

Year 3	Autumn		Spring		Summer	
	<i>Scrumdiddlyumptious</i>	<i>Tribal Tales</i>	<i>Gods and Mortals</i>	<i>Urban Pioneers</i>	<i>Flow</i>	<i>Predator</i>
Trips	<i>Pizza Express Workshop</i>	<i>Museum of London Prehistory Stories WORKSHOP</i>	<i>Ancient Greece Day</i>	<i>Southbank walk and visit. Graffiti Workshop Local urban business visits. Urban Kayaking</i>	<i>Mutton Brook Local Visit very first week of topic</i>	<i>London Zoo Workshop Online Animal Workshop With Y1</i>
Reading Text (Literacy Plus Vipers)	<i>Charlie and the Chocolate Factory</i>	<i>Stig of the Dump</i>	Who let The Gods Out Leo and The Gorgons Curse	Young Gifted and Black	The Ship of Shadows	The Twits
Literacy (<i>opportunities for writing link to topic</i>)	Instructions – Recipe Writing Adverts – Own Restaurant Charlie and the Chocolate Factory Writing Unit – Lessons 1- 6 Character Descriptions & Narrative	Diary- written as Stig Adventure Stories Factfiles - Stonehenge	Persuasive Writing – Job applications Who Let the Gods out Writing Unit Lesson 9 and 10 <i>Myths and Legends Biography of a Greek Hero</i>	Speeches Poetry Benjamin ZEMPEHINAIH Letter writing	Newspaper Report Balance Argument Journals	<i>Non Chronological Reports</i> <i>Recounts Narrative – Dilemma stories</i>
SPAG	Nouns and Pronouns for clarity Consonants and vowels Suffixes: ly Past Tense Subordinate Clauses	Adjectives A or An Prefixes: super-, auto-, anti- Present Tense Apostrophes	Verbs Compound Nouns Prefixes: dis-, mis-, un, Subordinating conjunctions Inverted commas	Adverbs of time, place & cause Prefixes: in- Suffixes: -ation Coordinating conjunctions Organisational devices	Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions	Homophones Suffixes- ous Word Families Place and Cause Conjunctions Editing and evaluating
Geography	Food Journeys : Research the journey taken by a banana or another non-native fruit or food item of their choice, from its country of origin to the fruit bowl. Use a range of sources to gather information and plot routes on a world map. Use the chosen fruit as a main ingredient in making dishes. Unusual Foods : Match pictures of unusual foods to their country of origin,	Exploratory Dig : Use maps, aerial images and site visits to select an area of the school grounds or a nearby green site suitable for an exploratory dig. Make sure any site is away from human features, so as to cause the least disruption. Work in groups of four or five at the site, measuring out a 30cm ² area with tent pegs and string. Use spades, hand trowels, hand forks, small rakes and spoons to dig a pit up to 30cm deep. Transfer all soil and plant material onto	Ancient Greece : Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece, including important geographical features, such as islands, seas and mountains. Plotting a journey : Locate Greece on a globe or map, identifying the continent on which it lies and its	Urban Visit : Let the children get a multisensory feel for busy, buzzing urban life. Identify a local urban location using an Ordnance Survey map and use four-figure grid references to locate significant human features. Visit identified buildings, such as the city or town hall, main square and tourist office, and make a simple sketch map of their route using symbols and a key. Search for examples of urban art including	River Visit : Visit a local stream or river to find out more about its characteristics. Can children find the answers to geographical questions, such as 'What river features can be seen? Which animals and plants live there? How fast does the river flow? What is the soil like in the area? Is there any human activity taking place along the river?' Dip nets and jars in the water to catch, identify and record a range of	The Peregrine Falcon : Watch footage of the peregrine falcon, finding out its favoured habitat and in which continents and countries it can be found. Consider how it has been able to colonise urban landscapes as well as coastlines. Draw a bird's eye view of a familiar local landscape, imagining what they would see if they were a peregrine flying overhead. Use a grid to draw their maps and a key

