

Robert Wilkinson Primary Academy - Year Three			
Theme:	Cycle One	Cycle Two	Cycle Three
	Full Steam Ahead!	Hunter Gatherers	Heroes or Villains?
Ignition day	Performance poetry - From a Railway Carriage	Cave Painting	Viking Visitors- whole year group assembly and then time spent in classes
Celebration		Trip to Murton Park Museum	Art exhibition with a focus on the Viking pots
Suggested texts:	From a Railway Carriage - George Louis Stephenson) Tin Forest - Helen Ward The Railway Children- E Nesbitt Little Beauty- Anthony Browne	<u>Captain Cat - Inga Moore (Take One Book)</u> Stone Age Boy - Satoshi Kitamura Little Nose (class read?) Stone Age (DK find out!) 24 hours in the stone age (Lan Cook) <u>The Secrets of Stonehenge - Mick Manning (Take one book)</u> <u>The Pebble in my Pocket - Meredith Hooper (Take One Book)</u>	Illustrated Norse myths- Usborne I was there - Stuart Hill There's a Viking in my bed - Jeremy Strong <u>Viking Longship - Mick Manning & Brita Granstrom (Take One Book)</u> Who were the Vikings? - Jane Chisholm I was there Viking Invasion - Stuart Hill
Possible visitors / trips		Murton Park	Dig
Theme Week:			
British Values	Launch British Values - week focus – democracy: the rule of law: individual liberty and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty
PSHE / SRE	Relationships Families & Friendships Safe Relationships Respecting ourselves & others	Living in the wider world Belonging to a Community Media literacy & digital resilience Money & Work	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping Safe
Creative Curriculum			
English:	Reasons for Writing: Writing to Entertain: -Poetry -Retelling a story Writing to Inform, -Information posters -Non-chronological report	Reasons for Writing: Writing to Entertain -Character description or Setting descriptions -Writing story -Character speech Writing to Inform - Instructions	Reasons for Writing: Writing to Persuade: - Speech - Advert Writing to Entertain: -Myths -Poetry (Kenning)

History	<p>The Industrial Revolution</p> <ol style="list-style-type: none"> 1. What and when was the Industrial Revolution? 2. What was life like before the Industrial Revolution? 3. What was life like for children in the industrial revolution? 4. Who was George Stephenson and why was he important? 5. What was the impact of the Industrial Revolution? 	<p>Stone Age to the Iron Age</p> <p><u>What was life like for early humans?</u></p> <ol style="list-style-type: none"> 1. What do you imagine the Stone Age was like? 2. How do we know what life in the Stone Age was like? 3. How did humans survive in the Stone Age? 4. Why did the Stone Age come to an end? 5. What was Stonehenge and why was it important? 6. What was a hill fort and how was it constructed? 7. How do we know life was not always peaceful? 	<p>Saxons to Vikings</p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons and where did they settle? 2. What did an Anglo-Saxon settlement look like and what was life like in Anglo-Saxon Britain? 3. What does Sutton Hoo tell us about the Anglo-Saxon world? 4. What was the terror that washed up on the shores of Britain? 5. What did the Vikings want and how did they try to get it? 6. How did the Vikings use the rivers in Britain? 7. How did the Vikings and Anglo-Saxons live together?
Geography	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge York/Scarborough: A region of the UK</p>	<p>Geographical Fieldwork and Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Human Distribution of natural resources: food, minerals, water</p> <p>Physical Rivers</p> <p>Geographical Fieldwork and Skills Use the eight points of a compass to build knowledge of the UK and wider world. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Use four-figure grid references, symbols and key (Ordnance Survey maps) to build knowledge of the UK and the wider world.</p>
RE:	<p>What does it mean to be a Christian in Britain today Children will learn about what it is like to be a practicing Christian in Britain and how this affects their everyday lives. How Christians follow their faith</p>	<p>What Christians believe about God What other religions believe about their God. Children will learn about some of the ways in which Christians, Hindus and</p>	<p>Why do people pray ? Children will explore how and why Christians, Muslims and Hindus pray making connections between what people believe about prayer and</p>

	is demonstrated through learning about hymns, worship and festivals. Harvest, Christmas & Christingles and Easter The Hindu festival of Diwali is also taught.	Muslims describe God. They will also explore a humanist's views and have the opportunity to compare the different viewpoints and have the opportunity to ask questions and suggest some of their own responses to ideas about God Easter	what they do when they pray .
STEM		Science capital- aspirations	
Maths:	Number: * Place value - children will understand: composition of 3-digit numbers; mental addition strategies * Addition and Subtraction - children will understand: column addition; column subtraction * Money - children will understand: adding and subtracting amounts to give change * Multiplication and Division - children will understand: x2, x4, x8 times tables; x3, x6, x9 times tables; x7 times tables	Fractions: - children will understand: part/whole relationships; identifying, comparing and representing unit fractions; identifying, comparing and representing non-unit fractions; addition and subtraction of fractions within one whole Measure: * Length and Perimeter - children will understand: measuring, comparing, adding and subtracting simple lengths; measuring perimeter of 2D shapes	Measure: * Mass and Capacity - children will understand: measuring, comparing, adding and subtracting simple weights and volumes * Time - children will understand: telling the time to the nearest minute; basic units of time e.g. number of seconds in a minute; comparing units of time measurement; the number of days in each month Statistics: - children will understand: interpreting and presenting data in a variety of graph forms; sum and difference problems from a variety of graph forms Geometry: - children will understand: identifying and drawing 2D and 3D shapes; recognising angles as a property of shape; right angles and related facts; identifying horizontal and vertical lines as perpendicular or parallel
Science (x2):	Light -Children will have opportunities to recognise that dark is the absence of light and that we need light to see things. -The children will explore how shadows are formed and will investigate how shadows change based on the position of the light source., making and recording measurements and communicating their findings. -Pupils will recognise that sometimes light will reflect off a surface.- not all objects that 'give off light' are light sources.	Rocks & Fossils -Using careful observation, pupils will be given opportunities to compare and sort rocks based on their appearance and physical properties. -Children will learn about how a fossil is formed. -Children will explore what soil is made from and will compare different soils through practical investigation- making and recording their observations and measurements. Plants -Pupils can explain the functions of the main parts of a plant (stem, leaves, roots, flower) and discuss the different needs of a plant to survive and stay healthy. They will be given opportunities to make observations and record simple measurements over time to answer questions such as 'Does a plant need its leaves to grow?'	Animals & Humans Children will understand the importance of nutrition for animals and humans and can explain why it is important to eat a balanced diet- naming some of the important food groups -The pupils will learn that some animals are classed as vertebrate animals and will explore how the skeleton is important for the support, protection and movement of these animals. Forces -Children will learn about the magnetic force and describe how magnets attract and repel using their knowledge of the ples. They will be given opportunities to sort and classify materials on whether or not they are magnetic. -Pupils will investigate how objects move on different surfaces due to the force of friction- by setting up a fair test and making and recording their own measurements.

