

Subjects	Autumn Term		Spring Term		Summer Term	
	1a	1b	2a	2b	3a	3b
Topic and Outcome	My Local Area	Stone Age to Iron Age	Greece	Ancient Greeks	Levers and Linkages	The Natural Environment
	Where in the world is Cambridge?	Who first lived in Britain? Gripping Histories: Stone Age Day	What did the Ancient Greeks do for us? (Geography Focus) Art Gallery	What did the Ancient Greeks do for us? (History Focus) History off the Page: Ancient Greek Day	How did Archimedes describe levers?	What is happening in our natural environment? Cambridge Botanical Garden Trip
English	<p><b>Fiction:</b> Narrative – Adventure – based on ‘The Secret of Black Rock’ by Joe Todd Stanton <b>Grammar Focus:</b> Conjunctions in multi-clause sentences Use of paragraphs</p> <p><b>Non-Fiction:</b> Persuasive advert to visit Cambridge <b>Grammar Focus:</b> Use of headings and sub-headings to aid presentation Noun phrases</p>	<p><b>Non-Fiction:</b> Instructional text – ‘How to Trap a Sabre-Toothed Tiger’ <b>Grammar Focus:</b> Use of headings and sub-headings to aid presentation</p> <p><b>Fiction:</b> Adventure Story – based on ‘Stone Age Boy’ by Satoshi Kitamura <b>Grammar Focus:</b> Adverbs and prepositions Noun phrases</p>	<p><b>Non-Fiction:</b> Non-chronological report – Skeleton and Muscles <b>Grammar Focus:</b> Conjunctions in multi-clause sentences Use of paragraphs</p>	<p><b>Fiction:</b> Narrative text - Myth - Theseus and the Minotaur <b>Grammar Focus:</b> Conjunctions in multi-clause sentences Noun phrases Adverbs and prepositions</p>	<p><b>Non-Fiction:</b> Explanation text – based on ‘Street Beneath My Feet’ by Charlotte Guillain <b>Grammar Focus:</b> Headings and sub headings Conjunctions in multi-clause sentences Noun phrases</p> <p><b>Poetry:</b> Summer Poems <b>Grammar Focus:</b> Noun phrases Prepositions and adverbs</p>	<p><b>Fiction:</b> Narrative text – Tragedy – based on ‘Flood’ by Alvaro F. Villa <b>Grammar Focus:</b> Adverbs and prepositions Present perfect verbs</p>
Grammar, Punctuation and Spelling	<p><b>Punctuation:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> <li>Apostrophes</li> </ul> <p><b>Grammar:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Past tense</li> <li>Noun phrase</li> <li>Adjectives, nouns, verbs</li> <li>Conjunctions</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Subordinating conjunctions.</li> <li>Headings and sub-headings.</li> </ul> <p><b>Year 3 NC Statutory Spellings</b> Use of possessive apostrophe Prefix in-, dis-, un-, im- Suffix - ous</p>	<p><b>Punctuation:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> <li>Apostrophes</li> </ul> <p>Introduce inverted commas</p> <p><b>Grammar:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Past tense</li> <li>Noun phrase</li> <li>Adjectives, nouns, verbs</li> <li>Conjunctions</li> </ul> <p>Introduce and revisit:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Prepositions and adverbs</li> <li>Present perfect verbs</li> </ul> <p><b>Year 3 NC Statutory Spellings</b> Prefix –ous, -ly, -ture Homophones</p>	<p><b>Punctuation:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> <li>Apostrophes</li> </ul> <p>Revisit inverted commas</p> <p><b>Grammar:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Past tense</li> <li>Noun phrase</li> <li>Adjectives, nouns, verbs</li> <li>Conjunctions</li> </ul> <p>Introduce and revisit:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Conjunctions in multi-clause sentences</li> <li>Headings and sub-headings.