	<p>using a world map to locate them.</p>	<p>trays or a large plastic sheet for examination. Remove and collect any items found in the pit and soil, including natural and man-made objects. Release any unearthed creatures into the pit and backfill it with all the soil and firm down. Return to the classroom and carefully clean their finds with warm water and soft brushes. Lay out their discoveries and share with others. Discuss what their finds reveal about human activity and how the land is used.</p> <p><u>Traces from the past:</u> Look at a range of aerial images and consider which of these places an archaeologist would consider worth investigating and why. Sort the aerial images into two groups: locations that seem worth investigating and those that do not. Discuss what kind of evidence an aerial photograph reveals to help an archaeologist decide where to excavate. Look for traces of boundaries, shapes and patterns in the landscape and suggest what they might be. Label images to show their ideas.</p> <p><u>Iron Age Hillforts:</u> Look at a range of maps and aerial images to find and observe Iron Age hillforts. Make diagrams and plans of an Iron Age hillfort and describe its features. Imagine they are a local chief deciding where to</p>	<p>surrounding countries. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography, including weather, terrain and settlements. Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily.</p> <p><u>Locating the Labyrinth:</u> Look at and investigate the island of Crete and the Palace of Knossos using world maps. Draw a simple sketch map to show the shape of the island and use travel brochures and websites to find out why it is popular with today's travellers. Does the Minotaur's labyrinth really exist?</p> <p><u>Ruler of the Lands:</u> Look again at modern maps of Greece and find an area or region that they would like to rule in their role as a new deity. Use maps, plans and the web to find out about the place they have chosen and draw a sketch map on a grid to identify its features. Include a key to identify key features and their grid references.</p>	<p>graffiti, murals, statues and sculptures, taking digital photographs from different angles and perspectives. Prepare a simple survey to quiz passersby about the appeal and practicalities of their city centre. Record the interviews on audio recording device for use back in the classroom.</p> <p><u>Carrying out a survey:</u> Carry out a survey amongst parents and carers to find out what they do for a living and where they work. Analyse results to learn about the range of parents' jobs, how far they travel and how their work contributes to the city or town's economy. Display the data collected using a range of graphing methods including tables, pictograms and bar charts.</p> <p><u>Night Lights:</u> Use web-based satellite mapping tools to view light patterns across the world, making contrasts between the planet's remotest and most densely populated areas. Identify various UK cities, revealed as clusters of light by the mapping tools.</p> <p><u>Making Comparisons:</u> Use a range of source materials, such as photographs, the web,</p>	<p>water based creatures. Observe how fast an unpeeled orange or plastic ball travels along the same distance of three different sections of the river (try to get sections of the river with different features, such as straight section, a meander, a rocky section, a deep section, or a shallow section). Where does the river flow fastest? Collect soil and water samples from various locations along the river bank to take back to school for further investigation. Help children to spot and name the river's fascinating physical features, like meanders, oxbow lakes and tributaries. Capture images with a digital camera and use clipboards to record data and sketches.</p> <p><u>Locating Human and Physical Features</u> Find the location of the river or stream visited using an Ordnance Survey or digital map. Follow its course, noting significant physical features, such as its source, mouth and tributaries and observe and read their four-figure grid references. Mark the physical features on a printed or photocopied version of the map. Plot human features along its</p>	<p>to identify human and physical features.</p> <p><u>Distribution of a species:</u> Investigate where crocodiles and alligators are found in the wild. Mark their distributions on a digital map of the world and describe how the geography of these places supports their predatory needs.</p>
