

Robert Wilkinson Primary Academy – Year Three

	Cycle One	Cycle Two	Cycle Three
Theme:			
	Hunter Gatherers	It's a Wonderful World	Invaders and Settlers
Suggested texts:	<p>Stone Age Boy – Satoshi Kitamura</p> <p>Stone Age – DK find out!</p> <p>24 hours in the Stone Age – Ian Cook</p> <p><u>The Secrets of Stonehenge – Mick Manning (Take one book)</u></p> <p><u>The Pebble in my Pocket – Meredith Hooper (Take One Book)</u></p>	<p>Tin Forest - Helen Ward</p> <p><u>Captain Cat – Inga Moore (Take One Book)</u></p> <p>Once upon a raindrop - James Carter</p> <p><u>Late Sunshine for Breakfast - Micheal Holland (Take One Book)</u></p>	<p>Illustrated Norse myths- Usborne I was there – Stuart Hill</p> <p>There's a Viking in my bed – Jeremy Strong</p> <p><u>Viking Longship – Mick Manning & Brita Granstrom (Take One Book)</u></p> <p>Who were the Vikings? – Jane Chisholm</p> <p>I was there Viking Invasion – Stuart Hill</p>
PSHE / SRE	<p>Relationships</p> <p>Families & Friendships</p> <p>Safe Relationships</p> <p>Respecting ourselves & others</p>	<p>Living in the wider world</p> <p>Belonging to a Community</p> <p>Media literacy & digital resilience</p> <p>Money & Work</p>	<p>Health and Wellbeing</p> <p>Physical health and mental wellbeing</p> <p>Growing and changing</p> <p>Keeping Safe</p>
Curriculum Experiences	<p>Ignition: VR Headsets – now press play</p> <p>Celebration: Stone Age Survival Day</p> <p>Extra: Art Exhibition (cave drawings, collages)</p>	<p>Ignition: No lights (up to playtime)</p> <p>Celebration: Magna – light?</p> <p>Extra: Visit a holy setting (mosque, synagogue etc.)</p>	<p>Ignition: Viking Day (dress up and experience etc.)</p> <p>Celebration: Topic Show and Tell (invite parents in)</p> <p>Extra: Jorvik / DIG Trip</p>
English:	<p>Reasons for Writing:</p> <p>Writing to Entertain</p> <p>–Character description or Setting descriptions</p> <p>–Writing story</p> <p>–Character speech</p> <p>Writing to Inform</p> <p>–Instructions</p>	<p>Reasons for Writing:</p> <p>Writing to Entertain:</p> <p>–Poetry</p> <p>–Retelling a story</p> <p>Writing to Inform,</p> <p>–Information posters</p> <p>–Non-chronological report</p>	<p>Reasons for Writing:</p> <p>Writing to Persuade:</p> <p>– Speech</p> <p>– Advert</p> <p>Writing to Entertain:</p> <p>–Sagas</p> <p>–Poetry (Kenning)</p>

History	<p>What was life like for early humans?</p> <p><u>Key Knowledge</u></p> <ol style="list-style-type: none"> 1. When was the Stone Age? 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>Were the Vikings Heroes or Villains?</p> <p><u>Key Knowledge</u></p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons, when did they invade 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		<ol style="list-style-type: none"> 1. What is the difference between a county and a city? 2. What are the different types of human and physical geography? 3. What is the Water Cycle and how does it work? 4. How have rivers shaped the land? 5. What are the features of a river? 6. How could you map a river? <p>Geographical Knowledge:</p> <p>Locational</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</p>	<p>Human</p> <p>Distribution of natural resources: food, minerals, water</p> <p>Physical</p> <p>Rivers</p>

		<p>understand how some of these aspects have changed over time.</p> <p>Place Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire).</p> <p>Physical Describe and understand rivers and The Water Cycle.</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 practising Christian in Britain and how this affects their everyday lives. How Christians follow their faith is demonstrated through learning about hymns, worship and festivals. Harvest, Christmas & Christingles and Easter The Hindu festival of Diwali is also taught.</p>	<p>What do Christians believe about God? What do other religions believe about their God? Children will learn about some of the ways in which Christians, Hindus and 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</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 what they do when they pray .</p>
STEM			
Maths:	<p>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 Measure:</p>	<p>Number: * Addition and Subtraction – children will understand: column addition; column subtraction * Multiplication and Division – children will understand: x2, x5, x10; x4, x8 times tables; Fractions: – children will understand: part/whole relationships; identifying, comparing and representing unit fractions; identifying,</p>	<p>Geometry: – recognising angles as a property of shape; right angles and related facts Measure: * Length and Perimeter – children will understand: measuring, comparing, adding and subtracting simple lengths; measuring perimeter of 2D shapes * Mass and Capacity – children will understand: measuring, comparing, adding and subtracting simple weights and volumes</p>