</li> </ul> <p><b>Year 3 NC Statutory Spellings</b> -ation c sound spelt ch sh sound spelt ch</p>	<p><b>Punctuation:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> <li>Apostrophes</li> </ul> <p>Revisit inverted commas</p> <p><b>Grammar:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Past tense</li> <li>Noun phrase</li> <li>Adjectives, nouns, verbs</li> <li>Conjunctions</li> </ul> <p>Introduce and revisit:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Present perfect verbs</li> <li>Prepositions and adverbs</li> <li>Conjunctions</li> </ul> <p><b>Year 3 NC Statutory Spellings</b> Short I sound spelt y Suffix –ion Suffix –ian</p>	<p><b>Punctuation:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> <li>Apostrophes</li> </ul> <p><b>Grammar:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Past tense</li> <li>Noun phrase</li> <li>Adjectives, nouns, verbs</li> <li>Conjunctions</li> </ul> <p>Introduce and revisit:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Present perfect verbs</li> <li>Prepositions and adverbs</li> <li>Conjunctions</li> </ul> <p><b>Year 3 NC Statutory Spellings</b> -re Homophones Adding -anti</p>	<p><b>Punctuation:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> <li>Apostrophes</li> </ul> <p>Revisit inverted commas</p> <p><b>Grammar:</b> Consolidation of:</p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Past tense</li> <li>Noun phrase</li> <li>Adjectives, nouns, verbs</li> <li>Conjunctions</li> </ul> <p>Introduce and revisit:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Present perfect verbs</li> <li>Prepositions and adverbs</li> <li>Conjunctions</li> </ul> <p><b>Year 3 NC Statutory Spellings</b></p>

<b>Whole Class Guided Reading Texts</b>	'Amazing Grace' by Mary Hoffman	'Iron Man' by Ted Hughes	'The Miraculous Journey of Edward Tulane' by Kate DiCamillo	'The Worst Witch' by Jill Murphy	'Stuart Little' by E.B.White	'James and the Giant Peach' by Roald Dahl
<b>Raving About Reading Texts</b>	'Ellie and the Cat' by Malorie Blackman	'Planet Omar' by Zanib Mian	'The Boy Who Grew Dragons' by Andy Shepherd	'The Wild Robot' by Peter Brown	'Beaver Towers' by Nigel Hinton	'Podkin One-Ear' by Kieran Larwood
<b>Mathematics</b>	<b>Addition and Subtraction, Place Value and Number Facts:</b> Adding and subtracting across 10 Numbers to 1000	<b>Addition and Subtraction, Place Value and Number Facts:</b> Numbers to 1000 Securing mental calculation Written addition and subtraction strategies  <b>Measure:</b> Money	<b>Geometry, Multiplication and Division:</b> Right angles Multiplication and division	<b>Fractions:</b> Unit and non-unit fractions	<b>Fractions:</b> Unit and non-unit fractions  <b>Geometry:</b> Parallel and perpendicular lines Review of 2D and 3D shapes	<b>Measure:</b> Time Length Mass and Capacity
<b>Science</b>	Animals, including Humans – Muscles and Skeletons	Rocks	Forces and Magnets	Animals, including Humans - Nutrition	Light	Plants
<b>Computing</b>	Purple Mash 3.1 Coding  CCL: English narrative	Purple Mash 3.2 Online Safety 3.7 Simulations  CCL: PSHCE and DT	Purple Mash 3.5 Email	Purple Mash 3.6 Branching Databases 3.8 Graphing  CCL: Animals and humans	Purple Mash 3.3 Spreadsheets 3.4 Touch Typing  CCL: Graphs to represent shadows in science	Purple Mash 3.9 Presenting - PPT  CCL: RE presentation
<b>History</b>		<b>Settlement / Migration:</b> Stone Age to Iron Age		<b>Civilisation:</b> Ancient Greeks		
<b>Geography</b>	<b>Human and Physical Geography / Geographical Skills and Fieldwork:</b> Local Area Study	<b>Locational Knowledge / Human and Physical Geography:</b> Settlements	<b>Place Knowledge:</b> Comparison of area of Greece and Cambridge			
<b>RE</b>	<b>Christianity:</b> Impact on Individuals – Why is the Bible important to Christians today?	<b>Hinduism:</b> Engage – How does being a Hindu impact a child's life?	<b>Hinduism:</b> Impact on Individuals – Why do Hindus want to collect good karma?	<b>Christianity:</b> Celebration - Is Easter a festival of new life or sacrifice?	<b>Christianity:</b> Believing – What can different churches tell us about the variety of Christian beliefs? / Do all Christians believe exactly the same?	<b>Cross Religion:</b> Big Questions - How and why do people care for our world?
