

Rolling Programme – Year 3 (C)

	AUTUMN	SPRING	SUMMER
	<p>Create: Journeys / WW2</p> <p>Key question: Should we always express our views?</p> <p>Trip: Eden Camp</p> <p>Hook lesson: War Day- The Blitz. Air raid siren, take shelter. Ration food throughout day. Lines of enquiry: How can we learn from the past? Has it ever been right to fight? How have wars changed over time? Which wars have affected Britain?</p> <p>Why were children evacuated from city locations to rural destinations?</p> <p>Class read: Private Peaceful/ Eagle in the Snow – Michael Morpurgo Miraculous Journey of Edward Tulane Kate DiCamillo</p>	<p>Discover: Tomb Raiders: Ancient Egyptians</p> <p>Key question: Why does the quest for power usually bring death?</p> <p>Hook: Create Howard Carters Tomb. A tunnel using tables and fabric with artefacts and pictures on wall towards end of tunnel. What was it like for Howard Carter and his team? Lines of enquiry: What were the earliest civilizations? What can we find out about the Ancient world?_How did Ancient Egypt become so powerful? Why build the pyramids? What did the Ancient Egyptians believe? How has the Nile influenced the development of Egypt? What role does mountains and hills play in a river’s journey? What similarities and differences are there between the Trent and the Nile?</p> <p>Class read: Varjak Paw</p>	<p>Explore: Land Before Time: Galapagos/ Our Frozen Kingdom (Arctic and Antarctic)</p> <p>Key question: How cold is too cold?</p> <p>Which factors enable wildlife to thrive in the Galapagos? How are the Galapagos islands different to the UK? What measures are needed to ensure the Galapagos stays unaffected by humans? Should the Galapagos islands be used for further scientific study or left untouched by humans?</p> <p>Class read: The last bear Hannah Gold</p>

<p>LITERACY</p> <p>Reading and Writing</p>	<p>Letters from the Lighthouse – Emma Carroll - TWS</p> <p>Thinkers rap TWS (poetry Science - animals)</p> <p>Michael Morpurgo / Michael Foreman WW2 stories</p> <p>Private Peaceful/ Eagle in the Snow – Michael Morpurgo</p>	<p>I believe in Unicorns – Narrative TWS</p> <p>Wisp - A Story of Hope by Zana Fraillon – Narrative TWS</p> <p>Christmas desert –Social media post (persuasion) TWS</p> <p>Poetry: Refugees – Brian Bilston’</p> <p>War poetry</p>	<p>Hatshepsut Egypt by Kate Pankhurst: Non-fiction- Biography TWS.</p> <p>The Most Dangerous Animal In The World – by Valerie Bloom – poetry TWS</p> <p>Explanation: You wouldn’t want to be an Egyptian Mummy</p>	<p>Spring poems – Haiku</p> <p>Secrets of a Sun King by Emma Carroll – Non-fiction (Diary) TWS</p> <p>Biography: Howard and the Mummy - Creation Myths</p> <p>Egyptian Cinderella/ Cinderella of the Nile</p>	<p>The Last Bear by Hannah Gold (TWS)</p> <p>The Origin of Species by Sabina Radeva- Non-fiction Non chronological report TWS</p> <p>Stone Girl Bone Girl – A story of Mary Anning of Lyme Regis</p> <p>Darwin’s Dragons – Lindsay Galvin</p> <p>What Mr. Darwin Saw</p> <p>How to Train a Dragon</p>	<p>Emperor Penguins – Non-fiction (Non-chronological report) TWS</p> <p>Scott of the Antarctic by E and J Dowdeswell and Angela Seddon – Non-fiction (Diary) TWS</p> <p>Moth by Isabel Thomas – Narrative poem (Evolution) TWS</p> <p>Kensuke’s Kingdom</p>
<p>SCIENCE</p>	<ul style="list-style-type: none"> Animals, including humans – Different kind of teeth in humans and their function. Identify that humans and other animals have skeletons and muscles for support, protection and movement. Food chains – Construct and interpret food chains and identify producers, predators and prey. 	<ul style="list-style-type: none"> Living things – food chains, classifying plants and animals/microorganisms and minibeasts. Grouping living things, using classification keys, changing environments. Micro-organisms (Y6) 	<ul style="list-style-type: none"> Evolution and Inheritance – Discovery of fossils to find out about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind. Adaptations -How animals and plants are suited to their environment. 			

