

| YEAR 3 | TERM                     | AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                      | SPRING                                                                                                                                                                                                                                                                                                                                                                                      | SUMMER                                                                                                                                                                                                                                                                                                                                                                                 |
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|        | Topic                    | <b>Footsteps Through Time</b><br>Pupils learn about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by invention and technological advancement.                                                                                                                                                                                                                                     | <b>Around the World in 5000 Years</b><br>Pupils learn about the Ancient Egyptian civilisation, including their beliefs, uses of the River Nile and mummification.                                                                                                                                                                                                                           | <b>A Sense of Place</b><br>Children develop an awareness that representations and meanings of place are constantly being remade over time and help to shape the actions and behaviour of individuals, groups and organisations in these places.                                                                                                                                        |
|        | Themes                   | Change over time, identity, empire, invasion, migration, settlements, community and innovation.                                                                                                                                                                                                                                                                                                                                             | Diversity, Civilisation, Innovation, Equality, Symbolism and Adaptation                                                                                                                                                                                                                                                                                                                     | Change, Identity, Diversity, Settlement, Community                                                                                                                                                                                                                                                                                                                                     |
|        | Visits/Additional events | Stone Age to Iron Age workshops.<br><br>Local: Library and allotment visits.                                                                                                                                                                                                                                                                                                                                                                | Leicester Museum to learn about Egyptian artefacts and to observe mummies.<br><br>Local: Library and allotment visits.                                                                                                                                                                                                                                                                      | Brinklow Village Field Study.<br><br>Local: Library and allotment visits.                                                                                                                                                                                                                                                                                                              |
|        | Geography                | Children will review their prior learning about the local area, using grid references and symbols to identify landmarks in Coventry. Through their study of ancient Britain, they will use maps to explore change over time. Children will investigate the physical characteristics of Hill Forts, with a focus on Lunt Fort. During their learning about the Roman Empire, children will plot its spread on a map of Europe. Children will | Children will recap their knowledge of oceans and continents. Year 3 will explore what a river is and be able to identify where it begins, the journey it takes and where it ends. They will be using map skills to look at the physical and human geography of the River Nile. From this, they will explore the uses of the River Nile today and how it was used by the Ancient Egyptians. | Children will learn about the similarities and differences between urban, suburban, and rural settlements. The children will practise how to use and read a compass. They will use maps to investigate physical and human features through comparing Coventry and Brinklow village. Children will learn about farming and how the food that we buy is grown both locally and globally. |

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|  |                | compare Ancient Rome with a study of modern Italy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            |
|  | <b>History</b> | <p>Children will investigate the Stone Age to the Iron Age. They will discover the experiences of the earliest humans as they made the discoveries that paved the way for the great civilisations and empires. The children will learn how tools and knowledge determined how people lived, worked, harvested food and expressed themselves. During their 'Stone Age to Iron Age' workshop, they will immerse themselves in everyday life in ancient Britain.</p> <p>Children will learn how the Roman invasion of the British Isles changed what life was like for the earliest Britons, and ultimately for us. The children will learn how the Roman Empire was so successful and how they were able to conquer and rule over so many countries.</p> | Children will start exploring ancient civilisations. We will then focus in more detail on the Ancient Egyptians. Children will explore the Ancient Egyptian beliefs around Gods and Goddesses and how this helped them make sense of the world. The children will learn about the Ancient Egyptian beliefs around the afterlife and their mummification practises. Linking to their geography learning, they also look at the role of the River Nile and how it was an integral part of daily life. From this, the children learn about the foods available and the meals they would have eaten. | Children will learn about the history of Brinklow village and compare this with changes over time in our local high street in Earlsdon.                                                    |
|  | <b>Art</b>     | Children will learn about how Stone Age people expressed themselves through cave paintings. They will use this knowledge to explore the depiction of animals in art by different artists and will develop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children will learn about modern, renaissance and Ancient Egyptian artwork and their use of lines. They will describe how they have used lines in their pieces and describe which is their favourite. Once they                                                                                                                                                                                                                                                                                                                                                                                  | Children will create artwork inspired by our map reading knowledge, learn about contour lines on maps and find out how artists have created landscapes using lines, value and colour. They |

