

| Year 3        | Autumn 1                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme         | Humans and animals                                                                                                                                                                                                                                                                     | Forces and magnets                                                                                                                                                                                         | Active planet                                                                                                                                                                                                                                                                             | Stone Age                                                                                                                                                                                     | Rainforests                                                                                                                                                                                                                  | Ancient Egyptians                                                                                                                                                                                                                                                                                                                       |
| Core Text     | The Incredible Book Eating Boy – Oliver Jeffers                                                                                                                                                                                                                                        | Iron Man – Ted Hughes                                                                                                                                                                                      | Escape From Pompeii – Christina Balit                                                                                                                                                                                                                                                     | Stone Age Boy – Satoshi Kitamura                                                                                                                                                              | The Great Kapok Tree – Lynne Cherry                                                                                                                                                                                          | Egyptian Cinderella – Shirley Climo                                                                                                                                                                                                                                                                                                     |
| Modelled text | James and the giant peach                                                                                                                                                                                                                                                              | Iron women                                                                                                                                                                                                 | The firework maker's daughter                                                                                                                                                                                                                                                             | Stig of the dump                                                                                                                                                                              | Myths and legends of the Amazon                                                                                                                                                                                              | Traditional tales with a twist/ Sky song                                                                                                                                                                                                                                                                                                |
| Poetry        | Alphabet poems (book, food)                                                                                                                                                                                                                                                            | Ted Hughes poetry                                                                                                                                                                                          | Bush Fire by Jackie Kay                                                                                                                                                                                                                                                                   | The Puffin Book of Utterly Brilliant Poetry – Brian Patten                                                                                                                                    | For Forest by Grace Nichols                                                                                                                                                                                                  | Light poetry – A Nest Full of Stars – John Berry                                                                                                                                                                                                                                                                                        |
| Reading       | Core text<br>Once Upon An Alphabet – Oliver Jeffers.<br>Additional Oliver Jeffers books<br>Non-fiction on pets.                                                                                                                                                                        | Core text<br>Iron Woman<br>Books around the theme of robots                                                                                                                                                | Core text<br>The Firework Makers Daughter – Phillip Pullman<br>Non-fiction on Volcanoes and Earthquakes                                                                                                                                                                                   | Core text<br>The Boy With The Bronze Axe – Kathleen Fiddler<br>Non-fiction on Stone Age to Iron Age                                                                                           | Core text<br>The Shaman's Apprentice – Lynne Cherry<br>The Flower – John Light<br>Non-fiction - Rainforests                                                                                                                  | Core text<br>Flat Stanley and the Great Egyptian Grave Robbery<br>Traditional Tales                                                                                                                                                                                                                                                     |
| Outcomes      | Letter writing to Oliver Jeffers<br>Narrative- own version of ' ' eating boy.<br>Dictionary Skills<br>Non-chronological report – animal handling day<br>Instructions – recipe<br>Recount – story of incredible book eating boy<br>Book review based on a range of oliver Jeffers books | Narrative- missing chapter from story<br>Diary entry<br>News report: discovery of the iron man<br>Character and setting descriptions<br>Persuasive writing- persuade the iron man to attack the bat-dragon | Narrative- recount<br>Escape from Pompeii<br>Setting descriptions before and after the destruction<br>Diary entry- before and after the eruption<br>Non-fiction – Volcanoes<br>Shape poetry<br>Persuasive writing- persuade the people of Pompeii about the dangers of an active volcano. | Narrative – recount of Stone Age Boy<br>adventure story- own version<br>Diary entry- point of view of character in book<br>Non-chronological report – Stone Age<br>Instructions – tool making | Narrative<br>Descriptions of the rainforest<br>Persuasive writing- Debate<br>persuade the man in the rainforest to not cut down the tree<br>Recount of trip/story<br>Report – Rainforests<br>poetry-layers of the rainforest | Character descriptions<br>Narrative<br>Apply skills to traditional tales based in Egypt (e.g. Goldilocks and the 3 Pharaohs)<br>Non-fiction – why the river Nile is important to Ancient Egyptians?<br>Persuasive text- persuade Rhodopis's master to buy the shoes you have designed.<br>Non- chronological report- gods and goddesses |

