

Y3	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (7)
Topic Theme	Down in the drains... Literacy / DT	Roman Empire History	Animal rights Or Ethics?? PSHCE	Literacy	History - Stone age to Iron age Geography	World War II Local History
Key Question	Are there really monsters in the drains?	What have the Romans ever done for us?	How can we protect the world?	Should we always appreciate the new and exciting things more than older things?	When did the world begin?	Why did Britain go to war with Germany?
Text / stimulus	Krindlekrax – Philip Ridley	Escape from Pompeii	Dear Greenpeace – by Simon James	Enchanted horse – Magdalen Nabb Varjak Paw- S.F. Said	There is a pebble in my pocket: A history of our Earth – Meredith Hooper Stone Age boy- Satoshi Kitamura Ug : Boy Genius Of The Stone Age And His Search For Soft Trousers – Raymond Briggs Stig of the Dump	Artefacts Secondary sources Non fiction texts
Science	Animals including Humans (Skeleton and Muscles) Identify that humans and some other animals have skeletons and muscles for support, protection and movement -link to finding monster bones Seed dispersal (need to go outside and find different seeds)	Animals including Humans (nutrition) Identify that animals including humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Plants 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. -room to grow link to rainforests seed dispersal (life of plants) animal scat giving nutrients.	Forces and Magnets Compare how things move on different surfaces. (friction-good link to romans/roads/wheel) Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. – (make a metal detector to find roman artifacts/roman treasures found!) Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Rocks and soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	Light and Shadow 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 over time. Pollination-children see bees, butterflies pollinating flowers. Could get a beekeeper Shadow puppets Time of day with shadow
History		<i>The Roman Empire and its impact on Britain</i> ➤ Julius Caesar's attempted invasion in 55-54 BC ➤ the Roman Empire by AD 42 and the power of its army ➤ British resistance, for			Changes in Britain from the Stone Age to the Iron Age ➤ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ➤ Bronze Age religion,	<i>A Local history Study</i> The effects of World war II and of the blitz on Sheffield.

		<p>example, Boudica</p> <p>➤ Romanisation of Britain.</p>			<p>technology and travel, for example, Stonehenge</p> <p>➤ Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	
Geography		<p>Physical Geography</p> <p>Describe and understand key aspects of physical geography- volcanoes</p> <p>Pompeii</p>		<p>Locational knowledge</p> <p>Name and locate counties and cities of the UK- Sheffield, London and compare to setting in book.</p>	<p>Physical Geography</p> <p>Describe and understand key aspects of physical geography- mountains</p> <p>Mountain ranges in the UK-</p>	
RE	<p>The journey of life and death. Why do some people think life is like a journey? Describe and make connections between different features of the religions and world views they study, discovering more about worship, celebrations, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p>	<p>What can we learn from visiting sacred places? Mosque, Synagogue and Church.</p> <p>Leaders to come in and give talks.</p>	<p>What can we learn from visiting sacred places? Mosque, Synagogue, Church, Gurdwara and Mandir.</p> <p>Focused approach exploring questions, looking at artefacts and special places in one's own life.</p>	<p>The journey of life and death.</p> <p>What do people think about life after death?</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>How do religious families and communities live out faith? How and why do Muslims and Jews pray?</p> <p>Learn about the forms, symbols and artefacts of different Jewish prayers. Think about the words Jewish people use in prayer.</p> <p>Pupils learn about the practice of prayer as a pillar of Islam and think about the strength it might give people.</p>	<p>How do people's beliefs about God, the world and others impact on their lives?</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>
Music	<p>Kindlekrax story. What sound effects can we make to create a mood?</p> <p>Drain Sounds</p> <p>Crocodile sounds</p> <p>Sing and play musically with increasing confidence and control.</p>	<p>Roman-Pulse and rhythm-marching sounds</p>	<p>Singing- remembering different sounds.</p> <p>Whale sounds</p>	<p>Composing and writing music</p>	<p>We will rock you! (Stone Age song).</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Exploring sounds How would they have made? Music Perform Evaluating those sounds</p>	<p>Singing- run rabbit run.</p>
Art	<p>Monster drawings</p>	<p>Roman masks/ mosaics</p>		<p>Silhouettes</p>	<p>Stone age paintings</p>	<p>Make medals from clay Shadow puppets- science</p>
PE	<p>Striking and Fielding – Football</p>	<p>Healthy Lifestyles</p>	<p>Invasion Games – Throwing and Catching</p>	<p>Games – Competitive Play</p>	<p>Striking and Fielding - Rounders</p>	<p>Athletics</p>
	<p>Dance - Diwali</p>	<p>Healthy Lifestyles</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Dance – During The Blitz</p>	<p>Athletics</p>
PSHCE	<p>New beginnings</p>	<p>Getting on and Falling out Anti-Bullying</p>	<p>Going for goals</p>	<p>Good to be me</p>	<p>Relationships</p>	<p>Changes</p>
DT	<p>Moving models / monsters Syringes to inflate</p>	<p>Making catapults Design and create a working model of a Roman catapult.</p> <p>Volcanoes</p>				

Computing	Create music to accompany the story plus sound effects (MUS)	Creating complex shapes and repeating patterns in Logo – could link to mosaics (HIST/MATH)	Posters (searching for information) (ENG/?)	Create an animal screensaver in Scratch – habitats or story led (ENG/SCI)	Record databases for identifying rocks (SCI)	Green screen film (use Green Screen by Dolnk app) or posters to (HIST)
French	Y3 ilanguages lessons 16- 23 Opinions Numbers 1-10 Age I would like...	Y3 ilanguages lessons 23- 29 Days of the week Numbers 1-15	Y3 ilanguages 30-Y4 lesson 5 Learn about Paris Revise animals and classroom instructions Body parts	Y4 ilanguages lesson 6- 10 Colours Big/small Food	Y4 ilanguages lesson 11- 15 Opinions about food Revision of previous learning	Consolidate years learning Revise years learning
Trips & Visits	Western park museum	Western Park museum. A visit from a Roman soldier.				Eden camp - WW2 trip.