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		<p>build a new hillfort. Identify a suitable location on a local map and draw a plan of it.</p>		<p>non-fiction books, street maps and underground train maps to find out about the urban characteristics of the city of Berlin. Compare with maps and plans of their city or town and show the differences in a chart or table.</p> <p><u>Fantasy City Centre:</u> Make a map or plan to design an amazing communal area for a fantasy city centre. Think about essential and optional features to include, such as parks, a transport system, hospitals, office blocks and housing. Use a grid and key to position and identify their features.</p> <p><u>Promotional Speeches:</u> Write a one minute promotional speech explaining what is great about their city or town. Present their speech to others in the group, highlighting all of the good things about living there.</p>	<p>course, including local towns or cities, to show where the river flows in relation to human settlements.</p> <p><u>Flow Rates:</u> Revisit the data collected for the orange or ball travelling in the river at the different sections tested. Draw conclusions on the rates of water flow in all areas tested and what might have caused any differences seen. Refer back to sketch maps and Ordnance Survey maps, noting where each set of data was taken, as this will help them to make their deductions.</p> <p><u>Collecting River Data:</u> Search for and name the world's major rivers on a world map or globe. Complete a table to represent world river data using the following headings: Name of river; Hemisphere; Latitude and longitude; Continent; Countries; Mouth (sea or ocean).</p> <p><u>Land Use:</u> Look at books and photographs showing land use and services associated with rivers. Describe what they can see and classify into groupings, such as leisure, housing, travel and</p>	
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					<p>industry. As a class, create a list of the positive and negative impacts of each category on local communities and the environment.</p> <p>A river of my own: Imagine they have been given a section of river and think about what they might do with it. Draw a grid map, using four-figure grid references and a key, showing how they would develop their section. Remember to consider its environmental impact and explain what steps they would take to minimise any negative impacts.</p>	
History	<p>Scurvy: Use a range of historical resource materials to find out more about James Lind. Work in pairs to create a timeline of his life, beginning in 1716 and ending in 1794. Pose questions to investigate his life further and suggest ways to answer them. Consider the overall cause and effect of his work.</p>	<p>British Timeline: Arrange pictures and dates on a timeline to show the chronology of the Stone Age, Bronze Age and Iron Age. Use source materials to find out the characteristics of each of these periods. Consider why finding out about these periods of history is challenging.</p> <p>Making Comparisons: Complete a prepared table to show how life in the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages evolved other time. Make notes to describe each period under the headings tools, settlements and use of materials. Decide which</p>	<p>Timelines: Order events and dates from ancient Greek history on a timeline. Place and date significant events and people, such as the first Olympic Games, the first Persian war and the Battle of Marathon, the Peloponnesian Wars, the reign and death of Alexander the Great, the discovery of displacement by Archimedes, the invasion of the Romans and the end of the city states, Athens and Macedon.</p> <p>Everyday Life in Ancient Greece: Use a range of historical source materials,</p>	<p>The History of our Town: Use a range of historical source materials to research the history of their town or city, finding out why it developed, what major events have happened there, when the first settlers arrived, whether it has been affected by significant disease, such as plague or cholera, and the key industries that have helped it to grow. Discover how it has changed over the years by talking to older generations of their own family and by inviting historians, librarians or local residents into school to talk about the local</p>	<p>Riverside Settlements: Work in small groups to brainstorm ideas for the question, 'Why have people historically settled by rivers?' Discuss, share and compare their ideas. Use a UK map to find a local or nationally significant town or city situated next to or on a river and use the web and historical source materials to find out why it grew as a settlement.</p>	

