>	<p>The world around us Days and months Birthdays (saying own and others) Number: 1-10 (Read/write) 1-31 (odd and even)</p>	<p>Animals and home environment Zoo animals Descriptions (Singular adjectival agreement) Dear Zoo story (Join in with simple, repetitive sentences) Number: 1-39 (count in 2s)</p>	<p>Leisure Sports 1 and opinions (Simple sentences) Number: 1-39 (random order/backwards)</p>	<p>Summer Jungle animals Exotic fruits & opinions Handa’s surprise story (performance: simple, repetitive sentences) Number: 1-39 (calculations, halving/doubling)</p>

