

| Year 3              | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---------------------|--|--|--|--|--|---|
|                     | There's No Place Like Home   | Healthy Humans   | Rock and Roll!   | The Iron Man   | What the Romans Did For Us   | How Does Your Garden Grow?  |
| Lead Subjects       | <b>Geography</b><br>The region where I live (UK); OS mapwork plus fieldwork in the local area  | <b>Science</b><br>Nutrition, diet and movement and the skeleton  | <b>Science</b><br>Rocks and fossils  | <b>Design and Technology</b><br>Mechanical systems - levers and linkages   | <b>History</b><br>Roman Britain  | <b>Science</b><br>Plants - functions or parts and plant growth  |
|                     | <b>History</b><br>Local history  | <b>Design and Technology</b><br>Food - simple dish - the eatwell plate   | <b>History</b><br>Ancient Britain - Stonehenge                                 | <b>Science</b><br>Forces and magnets   | <b>Geography</b><br>A region in the UK - Lake District                                 | <b>Design and Technology</b><br>Structures - shell/frame structures and strengthening   |
|                     |  | <b>Art and Design</b><br>3D clay or textile sculpture  | <b>Geography</b><br>Key aspects of volcanoes and earthquakes                   | <b>Music</b><br>Performing - practise, rehearse and present a performance  | <b>Art and Design</b><br>Painting on plaster, mosaics and digital mosaics              |   |
|                     |  | <b>Music</b><br>Creating - experiment with and create musical patterns for dance   | <b>Art and Design</b><br>Observational drawing of fossils developed into print |  | <b>Physical Education</b><br>Games - performing in an athletic event (Gladiator games) |   |
| Additional Subjects | <b>PSHE</b>  | <i>tbc September 2014</i>  | <i>tbc November 2014</i>   | <i>tbc January 2015</i>  | <i>tbc February 2015</i>   | <i>tbc April 2015</i>   |
|                     | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>   |  |  |  |  |   |
|                     | IT - movies / multimedia   | CS - programming / computational thinking  | IT / DL - digital research   | CS - programming / hardware  | DL / CS - communication and collaboration / networking                                 | IT - presenting information   |
|                     | <b>Mathematics</b>   |  |  |  |  |   |
|                     | Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |  |  |  |  |   |
| English             | <b>English</b>   |  |  |  |  |   |
|                     | Folk Tales<br>Recount: biographies   | Fables<br>Poems with a structure<br>Persuasion: letters  | Story as a theme<br>Poems on a theme<br>Discussion                             | Novel as a theme<br>Recount: diaries   | Playscripts<br>Non-chronological reports   | Mystery stories<br>Explanations<br>Classic poetry   |
| Ongoing             | <b>Science</b><br>Standalone unit on light - shadows and reflections   | <b>Physical Education</b><br>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. |  | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. |  | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |