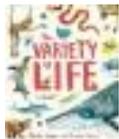
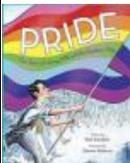
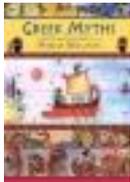
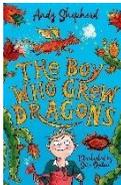
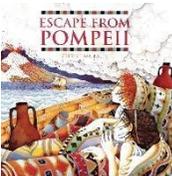
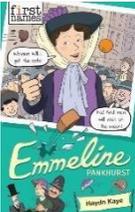
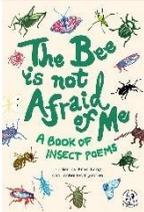
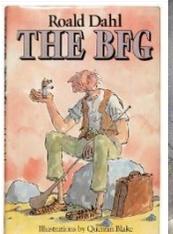
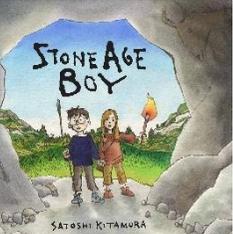
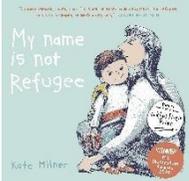


Discoverers YEAR 3

|  | AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|--|---|---|
| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
| English | <u>Narrative Focus:</u> character  <u>Non-Fiction:</u> Persuasion  | <u>Narrative Focus:</u> Portal story  <u>Poetry:</u> Animal menagerie based poem  <u>Non-Fiction:</u> Recount  | <u>Non-Fiction:</u> Explanation  <u>Fiction:</u> Setting  | <u>Fiction (classic text):</u> Character  <u>Poetry:</u> Simile poem  | <u>Film</u>  <u>Narrative:</u> Setting <u>Non-Fiction:</u> Biography  | <u>Narrative - Myths:</u> plot  <u>Poetry:</u> Shape Poems  |
| Reading | Reading lessons are based around V.I.P.E.R.S. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for V ocabulary I nference P rediction E xplanation R etrieval S equence or S ummarise | | | | | |
| |     | |    | |    | |
| Maths | <u>Place Value:</u> Counting, comparing, and | <u>Addition and Subtraction:</u> Calculating | <u>Multiplication & Division.</u> multiplying and dividing 2-digit | <u>Fractions:</u> Exploring halves, quarters, and thirds. | <u>Fractions:</u> | <u>Geometry (shape):</u> Angels in shapes and different lines. |

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|------------------|---|---|--|--|---|--|
| | ordering numbers up to 1000. <u>Addition and Subtraction:</u> Calculating with 2 and 3-digit numbers. | with 2 and 3-digit numbers. <u>Multiplication & Division.</u> multiplying and dividing by 3, 4 and 8. | numbers by 1-digit number. <u>Measures:</u> Length and Perimeter. | <u>Measures:</u> Mass and Capacity. | Finding fractions of an amount. Equivalent fractions. <u>Money:</u> Calculating with money <u>Time:</u> Using the 24-hour clock & calculating duration. | <u>Statistics:</u> Bar Charts |
| Science | <u>Plants</u> Children learn about parts of a plant and pollination and seed dispersal. | <u>Animals Including Humans</u> Children learn about nutrition and the function of our skeleton and muscles. | <u>Rocks</u> Children complete soil enquiries and identify properties of rocks. They learn about the process of fossilisation. | <u>Light</u> Children identify how light is needed to see and how materials can affect light travelling, including reflection. They recognise dangers posed by the sun. | <u>Forces & Magnets</u> Children investigate how surfaces affect movement. They complete enquiries with magnets identifying how they react with different materials and understanding the role of their poles. | <u>Plants</u> Children observe how water travels through plants and complete enquiries to identify the requirements for life and growth. |
| Art | <u>Shape and Shading</u> Children will develop their drawing skills by applying tonal shading through a range of media. | | <u>Clarice Cliff</u> Children will explore art deco styles through the works of Clarice Cliff, developing their painting expertise. | | <u>Have you ever observed glass?</u> Children will develop their ability to describe 3D form in a range of materials, inspired by the work of Dale Chihuly. | |
| Computing | <u>Computer Systems and Networks – Connecting Computers</u> Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. | <u>Creating Media - Animation</u> Children will use a range of techniques to create a stop frame animation using tablets | <u>Programming A – Sequence in Music</u> Children will explore the concept of sequencing in programming through Scratch. | <u>Data and Information – Branching Databases</u> Children will develop their understanding of what a branching database is and how to create one | <u>Creating Media – Desktop Publishing</u> Children will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages | <u>Programming B – Events and Actions</u> Children will explore the links between events and actions, while consolidating prior learning relating to sequencing in Scratch. |