<b>Art</b>		<b>Drawing:</b> Investigating media, making variety of marks, investigate techniques to create tone, draw in the style of cave art  <b>Focus Artist:</b> Stone Age cave paintings and drawings	<b>Printmaking:</b> Investigate Greek patterns, create printing block, repeat and rotate print to create pattern  <b>Focus Artist:</b> Ancient Greek Architecture and Art			<b>Drawing:</b> Investigate media, observational drawing of objects in the environment / from photographs <b>Painting:</b> Creating tints and shades, painting in the style of Claude Monet  <b>Focus Artist:</b> Claude Monet
<b>DT</b>	<b>Design, Make and Evaluate:</b> Technical Knowledge - Shell structure using computer-aided design (Gift Box)			<b>Design, Make and Evaluate:</b> Cooking and Nutrition – Healthy and Varied Diet (Greek Pitta Sandwiches)	<b>Design, Make and Evaluate:</b> Mechanical Systems – Levers and Linkages (Moving Picture / Pirate Puppet with a lever and linkage system)	
<b>Music</b>	Unit 1 – Developing Notation Skills	Unit 2 – Whole Class Instrumental Tuition: Glockenspiels	Unit 3 – Let's Compose	Unit 4 – Compose and Sing!  Y3 / 4 Production	Unit 5 – Whole Class Instrumental Tuition: Recorders 1	Unit 6 – Whole Class Instrumental Tuition: Recorders 2

<b>PSHCE</b>	<b>Myself and My Relationships:</b> My Emotions	<b>Healthy and Safer Lifestyles:</b> Managing Safety and Risk  + 1 week blocked unit in Anti-Bullying Week Citizenship: Working Together	<b>Citizenship:</b> Diversity and Communities	<b>Myself and My Relationships:</b> Beginning and Belonging	<b>Healthy and Safer Lifestyles:</b> Relationships and Sex Education	<b>Healthy and Safer Lifestyles:</b> Healthy Lifestyles
	+ Healthy and Safer Lifestyles: Digital Lifestyles (taught through the Computing curriculum)					
<b>PE</b>	<b>Games:</b> Ball Handling Skills <b>Gymnastics:</b> Patterns and Pathways	<b>Games:</b> Ball Handling Skills <b>Gymnastics:</b> Patterns and Pathways	<b>Games:</b> Striking and Fielding Games <b>Dance:</b> Solar System	<b>Games:</b> Striking and Fielding Games <b>Dance:</b> Solar System	<b>Athletics</b>	<b>Athletics</b>
<b>French</b>	J'apprends le francais (I am learning French)  La Phonetique: Lesson 1 (Phonics and Pronunciation)	Les Animaux (Animals)  Comptines et Chansons (Nursery Rhymes)	Les Instruments (Instruments)	Les Fruits (Fruit)	Les Glaces (Ice creams)	Le Petit Chaperon Rouge (Little Red Riding Hood)
<b>Curriculum Enrichment Activities</b> <b>School Events</b>		Gripping Histories – Stone Age to Iron Age Day  Fossil Day  School Anti-Bullying Week	History off the Page – Greek Day	Y3 / 4 Production  School Book Week	School Based Pirate Day  Sports Week	Visit to Cambridge Botanic Gardens