

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>	<p>"Stig of the Dump" by Clive King</p> <p>"Human family" by Mary Angelou</p>	<p>Rickshaw girl by Mitali Perkins</p> <p>Mufaro's Beautiful Daughters by John Steptoe</p>	<p>'Sugarcane Juice' by Pratima Mitchell</p> <p>Non-fiction text on bus systems in Pakistan</p>	<p>"Sound Collector" by Roger McGough</p> <p>"The Enchantress of the Sands" by Jamila Gavin (Year 3 Anthology)</p>	<p>"Ice Palace" by Rover Swindells</p> <p>Micheal Rosen Poem-Going through the old photos</p>	<p>Non fiction text on Egyptian Hierarchy</p> <p>"Egyptian Cinderella" by Shirley Climo</p> <p>"Seasons of Splendour" by Madhur Jaffrey</p>
<b>English Writing outcome</b>	<p><b>Text:</b> "Fly Eagle Fly" by Christopher Gregorowski</p> <p><b>Application:</b> Pupils present their interpretation of the story e.g. I think the message in the story is... I think this story is about... (oracy)</p> <p><b>Text:</b> "The Wild Girl" by Christopher Wormell"</p> <p><b>Application write:</b> Narrative including setting description and character description</p>	<p><b>Text:</b> "Stone Girl, Bone Girl- A story of Mary Anning of Lyme Regis" by Laurence Anholt</p> <p><b>Application write:</b> Narrative re-tell</p>	<p><b>Text:</b> 'Sugarcane Juice' by Pratima Mitchell</p> <p><b>Application write:</b> Adventure narrative</p> <p><b>Application write:</b> Formal letter to the government on safety measures</p>	<p><b>Text:</b> Shackleton's journey William Grill</p> <p><b>Application write:</b> Advert to join the Endurance crew</p> <p><b>Application write:</b> An account from an explorer's point of view</p>	<p><b>Text:</b> "Ice Palace" by Rover Swindells</p> <p><b>Application write:</b> Writing an alternative ending</p> <p><b>PSHE-Healthy Me</b></p> <p><b>Application write:</b> Create a leaflet on how to be healthy</p>	<p><b>Text:</b> Top 10 Worst Things about Ancient Egypt You Wouldn't Want to Know</p> <p><b>Application write:</b> Instructions on Mummification</p> <p><b>Application write:</b> Explanation text on the importance of River Nile</p>
<b>Science</b>	Rocks		Animals including humans	Light and Shadows	Forces	Plants
<b>Humanities</b>	Mary Anning (linked to Science)	The Stone Age to Iron Age	The Arctic Circle	Ancient Egypt		Counties and Cities
<b>PSHE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Heathy Me	Relationships	Changing Me
<b>RE</b>	<b>What makes a building sacred?</b> Key beliefs about God in Sikhism, Judaism, Islam and Christianity. Religious symbols. Hinduism. Concepts of worship.		<b>Can anywhere be sacred?</b> Understanding what is meant by something being holy and sacred. Places of worship show the importance of 'community'.		<b>What happens if we do wrong?</b> The practices and features of personal worship/prayer in more detail in Islam, Judaism, Christianity and Hinduism. The beliefs about Atman, karma and reincarnation in Hinduism.	
<b>DT</b>		Structures Shell structures <b>Project:</b> <b>Gift box or lunchbox</b>		Food Healthy and varied diet <b>Project:</b> <b>Healthy packed lunch Sandwich/wrap/pitta pocket</b>		Textiles 2D shape to 3D product <b>Project:</b> <b>Pencil case or purse</b>
<b>Music</b>	Brent Music Service "Tune In" Clarinet Project 1	BMS "Tune In" Clarinet Project 2	Bringing us together (Disco unit)	Graphic Notation (based on rhythm)	Western notation	Three Little Birds (Reggae)
<b>Art</b>	<b>Fossils</b> Making card relief boards and clay tile final pieces	<b>African stone age</b> Creating 2D stone age cave art using chalk and charcoal	<b>Arctic circle</b> Collage mixed media independent 2D outcome	<b>Cities</b> Architectural 3D card construction Artist: Hunderwasser	<b>Egyptian collars</b> Mixed media and collage 2D pieces	<b>Floral Head dresses</b> Head dresses made from newspaper on the theme of flowers and plants
<b>Sustainable Development Goals</b>			<b>SDG 13 Climate Action / 14 Life Below Water link to Arctic/ polar bears/ global warming</b>		<b>SDG 5 Gender Equality 14 Life Below Water. Link to female pharaohs / river Nile</b>	