		<p>sources will best help them complete this task.</p> <p><u>What is an archaeologist?:</u> Invite an archaeologist or museum curator into school to talk about the importance of their work in finding out about ancient civilisations. Ask them to explain how archaeology helps us find out about the past. Before the visit, make a list of questions to ask. Make choices about the best way to present the information given.</p> <p><u>Everyday Life ion the Stone Age:</u> Use a range of historical source materials, including books, websites and films, to find out about the roles of men and women in Stone Age families. Collate their research under headings, such as food, work, children, settlements, tools and weapons. Make a short digital presentation with text and images to summarise their findings and share this with the class.</p> <p><u>Stone Age Farming:</u> Use a range of different source materials, including the web, to find out how and why Stone Age people evolved from hunter-gatherers to farmers. Make suggestions as to whether they think this improved or damaged the environment and use the information gathered to create an imaginary advert for the sale of a small</p>	<p>including books, artefacts, images and information books, to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor. Record their findings using drawings, labels, notes, ICT and written work.</p> <p><u>Famous Greeks:</u> Find out about other famous Greeks, such as Plato, Aristotle, Parmenides, Archimedes, Pythagoras and Alexander the Great. Use a range of historical resource materials to find out the information and record on Top Trumps style cards. Decide, as a class, the categories for each card.</p> <p><u>Greek Soldiers:</u> Look at a selection of images of ancient Greek soldiers. Find out what they wore and what weapons they fought with. Draw a detailed illustration of a Greek soldier, correctly labelling his uniform and weapons.</p> <p><u>Battle of Marathon:</u> Listen to the story of the Battle of Marathon and the heroism of the Greek messenger, Pheidippides. Consider how this legend has continued into modern life. How many marathons are run worldwide today?</p>	<p>changes seen in their lifetime. Use digital media to record conversations.</p> <p><u>Prominent Urban Buildings:</u> Research the history of a prominent city centre building, such as a cathedral, church, city hall or train station. Visit it to search for clues about its history. Explore historical sources and talk to experts, asking them to share their knowledge about the building's story.</p> <p><u>The Future of our Town:</u> Look back at their timeline of historical developments (The history of our town), and talk about changes that have affected their everyday lives and the current characteristics of their town or city. Make a prediction card to add to the timeline, using various dates in the future. How do they think their town or city will change? Are there any significant national or international events that might impact their locality?</p>		
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		<p>settlement and farm, which highlights the benefits of a more modern way of life.</p> <p>Everyday Life in the Bronze Age: Find out about life during the Bronze Age. Work in groups to research clothing, homes, diet, farming, work and weather. Choose an attractive way to present their findings.</p> <p>Neighbourly Tensions: Find out how the rise of wealth and trade created tensions between neighbouring settlements. Discover why this changed the ways that people lived and farmed and led to the raiding of rival settlements by opposing warriors. Divide into two settlements made up of warriors, homemakers, farmers and children. Elect a leader and act out a dispute between neighbouring settlements over cattle and other valuable goods.</p> <p>Everyday Life in the Iron Age: Use a selection of historical source materials to find out about the tribal life of Iron Age people. Discover how tribes were led and ruled, where they built their homes and how they worked together to defend them. Find out about the jobs done by women, what life was like for an Iron Age child and how the land was farmed. Investigate the tools and weapons that they made.</p>				
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		<p>Create dramatic scenarios with dialogue to showcase what they have learned and understood.</p> <p>Lindow Man: Find out about the Lindow Man. Act as historians, gathering gruesome evidence about him and identify the cause and effect of this amazing discovery. The British Museum has some useful information and images. Read online newspaper reports and other evidence to find out who archaeologists believe he was and what they think happened to him. Answer the question, 'Why is the Lindow man so well preserved?' Write a short article for the fictitious magazine The Weekly Historian, telling readers some of the details of this important find.</p> <p>Gods and Goddesses: Find out about Celtic beliefs, including the many gods and goddesses who were believed to take care of different aspects of the natural world. Alator, Brigantia, Saitada and Nuada are all interesting to research. Hold a Celtic gods and goddesses day. Come dressed for the part and present their roles and responsibilities to others in the group. Decide who is the coolest deity.</p>				
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		<p>Time Machine: Imagine stepping into a time machine. Discuss which era they would prefer to visit and explain why. Prepare a mini presentation to pitch their choice, referring to the era's key features. Take a class vote, then launch the time machine.</p> <p>What are you worried about? Compare life in prehistoric times to their lives today. Describe the similarities and differences. Consider what people living in those days would have worried about and compare these to modern people's worries. Explain which they think matter most.</p>				
Science	<p>Food and Our Bodies</p> <p>Exploring Foods: Explore a range of foods using touch, smell and taste. Sort and classify items according to their own criteria and explain their ideas. Afterwards, attempt to sort the foods into given food groups as a class.</p> <p>Bouncy Eggs: Investigate how food can be altered. Make bouncy eggs, edible slime, green pancakes, exploding chocolate drops, fruit putty, fizzing soda and invisible ink.</p> <p>Healthy Lifestyle: Regularly join in with high-</p>	<p>Earth Rocks</p> <p>All About Iron: Find out about the properties of iron, handling examples of contemporary and traditional iron work and describing their characteristics. Watch videos showing the process of iron smelting and find out how iron can be shaped, what its melting temperature is and how iron has been used in everyday life, both in the past and present. As a class, think of and discuss questions that could be answered by carrying out a scientific enquiry before independently planning and performing an investigation to test their ideas.</p>	We are Astronauts	Mirror Mirror	How does your garden grow?	Opposites Attract Scientific Vocabulary : Recap or learn the terms carnivore, herbivore, omnivore, producer, consumer (primary, secondary and tertiary), apex predator and decomposer. Sort images of a wide range of living organisms into these groups, deciding on the best way to present their data. List physical features of each group and see if there are any similarities between them. Discuss any challenges faced when organising the animals into groups.
				<p>Source or Reflector: Identify and explain the difference between a source and a reflector of light. Then sort and classify a range of images of objects and pictures into two groups: source or reflector. Objects or pictures could include the Sun, Moon, a light bulb, cats' eyes, glow worm, lit candle, car headlights, torch and high visibility clothing.</p> <p>Urban Landscapes: Build an urban landscape against a white screen or wall with bricks, blocks, boxes and</p>	<p>Soil Study: Compare the colour and contents of the soil samples collected during their visit. Use hand lenses and digital microscopes to take a close look at the samples. Quarter fill clear jam jars with the soil samples, adding water so the jars are half full. Mix thoroughly with a clean spoon, screw the lid on firmly, then shake well. Leave the jars over night, then examine the settled layers, measuring and recording their depths. Record their observations in a table or graph and</p>	<p>Dietary Needs: Find out about the basic dietary needs of both domestic and wild animals by talking</p>