			<ul style="list-style-type: none"> Animals including humans – describe the changes as humans develop to old age.
D & T	<ul style="list-style-type: none"> Textiles: Peg dolls – Links with letters from the lighthouse Food and nutrition– Food poverty, rationing. Reducing waste (bubble and squeak) (Short Unit) 	<ul style="list-style-type: none"> Food and Nutrition – Preserving food. Mummifying a tomato. Making jam. 	<ul style="list-style-type: none"> Food: Cooking and nutrition – Soup (Short Unit) Textiles: Design and make own dinosaur/ polar region stuffed toy.
COMPUTING	<ul style="list-style-type: none"> Computing systems and networks – Communication and collaboration Creating media – Web page creation 	<ul style="list-style-type: none"> Data and information – spreadsheets Programming A – sequencing sounds 	<ul style="list-style-type: none"> Creating media – Photo editing Programming B – Sensing Movement
HISTORY	<ul style="list-style-type: none"> WW2 – Why did this happen after WW1? Evacuation The Blitz Food and rationing Experiences for women Wars across history – Mary Seacole Propaganda Film and edit a WW2 documentary 	<ul style="list-style-type: none"> Know about achievements of all 4 early civilizations (Sumer, Shang Dynasty, Indus Valley,)Ancient Egypt. Know how Ancient Egypt became so powerful. Know about Egyptian society and beliefs. 	<ul style="list-style-type: none"> Ernest Shackleton – What made him a good leader?
GEOGRAPHY		<p>Know about the River Nile – the importance of this in development of Egypt and trade.</p> <p>Know why people chose to settle next to the Nile.</p> <p>Know about time differences between the UK and Egypt</p>	<p>Know that the climate / weather is different in different countries and that this affects the lives of people living there.</p> <p>Know about physical geography including climate zones, biomes and vegetation belts comparing UK, Galapagos and Polar regions.</p> <p>Know that human geography includes trade and the distribution of natural</p>

				resources including energy, food, minerals and water.
				Know that there are sources of information which are used to support geographical enquiry.
ART	<p><u>Activism:</u> Look at the messaging from WW2 posters. Propaganda Remembrance Day – paint poppies on stones and hide around the village. Refugees: Drawn across borders – George Butler</p> <p>Consider should we always express our views?</p>	<ul style="list-style-type: none"> Sandpaper tomb paintings (Art day) Mixed Media Land & City Scapes <p>Explore how artists use a variety of media to capture spirit of the place.</p>		<ul style="list-style-type: none"> <u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments. Explore shades of blue - Create 'blue' collage.
MUSIC	<p>Wartime songs Harvest / Christmas festivals</p>	Young Voices	Reggae Three Little Birds –	<ul style="list-style-type: none"> Mama Mia - Pop
PE	<ul style="list-style-type: none"> Basketball Dance 	Orienteering	<ul style="list-style-type: none"> Swimming 	<ul style="list-style-type: none"> Swimming Athletics
RE	<ul style="list-style-type: none"> Humanism The bible: Why is it important to Christians? (Yr5.2 and Yr6.1) 	<ul style="list-style-type: none"> Religious beliefs: Charity and the environment (Yr5.4 and Yr6.3) Easter story and Pentecost (Yr3.1) 		<ul style="list-style-type: none"> Buddhist Worship and beliefs Inspirational people: Past and present (Yr3.4 and Yr5.1)
PSHE / SMSC and RSE	<ul style="list-style-type: none"> Me and my relationships (SCARF Y 3 and Y5) Journeys: Refugees- should we always express our views 	<ul style="list-style-type: none"> Valuing difference (SCARF Y 3 and Y5) 	<ul style="list-style-type: none"> Keeping myself safe (SCARF Y 3 and Y5) Rights and responsibilities (SCARF Y 3 and Y5) 	<ul style="list-style-type: none"> Being my best (SCARF Y 3 and Y5) Growing and changing (SCARF Y 3 and Y5)
MFL	<p>French - Moi (Me) Birthdays, Physical Features.</p>			<p>French: La Chenille qui a tres faim (The Very Hungry Caterpillar) French Food</p>