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|  |                              | their line drawing skills to create tone and texture. Children will look at 'realist' and 'colourist' styles, ending with their own reproduction of Steve Brown's 'McCoo'.                                                                                                                                                                                                                                                                                                                                   | have explored these different styles, they will create an art piece using lines, block colours and symbols to represent their interests.                                                                                                                                                                                                                                                                                                            | will create art in the style of Christa Rijnveld using the techniques they have learned.                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <b>Design and Technology</b> | Children will learn about the features of Roman sandals and how they continue to influence contemporary footwear. They will create a design for their own sandal, thinking about appearance and function. Children will create a sandal prototype based on their design, and will then produce their final product, using measuring, cutting, joining and finishing skills. They will evaluate their finished product against their original design.                                                         | During design and technology, Year 3 will use our nutrition work in science to create a healthy, warm meal. They will choose ingredients from each of the food groups to ensure their meal is balanced.                                                                                                                                                                                                                                             | Children will be exploring lavender farming and look at Coventry's involvement in the textiles industry. They will be combining their understanding of textiles and farming to make lavender bags. The children will first design their lavender bags, they will revise how to use a running stitch and then use a range of stitches with accuracy.                                                                                                                            |
|  | <b>Science</b>               | <b>Rocks and Soils.</b> Children will take on the role of geologists as they examine different rock types and investigate their properties. They will investigate the rock cycle and how the structure and natural processes of the Earth create the different rock types that we can see around us. They will also learn about the structure of the Earth and the Earth's layers. The children will learn how fossils are formed. The children will also investigate the properties of soil and learn about | <b>Animals including humans.</b> In this topic, children will learn about the roles that diet, nutrition and exercise have on our bodies and health. Children will also study muscles and skeletons and their function.<br><br><b>Children will also explore the life cycle of a plant.</b> Children will be able to analyse the functions of the different parts of a plant, explain methods of seed dispersal and pollination and learn about the | <b>Light, forces and magnets.</b> The children will learn about how light travels and reflects off different surfaces. They will complete experiments to discover which materials reflect the most and least amount of light. They will also be observing how shadows form and how they change depending on where the light source is. The children will learn about different forces and how they can affect other objects. They will experiment with magnets and observe how |

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|  |                  | the make-up and formation of each layer of soil.                                                                                                                                                                                                                                                                                     | environments needed for plants to be healthy. They will look at how plants in different environments have adapted to survive.                                                                                                                                                                                                 | they can repel and attract each other. Children will make cross-curricular links with Geography as we discuss compasses.                                                                                                                                                                                                                                         |
|  | <b>Music</b>     | Let Your Spirit Fly – an R&B song by Joanna Mangona<br>Children will listen to and appraise the song, including comparing it with other songs. They will explore the pulse, rhythm and pitch of the song, and learn to sing it. They will use instruments to play along with the song, improvise to it, and compose their own parts. | 3 Little Birds – a reggae song by Bob Marley<br>Children will listen to and appraise the song, including comparing it with other songs. They will explore the pulse, rhythm and pitch of the song, and learn to sing it. They will use instruments to play along with the song, improvise to it, and compose their own parts. | Bringing us together<br>Disco song by Joanna Mangona and Pete Readman<br>Children will listen to and appraise the song, including comparing it with other songs. They will explore the pulse, rhythm and pitch of the song, and learn to sing it. They will use instruments to play along with the song, improvise to it, and compose their own parts.           |
|  | <b>Computing</b> | Children will learn about digital devices, the parts that make them up, and how they help us. They will look at how computers are connected to form networks. They will move on to learning about desktop publishing, including how to combine words and pictures effectively, using templates and layouts.                          | Children will use a range of techniques to create a stop-frame animation using tablets. They will apply those skills to create a story-based animation. By the end of this unit, the children will be able to add other types of media to their animation, such as music and text.                                            | Children will use coding in Scratch to produce their own maze. They will learn to move a sprite in four directions (up, down, left, and right) and explore movement within the context of a maze, using design to choose an appropriately sized sprite. Children will draw lines with sprites and change the size and colour of lines when creating their mazes. |
|  | <b>MFL</b>       | <b>La Fonetica</b><br>Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.                                                                                                                                                          | <b>Los Instrumentos</b><br>Children will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in Spanish. They will also learn 10 familiar                                                                                                                                 | <b>La Fruta</b><br>Pupils will learn 10 fruits and be introduced to the transferable opinions 'I like' and 'I do not like'.                                                                                                                                                                                                                                      |

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|  |                   | <b>Aprendo Espanol</b><br>Pupils will learn the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.                                                                                                             | activities that they know how or do not know how to do in Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | Worldviews and RE | <b>Why are nature and the seasons significant for religion and worldviews?</b><br>Children will learn about the importance of nature for those with non-religious views. They will examine sacred texts as a source for understanding the timing of worldview celebrations (such as the weekly celebration of shabbat). | <b>Do you have to be part of a faith community to hold an organised worldview?</b><br>Children begin by learning how a person's worldview is based on their individual circumstances, community, and sometimes organised worldviews. They will investigate how within an organised worldview, there can be variation in practices and beliefs. Children will ask questions and examine case studies to find out how cultural differences might influence belief and practice. Children will learn how belonging to a non-religious group (e.g., humanist) does not prevent people taking part in celebrations from faith worldviews. | <b>How are worldviews shaped and expressed through art and architecture?</b><br>Children will explore how worldviews can be expressed in creative ways, such as art, dance, music and architecture. For example, children will learn about dance in Hindu traditions, the significance of design in Islamic architecture, and the significance of the art and architecture of Coventry cathedral. Children will assess the cultural and historical context of artworks.<br><b>How might your worldview lead you to do hard things for good reasons?</b><br>Children will learn how sacrifice and making hard choices are important parts of many worldviews. They will learn about the significance of food choices (such as fasting) and the |