	<p>energy activities like running, jogging, circuit training and team games. Refuel with a healthy snack and water. Track how much water they drink during a typical school day. Think of times when they need extra water and discuss how their body tells them to drink.</p>	<p>Growing GRAIN Crops: Plant a selection of the grain crops that Bronze Age farmers would have grown, such as wheat, barley and oats, in pots or raised beds. Draw labelled pictures to show the stages in a flowering plant's life cycle, including germination, flower production, pollination, seed formation and seed dispersal. Relate this to one of their grain crops. Find out what foods Bronze Age people made from these crops.</p> <p>Bronze Age Monuments: Build a small model of a Bronze Age monument in a builder's tray filled with earth. Search outdoors for stones and pieces of wood of suitable shape and size, then follow a given building plan or create their own. In a darkened room, explore the shadows created by their monuments when torches are shone from different heights and distances. Take photographs of the shadows and discuss patterns observed.</p> <p>Harvest Time: Continue to grow and care for their planted grain crops. Take photographs of key stages, such as flowering, bearing fruit or seed production. Dissect flowers and seed heads, identifying common features. Draw diagrams to record their observations. When seeds are ripe, harvest</p>		<p>other reclaimed materials. Use a range of light sources, angling them to create dramatic light effects against the wall behind. Explore ways of making short and long shadows, explaining how they are created and relating the shadows to those seen at different times of the day. What materials could be added to create watery reflections?</p> <p>Investigating Sunglasses: Investigate the importance of sunglasses for protecting eyes from the harmful rays of the Sun. Place a range of sunglasses, from poor to good quality, over light sensitive paper. Put the paper in the sunshine for five minutes before developing and fixing the image according to the manufacturer's instructions. Find out which sunglasses protected the paper from the Sun's rays. Discover whether cheaper brands did as good a job as the expensive ones. Find out why they should never look directly at the Sun.</p> <p>Investigating Shadows: Set up a fair test to investigate patterns in the size of shadows. Use an object of known height, fixing it in a steady</p>	<p>explain how and why the soil samples are similar or different.</p> <p>Water Study: Analyse water samples collected during the visit and grade its overall cleanliness. Look closely at each sample, identifying any differences in the water's colour or cleanliness. Then thoroughly mix each water sample and, using a dropper, drop some on a circle of blotting paper or kitchen roll. Leave the paper in a warm, dry place and observe what happens when all the water has evaporated. Make predictions, thinking about what they expect to see. Suggest other ways in which they could test the water's cleanliness.</p> <p>The Water Cycle: Watch animations of the water cycle to identify the four main stages (evaporation, condensation, precipitation and run-off). Work in pairs to talk it through using a diagram or model and referring to information texts and the web wherever they need clarification. Use a range of given picture cards to sequence the cycle, adding captions and labels to each picture.</p> <p>River Formation: Work outdoors, using natural</p>	<p>to a vet, veterinary nurse, animal handler or by searching online. Read the labels of common pet foods to find out what they contain and compare this with the diet of a wild animal. Identify the similarities and differences between an animal and a human diet and show their findings on a mind map or Venn diagram.</p> <p>Predators from the Past: Look at images of fossils from predatory dinosaurs. Discuss what features can be seen and make labelled drawings. Consider which living predators have similar features. Learn how fossils are formed and display their findings as a sequence or flow diagram.</p> <p>Carnivorous Plants: Watch film or documentary clips about carnivorous and predatory plants, including the Venus flytrap, sundew, butterwort, and pitcher plants. Find out why and how these have evolved as predators, recording their findings in a format of their choice. Draw a diagram of their favourite carnivorous plant, adding captions to explain how the plant traps its prey. Identify and describe the function of each part of their chosen plant, comparing parts and functions with non-</p>
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		<p>and assess the success of the crop.</p>		<p>position, then move a torch or anglepoise lamp to different heights, measuring and recording the shadow's length each time. Think scientifically to answer questions, such as 'Where is the torch when the shadow is at exactly the same height as the object?'</p> <p><u>Planning an Investigation:</u> Consider what they know and don't know about light. Identify one or more investigative questions in order to revisit a learning point that needs reinforcing or a new and unexplained aspect of light. Work together to plan investigations that address these questions, making sure their ideas for investigations are planned carefully, remembering fair testing if necessary.