		-Children will learn about how and why water is transported inside plants making careful observations and communicating their findings.	
DT	Design and Make Challenge: (Mechanical Systems) Children will work collaboratively as part of a design team to design, make and evaluate a quality product, incorporating a pneumatic system to create movement.	Design and Make Challenge: (Mechanical Systems) Children will design, make and evaluate a pop up book page, card or display poster, incorporating levers, linkages, pivots and other pop up mechanisms.	Design and Make Challenge: Cooking and Nutrition Children will design, make and evaluate a healthy sandwich/wrap. They will use sensory vocabulary to describe the smell, taste, texture and feel of different foods and make healthy eating choices from an understanding of a balanced diet. Children will learn to work safely and hygienically when joining and combining a range of ingredients. Children will learn to group food products. They will cut, peel, grate and chop food products safely and hygienically using the correct utensils. Children will measure and weigh food items (using NS units of measure).
Computing:	Digital Literacy Children will learn how to use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. Information Technology Children will use a digital art programme to create a calendar using a repeating pattern.	Information Technology Children will collect, classify and present data using a branching database linked to plants in Science. Children will use technology to collect information before selecting and using google documents to edit and create an information poster. Children will use a comic creation website to create a comic	Control Systems Children will use Scratch to write programmes and use sequences. Children will use an infographic programme to present information, linking to Science animals and humans and DT healthy eating.
Wider Curriculum			
Art:	Drawing & Painting: Railway Postcards - Research into Poster design from the Victorian period. Drawing holiday beach scenes to turn into paintings.	Printing: Using printing to explore Stone Age settlements.	3D Modelling The children will create Viking pots (dragon eyes) adding detail and texture onto their models. Show a range of methods for joining clay. Textiles By creating a drawstring bag, the skills of fabric joining, sewing and adding materials will be explored
Spanish:	Greetings, numbers, colours <u>Speaking</u> Use simple greetings: hola, buenos días, buenas tardes, adiós. Answer questions: ¿Cómo te llamas? ¿Cuántos años tienes? ¿Qué tal? Present 2 facts about self off by heart (Me llamo ..., Tengo ... años.)	La Oruga Muy Hambrienta - The Very Hungry Caterpillar <u>Speaking</u> Answer questions from C1, plus ¿Te gusta ...? Present key facts about self as for C1, plus Me gusta .../No me gusta... Join in with familiar words in a story <u>Listening</u>	El Tiempo - Weather <u>Speaking</u> Say what the weather is like today <u>Listening</u> Listen to a sentence about the weather and answer questions in English <u>Reading</u> Read and understand 6-8 topic words and match to a phrase

	<u>Listening</u> Recognise numbers 1-20 Recognise 8 colour words <u>Reading</u> Read and understand numbers 1-15 Read and understand 6-8 colour words <u>Writing</u> Use a model or word bank to write 1-2 short sentences about self, or topic. <u>Grammar</u> Put adjective and noun in the correct order	Recognise and respond to around 6 topic words/phrases Listen to and engage with songs and stories <u>Reading</u> Read and understand 6-8 topic words and match to a picture Read simple familiar words and phrases aloud with good pronunciation <u>Writing</u> Write some simple fruit nouns from memory <u>Grammar</u> Identify regular masculine and feminine nouns by looking at the article or the ending Form plurals Be aware that there is more than one word for 'the' and 'a'.	<u>Writing</u> Write some days of the week, including plausible spellings of trickier words <u>Grammar</u> Use a negative, eg, No hace sol.
PE: (x4)	Football & Hockey (Attacking and defending) Gymnastics x 2	Throwing and Catching games (e.g. Netball, Rugby, Basketball), Fitness circuits and OAA Dance, Tri Golf	Tennis, rounders Cricket, Sports day prep/athletics
Music:	Ocarinas - playing using ocboxes and letter names 4 beat word rhythms Journeys (listening, linking with Y3 topic) Action songs and chants Christmas	Notated rhythms, crotchets and paired quavers - reading and playing How we hear sound, Instrument families, Action songs and chants Dynamics and tempi Music & IT	Ocarinas - playing using ocboxes and notated rhythms Notated rhythms - crotchet, crotchet rest, paired quavers - reading and writing Ostinati, accompanying songs, action songs and chants Viking saga songs and instruments (linking with Y3 topic) Dynamics and tempi