	<p>* 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</p>	<p>comparing and representing non-unit fractions; addition and subtraction of fractions within one whole</p>	<p>Statistics:</p> <ul style="list-style-type: none"> – children will understand: interpreting and presenting data in a variety of graph forms; sum and difference problems from a variety of graph forms <p>Geometry:</p> <ul style="list-style-type: none"> – children will understand: identifying and drawing 2D and 3D shapes; identifying horizontal and vertical lines as perpendicular or parallel
Science (x2):	<p>Rocks & Fossils</p> <ul style="list-style-type: none"> –Using careful observation, pupils will be given opportunities to compare and sort different 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. 	<p>Light</p> <ul style="list-style-type: none"> –Children will have opportunities to recognise that dark is the absence of light and that if there is no light we can not see. –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. <p>Plants</p> <ul style="list-style-type: none"> –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?’ –Children will learn about how and why water is transported inside plants making 	<p>Animals & Humans</p> <p>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</p> <ul style="list-style-type: none"> –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. <p>Forces</p> <ul style="list-style-type: none"> –Children will learn about the magnetic force and describe how magnets attract and repel using their knowledge of the poles. They will be given opportunities to sort and classify materials on whether or not they are magnetic.

		careful observations and communicating their findings.	
DT	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: (Mechanical Systems) Children will design and make a product, incorporating a pneumatic system to create movement.. Children will: -Work collaboratively as part of a design team -Incorporate a simple pneumatic system into a model to create a moving part -Make a model look appealing, choosing from a range of decorative techniques -Use a glue gun with close supervision (1:1)	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
Computing:	Digital Literacy Understand how to use safely, respectfully and responsibly. Understand that there are a range of ways to report concerns online about content and contact	Information Technology Understand how software can be used to collect and present data. Understand how to use search technologies effectively.	Control Systems Understand how programs can run using various forms of input and output (e.g. Bee bots/ micro bits) Understand how programs are used to control everyday devices. (e.g. toys, drones, traffic lights etc.)
Wider Curriculum			
Art:	Collage Using collage to explore Stone Age settlements.	Drawing & Painting Observational drawings using nature as an inspiration	3D Modelling Creating Viking pots (dragon eyes) adding detail and texture onto models. Exploring a range of methods for joining clay.
Spanish:	¡Hola! Vocabulary Greetings Numbers 1-15 6-9 Colours + saying favourite Stories: Diez Semillas, Oso Marrón	¡Tengo Hambre! Vocabulary How are you? 4 responses 10 Fruit, please, thank you Numbers 1-20 I'm hungry / thirsty	En mi clase Vocabulary Recap name, age, numbers, Pencil case items Colours, big, small, I want, I have, please, thank you,

	<p>Grammar <u>Me llamo</u> ____, <u>Tengo</u> ____ años. ¿Qué tal? <u>Estoy</u> bien/mal <u>Es</u> rojo. <u>No es</u> rojo. <u>Ve</u>o un oso marrón y azul. *Adjective order Soy rojo. (song) Llamarse (1), Tener (1), Estar (1,3), Ser (1,3), Querer (1,2), Ver (1) Adj order def. article (m.s.) Conjunction y</p>	<p>Story: La Oruga Glotona</p> <p>Grammar ¿Cómo estás? Estoy bien, mal, regular, asi-asi. <u>Tengo</u> hambre/sed. Hay dos manzanas. <u>Me gusta</u> el/la _____. (*singular only) Quiero/No quiero el/la _____ *singular definite article Tener (1) Hay Querer (1,2) Plurals +s, +es gender (sing.) def/indef articles Negatives y, pero</p>	<p>Grammar Me llamo _____ Tengo ____ años. Quiero un/una _____ ¿Tienes...? Tengo _____. En mi bolsa tengo _____ Hoy es _____ ¿Dónde está?llamarse (1, 2) Tener (1,2) Querer (1,2) Plurals gender conjunctions: y, pero Possessive adjective: mi</p>
	<p>Phonics vowels: a,e,i,o,u Greetings: ll, ñ, h Numbers: z, ce, ci, qui blended vowels: ua, ei, ie, ue, Colours: j, v, z</p>	<p>Phonics H, ay, Fruit: z, ci, j, v Blended vowels: ue, accents</p>	<p>Phonics Recap: vowels, ll, ñ, z, j, h, Blended vowels: ie,</p>
PE: (x4)	<p>Football & Hockey (Attacking and defending) Gymnastics x 2</p>	<p>Throwing and Catching games (e.g. Netball, Rugby, Basketball), Fitness circuits and OAA Dance, Tri Golf</p>	<p>Tennis, rounders Cricket, Sports day prep/athletics</p>
Music:	<p>Ocarinas - playing using ocboxes and letter names 4 beat word rhythms Journeys (listening, linking with Y3 topic) Action songs and chants Christmas</p>	<p>Notated rhythms, crotchets and paired quavers - reading and playing How we hear sound, Instrument families, Action songs and chants Dynamics and tempi Music & IT</p>	<p>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 tempo</p>