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| Year 3 | | 1st Half Summer Term | 2nd Half Summer Term |
| Theme/Topic title | | Leon and the Place between | Where my Wellies take me |
| Educational visits/Visitors | |  | Canal Side Community Farm |
| Hook | |  | Wellie Walk |
| Texts | | Leon and the Place between – Angela McAllister  The Houdini box - Brian-Selznick | Where my wellies take me – Michael and Clare Morpurgo |
| English | Fiction focus | Portal narrative based upon Leon and the place between | Narrative within a familiar setting - Where my wellies take me |
| Non-fiction focus | Oscar and the Moth | Recount in the form of a letter based upon the trip |
| Poetry | Magic Box – Kit Wright | Nature poems |
| Mathematics | Content overview | * Number and place value * Addition and Subtraction * Multiplication and division * Fractions (including decimals, percentages, ratio and proportion | * Measurement * Geometry * Statistics |
| Science | Focus | Light | Plants |
| Content overview  N.C. P.O.S. | * 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 * 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. | * 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 * 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. |
| Cornerstones Investigation | Which are the most reflective materials? | What conditions do plants need to survive? |
| Computing | Focus | Systems – create a multimedia story | Branch - branching database |
| N.C. subject content | * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| Online safety message | Should you act differently in real life to online? | When reading information on the internet, is it easy to tell if someone is lying? |
| Geography | Focus |  | Physical and Human features, changing landscape |
| N.C. subject content |  | Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| History | Focus | Leisure and entertainment in the twentieth century |  |
| N.C. subject content | * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |
| Physical education | Content overview | Swimming | Swimming  Onside Coaching - games |
| N.C. subject content | * Swim competently, confidently and proficiently over a distance of at least 25 metres * Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) * Develop flexibility, strength, technique, control and balance | * Swim competently, confidently and proficiently over a distance of at least 25 metres * Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending |
| Art and design | Focus | Appreciation of artists and their work (vocabulary focus) | Observational drawing |
| N.C. subject content | * Exploring light and shadow in art – discuss using artistic vocabulary * Make nets of 3D shapes (maths link) and drawing shadows * Learn about great artists, architects and designers in history | * Create sketch books to record their observations and use them to review and revisit ideas * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) * Learn about great artists, architects and designers in history |
| Design and technology | Focus | Linked to art |  |
| N.C. subject content |  |  |
| Music | Focus | UpBeat! Delivered by external teachers | UpBeat! Delivered by external teachers |
| N.C. subject content | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the interrelated dimensions of music | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the interrelated dimensions of music |
| PSHE |  |  | 3D PSHE  Reflection and transition to Y4 |
| French | Rigolo unit | Taught during PPA | |
| R.E. | | Key question:  Why is the Bible important for Christians today? |  |
| Cross curricular links | English | * Oscar and the Moth – with Science link | * ‘Window’ Jeanie Baker - text used as Geography for physical and human features. * Comic strip used to present ideas about landscape change. |
| Maths | * Data handling used to present survey about favourite leisure activities * Make nets of 3D shapes (maths link) |  |
| Other |  | * Computing - Science animals knowledge used as content for branching database. * Art linked to illustrator from Where my Wellies take me |