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|  |                     |                                                                                                                                                                                                       |                                                                                                                                                            |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   | importance of charity work, to many worldviews.                                                                                                                                                                                                                                       |                                                                                                                                                                                                                               |
|  | <b>PE – indoor</b>  | <p>Foundations</p> <p>Children will accurately replicate stability, balance and co-ordination activities. They will learn techniques to develop lower and upper body stability and core strength.</p> | <p>Dance</p> <p>Children will practise and put together a performance. They will perform using facial expressions and props.</p>                           | <p>Gymnastics</p> <p>Children will learn to show full extension during balance, move in and out of contrasting shapes with fluency, perform different types of rolls, perform jumps from low apparatus and perform in unison with a partner.</p> | <p>Boccia</p> <p>Children will learn the rules of Boccia. They will learn about the Paralympics. They will learn to use a range of strategies to make effective use of all team members. They will learn to throw accurately.</p> | <p>Gymnastics</p> <p>Children will use bounces and broad jumps in a sequence. They will also attempt a half-lever. In their lessons, they will learn to perform Japana and transition from Japana to another shape with control. They will improve flexibility through stretches.</p> | <p>Dance</p> <p>Children will perform jazz square and use it in their dance sequence. They will use dance to perform contrasting characters. Children will learn to develop movements during improvisation and use props.</p> |
|  | <b>PE - outdoor</b> | <p>Tag rugby</p> <p>Using the basic game principles of tag rugby, children will learn how to handle a rugby ball with confidence. They will evade attackers using</p>                                 | <p>Handball</p> <p>Children will learn the rules of handball. They will develop their passing and catching skills, and use basic defensive techniques.</p> | <p>Football</p> <p>Children will use the inside of their foot to pass the ball, they will trap the ball with control and pass accurately into a space. They will also identify and</p>                                                           | <p>Rounders</p> <p>Children will learn the role of a fielder and to bowl and hit the ball with accuracy. They will learn to stop the moving ball with the long barrier</p>                                                        | <p>OAA</p> <p>Children will use clear communication, strength and flexibility to complete tasks. They will work with others to complete map-reading tasks</p>                                                                                                                         | <p>Athletics</p> <p>They will be using jumping and hopping sequences and running at different speeds. They will approach and jump hurdles and use</p>                                                                         |

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|  |      | footwork and body control and perform as a team to attack.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | move into space to receive the ball, to dribble and to cushion the ball when receiving.                                                                                                                                                                                                                                                                                                                                                      | technique and to throw long distances using the overarm technique. | and draw a clear route on a map for others to follow.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | a pull-throw technique to throw a javelin. The children will learn a variety of skipping techniques and to keep a score during different activities. |
|  | PSHE | <b>Relationships</b><br><b>What makes a good friend?</b><br>In this unit children will learn:<br>-how friendships support wellbeing, how to recognise if others are feeling lonely and, how to build good friendships, that friendships sometimes have difficulties and how to manage these and how to recognise if a friendship is making them unhappy, uncomfortable or unsafe.<br><br><b>What makes a community?</b><br>In this unit children will learn:<br>-how they belong to different groups and communities, what is meant by a diverse community; how different groups make up the wider/local community around the school, how the community helps everyone to feel included and values the different contributions that people make and how to be respectful towards people who may live differently to them. |  | <b>Living in the Wider World</b><br><b>What are families like?</b><br>In this unit children will learn:<br>-how families differ from each other, how common features of positive family life often include shared experiences, how people within families should care for each other and the different ways they demonstrate this and how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe. |                                                                    | <b>Health and Well Being</b><br><b>Why should we eat well and look after our teeth?</b><br>In this unit children will learn:<br>-how to eat a healthy diet and the benefits of nutritionally rich foods, how to maintain good oral hygiene and the importance of regular visits to the dentist, how not eating a balanced diet can affect health, how people make choices about what to eat and drink.<br><br><b>Why should we keep active and sleep well?</b><br>In this unit children will learn:<br>-how regular physical activity benefits bodies and feelings, how to be active on a daily and weekly basis, how to make choices about physical activity, how the lack of physical activity can affect health and wellbeing, how lack of sleep can affect the body and mood.<br><br><b>RSE</b><br>In this unit children will learn: |                                                                                                                                                      |

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|  |  |  |  | <p>-about the body differences between ourselves and others, appropriate and inappropriate physical contact, and that all families are different and have different family members.</p> <p><b>Health and Well-Being</b><br/><b>What keeps us safe?</b><br/>In this unit children will learn:<br/>-how to recognise hazards that may cause harm or injury, how to help keep their body protected and safe, that their body belongs to them and should not be hurt or touched without their permission, how to recognise and respond to pressure, how everyday health and hygiene rules and routines help people stay safe and healthy, how to react and respond if there is an accident and how to deal with minor injuries, what to do in an emergency, including calling for help and speaking to the emergency services.</p> |
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