</p>	<p>materials (sand, rocks of different shapes and sizes, peat, earth, gravel, clay and stones) to build a model that demonstrates river formation. Begin by making a mountain, then pour water down the mountain – small trickles at first, then heavier downpours. Observe what happens as the water runs down the surface, identifying what is carried downhill with the water, and how water travels around the larger, harder rocks and stones. Notice where smaller items, such as gravel and peat, are deposited and explain to an adult what happened using key technical vocabulary.</p> <p><u>Comparing Plants:</u> Investigate the similarities and differences between aquatic and non-aquatic plants. Compare a variety of aquatic plants, such as water lilies, duckweed and Canadian pondweed, with common garden plants, such as daisies, dandelions and daffodils. Draw diagrams of an aquatic and a non-aquatic plant, labelling parts and annotating their diagrams with their observations, information and facts.</p> <p><u>Raging Rivers Quiz:</u> Work in teams to take part in a raging rivers quiz. Answer</p>	<p>predatory plants and listing any similarities and differences. Consider why the flowers of some predatory plants are on long stalks.</p> <p><u>Parasitic Plants:</u> Learn about the xylem vessels in plants and observe the movement of water through them. Find out about parasitic plants, such as mistletoe, yellow rattle and eyebright, which invade the vasculature of host plants, drawing out their essential water and nutrients.</p> <p><u>Why do we have a skeleton?</u> Use models and diagrams of human and animal skeletons to locate bones, including the skull, ribs, spine (vertebrae), pelvis, femur, tibia, humerus, ulna and radius, as well as the joints where bones meet. Consider the importance of the skeleton for supporting and protecting vital organs, and as a framework for muscles, movement and blood production. Choose a favourite terrestrial predator, drawing a scientific diagram of it and identifying and naming both its body parts and the adaptations that make it amazing.</p> <p><u>Consequences:</u> Watch video and documentary</p>
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					<p>questions based on previous learning, including themes such as river animals, rivers of the world. parts of a river, how rivers are used and pollution.</p>	<p>footage of different predatory birds catching and eating their prey. Consider why predators must kill and eat other animals and predict what would happen to them if food became scarce. Make a food chain to show the prey and predator relationships for a chosen bird of prey.</p> <p><u>Owl Pellet Dissection:</u> Watch footage of an owl producing a pellet of indigestible material. Predict what the pellet might contain before dissecting a real owl pellet. Use their observational skills to discover what the owl has eaten. Separate pieces of bone and other materials found in the pellet, and wash carefully in a sieve. Identify any bone fragments before piecing the skeleton together. Take a photograph of the bones or skeleton before labelling key finds and features. Work in small groups to make a menu for an owl's ideal three course meal and then present this to the class to report upon the discoveries made in their enquiry.</p> <p><u>Deadly 60:</u> Discuss and make a list to brainstorm as many aquatic predators as they can think of. In groups, use a range of</p>
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						<p>source materials to research a given predator. Plan a collaborative 30-second <i>Deadly 60</i>-style narrative about their aquatic predator, rating it for size, speed, weapons and danger.</p> <p>Frog Food Chains: Find out which predators eat the common UK frog and which animals the frogs prey on. Display findings as a food chain or simple web.</p> <p>Gruesome Parasites: Explore the interesting (and disgusting) world of human parasites. Identify the differences between parasites and predators. Use materials, such as medical leaflets, to investigate human parasites, including head lice, threadworms, tapeworms and the scabies mite. Annotate an outline of the human body drawn on a large piece of paper, showing where the different parasites live and multiply, how they are spread, what they feed on and how they can be treated.</p> <p>Cuckoo: Learn all about the parasitic bird – the cuckoo. Read non-fiction books, watch videos and search the web to find out why they are referred to as 'brood parasites'. Draw a</p>
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						diagram showing the life of a cuckoo, including hatching and its annual migration to and from Africa.
Art						
Computing	Computing Systems and Networks – Connecting computers	Creating media – Animation	Creating media – Desktop Publishing	Data and Information – Branching databases	Programming A – sequences in music	Programming B – Events and actions
Maths (White Rose)	Autumn 1 Place Value Addition and Subtraction	Autumn 2 Addition and Subtraction Multiplication and Division	Spring 1 Multiplication and Division Money Statistics	Spring 2 Length and Perimeter Fractions	Summer 1 Fractions Time	Summer 2 Properties of Shape Mass and Capacity
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind and Replay
French (Primary Languages)	Intercultural Understanding Greetings What's Your Name	How are you? What Colour is it? Numbers	How old are you? Months of the Year Numbers 13 to 31	When is your Birthday Days of the Week Whats today's date	Brothers and Sisters Have you got any pets	