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| Computing: Online Safety | <ul style="list-style-type: none"> ✓ Online Reputation ✓ Health, Well-being and Lifestyle | <ul style="list-style-type: none"> ✓ Managing Online Information ✓ Privacy and Security | <ul style="list-style-type: none"> ✓ Self-Image and Identity | <ul style="list-style-type: none"> ✓ Online Relationships | <ul style="list-style-type: none"> ✓ Managing Online Information ✓ Copyright and Ownership | <ul style="list-style-type: none"> ✓ Online Bullying |
| Design and Technology | | <u>Biscuits</u> Children will research and develop a design criteria to bake their own healthy biscuit. | | <u>Robots</u> Children will use their understanding of computing to program, monitor and control a robot. | | <u>Pencil Cases</u> Children will design, sew and evaluate the use of a functional pencil case. |
| Geography | <u>Volcanoes</u> What is a volcano? How is it formed and what damage do they do across our Earth? | | <u>Extreme Earth</u> Where are the most violent areas on Earth? Children study climate zones, tectonic plates and the chaos they cause. | | <u>Manchester Airport</u> Children study the reasons for Manchester Airport's location and the things it provides for the local area. | |
| History: | | <u>Emmeline Pankhurst</u> Children will learn about Emmeline Pankhurst and the significance of what she (and the Suffragettes) did. | | <u>Stone Age</u> Children will learn about the earliest settlers and how they lived which will begin their chronology of British History. | | <u>The Bronze age and Iron age Hill forts</u> Children will learn about the Bronze age and how people began to form more civilised settlements and the importance of farming. |
| Music | <u>Let Your Spirit Fly</u> RnB Children will learn Rhythm & Blue styles | <u>Glockenspiel Stage 1</u> Children will explore and develop their playing skills. | <u>Three Little Birds</u> Reggae Children will continue to learn about reggae rhythms. | <u>The Dragon Song</u> A Pop song that tells a story Children will learn about music from around the world | <u>Bringing Us Together</u> Disco Children will explore disco, friendship and unity. | <u>Reflect, Rewind & Replay</u> Classical Children will learn the history of music and look back and consolidate learning. |
| Physical Education (PE) | <ul style="list-style-type: none"> ● Football ● Dance: Cheerleading | <ul style="list-style-type: none"> ● Netball ● Gymnastics: performing sequences | <ul style="list-style-type: none"> ● Cricket ● Dance: circus themed | <ul style="list-style-type: none"> ● Tag Rugby ● Gymnastics: core strength for rolling | <ul style="list-style-type: none"> ● Athletics ● Dance: kite themed | <ul style="list-style-type: none"> ● Orienteering (outdoor adventure) ● Gymnastics: jumps and leaps |

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|--|---|---|---|---|---|------------------------|
| P.H.S.E | Me and My Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being my Best | Growing and Changing |
| Religion | What does it mean to be a Christian in Britain today? | What does it mean to be a Hindu in Britain today? | Why is the Bible so important for Christians today? | Why are festivals important to religious communities? | What do different people believe about God? | Why do people pray? |
| Spanish (Modern Foreign Language) | I'm Learning Spanish! | Animals | Musical Instruments | Fruits | Vegetables | Little Red Riding Hood |