|                                      |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                 |                                                                                                                                                               |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                 |                                                                                                                                                               |                                                                                                                                                                                                                                                                                    | Instructions- How to mummify a pharaoh?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Curriculum Links</b>              | Science – Animals including Humans (A1-2 B1-7)<br><a href="#">Non-chron report</a> ,<br><a href="#">data handling</a><br><a href="#">Branching database</a><br>D&T – Cooking and nutrition (A1-3, D2)<br><a href="#">Writing instructions</a><br><a href="#">Measures (g,kg)</a><br>Art – Drawing (A1,4,5,6, B)<br>RE- Hinduism (A3,B3, C3,D3) | Science – Forces and magnets (I 1-7)<br><a href="#">Writing a science investigation</a><br>Geography – North America(A1-3 C1,2,5,6,)<br><a href="#">Report about a European destination</a><br>D&T – Making Robots- (B1, C1,D1,3, E1,3)<br><a href="#">Measures (mm,cm)</a><br><a href="#">plan design evaluate</a><br>RE: Christianity (A4, B4, C4, D4)<br><a href="#">Fact sheet about main beliefs</a><br><a href="#">Christmas fayre</a><br><a href="#">enterprise- money</a> | Science – Rocks and soils ( A1-2, H 1-7)<br>Geography – Volcanoes and Earthquakes (B1-3)<br><a href="#">Diary entry</a><br><a href="#">Shape poetry</a><br><a href="#">Geography-mapwork</a><br>Art – Painting (A2,36, D1-2)<br>RE: Christianity (A6,B6, C6,D6) | Science – Rocks (A 1-2, H1-7)<br>History – Stone Age (A1-2, B1-3, C1-2, D1, E1)<br><a href="#">Non-chron report writing</a><br>RE: Christianity (A1,B1,C1,D1) | Science –Plants (A3, D1-8)<br>Geography – Brazil and Rio (A1-3, C4, D1)<br><a href="#">Poetry</a><br><a href="#">Debates</a><br><a href="#">Persuasive writing</a><br>RE: Chritianity (A2,B2,C2,D2)<br><a href="#">Shapes symmetry</a><br>Art- rainforest animals (A6, C1-2, D1,2) | Science – Light (J1-7)<br>History – Ancient Egypt (A1-2, B1-3, C1-2, D1, E1)<br><a href="#">Non chron report- gods goddesses</a><br><a href="#">Instructions for mummification</a><br><a href="#">Timeline</a><br>D&T – Textiles (B1-2,C1, D1-3)<br>Design and make Egyptian jewellery or clothing (using fabrics) <a href="#">measures</a> ,<br><a href="#">shape</a> , <a href="#">symmetry</a><br>Art – Knowledge of art from different cultures and times (D1-4)<br>RE: Hinduism (A5,B5,C5,D5)<br><a href="#">Summer fayre- money</a> |
| <b>Learning Challenge Curriculum</b> | What is your favourite kind of pasta?                                                                                                                                                                                                                                                                                                          | Are you attractive enough?                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What makes the Earth angry?                                                                                                                                                                                                                                     | Who first lived in Britain?<br>What do rocks tell us about the way the Earth was formed?                                                                      | Why should rainforests be important to us all?                                                                                                                                                                                                                                     | How can we discover the wonder of Ancient Egypt?<br>How far can you throw your shadow?                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                           |                                                                                        |                                                                                                                  |                                                                        |                                                                                                                           |                                                        |                                                                                                                               |
|---------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>LTE</b>                | Harris burdick mysteries                                                               | Tunnel                                                                                                           | Journey                                                                | Quest                                                                                                                     | Return                                                 | Fidgety Phillip<br>Blue and yellow                                                                                            |
| <b>Oracy outcomes</b>     | Class assembly –<br><b>drama</b>                                                       | In class, persuade the iron man to fight the bat.<br><br>Presentation to school about recycling                  | News report/ children tell their report like a reporter – <b>drama</b> | Presentation to parents                                                                                                   | Debate<br><b>Weather report-green screen</b>           | Presentation- design an advert to persuade Rhodopis' master to buy shoes<br><b>Drama- invite parents to Ancient Egypt day</b> |
| <b>Exciting sentences</b> | ARE: 2a, list, Bobs,<br><br>GD: ing/ed, double ly                                      | ARE: all the ws, short, Boys<br><br>Emotion, comma<br>Verb person                                                | Ing, ed<br><br>3ed, position place<br>subject action, sound cause      | Double ly, emotion comma<br><br>As_ly, ed next ed                                                                         | Verb person, 3ed<br><br>Revise all types               | Position,place,subject action<br><br>Revise all types                                                                         |
| <b>Enrichment</b>         | Animal handling workshop/ meet a creature week 3<br><br>community gardens              | Hook – footprint on the floor in classroom<br><br>Recycling centre visit or<br>Central library project? Iron Man | Volcanic eruption                                                      | Hook, step into the stoneage- cave painting<br><br>Cresswell crags                                                        | Sounds of the rainforest<br>Windmill community gardens | Partake theatre- Ancient Egyptian day- <b>drama</b><br><br>End of year trip                                                   |
| <b>P4C</b>                | Friendships/family personal space<br>Drama- perform a scenario which shows friendships | Use 'kite' as a stimulus                                                                                         | Angry Arthur- what is anger?                                           | Explore artwork which can they relate to? Which means something? What does it make them think about? Link to stoneage art | Links to deforestation- orangutan advert               | Refugee week<br><br>Discussing identity and being different                                                                   |