Year 3 Autumn 1				
Recipe Writing based on a Will Wonka invention or one of their own				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because)	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

			<p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
Persuasion – Advert/Brochures for their own Restaurant				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
Narrative – Written in the Style of Roald Dahl				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house..</p>	<p>Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue</p>	<p>Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then,</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>

<p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours</p>	<p>furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly</p>	<p>Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
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Year 3 Autumn 2			
Diary Writing as Stig			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>
<p>Adventure Narratives in the style of Stig of the Dump Building Suspense Developing our Stories Reading Aloud:</p>			

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Fact Files – Stonehenge

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>

Year 3 Spring 1

Persuasive Writing – Job applications from an immortal to Plutus

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p>	<p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p>	<p>Noun</p> <p>Form nouns using prefixes.</p>	<p>Introduce possessive apostrophes for plural nouns.</p>

Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.	Thank you for... I hope that...	Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce inverted commas.
Myths and Legends – Retelling of a Greek Myth				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours	Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Biography of a Greek Hero or Villain				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials	During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about...	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'	

	e.g. When she arrived at the scene, the doctors told her exactly what happened.	His/her greatest achievement was...	Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.
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Year 3 Spring 2

Speeches about why London is so great

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description. Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Poetry looking at the style of Benjamin Zephaniah

Listen, Discuss and Respond,	Understanding,	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
<p>Listen to and discuss a wide range of fiction, poetry</p> <p>- Read books (poems) that are structured in different ways and reading for a range of purposes</p> <p>- Identify themes and conventions in a wide range of books (poems)</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>- Ask questions to improve their understanding of a text</p> <p>- Draw inferences and justifying inferences with evidence</p> <p>- Identify main ideas drawn from more than one paragraph (verse) and summarising these</p>	<p>Plan writing by:</p> <p>- discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- discussing and recording ideas</p> <p>Draft and write by:</p>	<p>Use a wider range of conjunctions, including when, if, because, although</p> <p>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</p>	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems.</p> <p>Explore different voices for narrator and characters.</p>

<ul style="list-style-type: none"> - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - Identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (verses) as a way to group related material - Expanded noun phrases 	<p>Perform free verse poems</p> <p>Creating</p> <p>Narrative poems</p> <p>Free verse poems</p> <p>List poems</p> <p>Conversation poems</p> <p>Haiku</p> <p>Kenning</p> <p>Calligrams</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (apostrophes)</p> <p>Analysing</p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous?</p> <p>Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words</p> <p>phrases/type of poem/response/questions you have</p>
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Year 3 Summer 1				
Newspaper report about mystery pollution in the local river.				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials</p> <p>e.g. As the police arrived, the crowd scattered.</p>	<p>While, if, as, when.</p> <p>Witnesses felt...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by..</p> <p>Hours later</p> <p>Unfortunately</p> <p>Fortunately</p>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

			Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Balanced argument- Should new housing development be built on River Settlement Why are rivers important ? Flood For or Against Presenting our Arguments				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Journals about visit to the river				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives.	

		It was difficult to	Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.
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Year 3 Summer 2

Non Chronological reports on predators of their choice

Text Structure	Sentence	Useful Vocabulary	Word Class
Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon...	The following report They don't It doesn't Sometimes Often Most	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.

Recounts – a day at the zoo

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs.

				Express time and cause; then, next, soon.
<p>Narrative Stories – Dilemma Stories Crocodile vs Alligator Setting the Scene: Writing a resolution:</p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>