
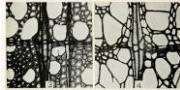








	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Stone Age	Light and Dark	Ancient Egypt	Plants	Rainforests	
Off-site learning	Galley Hill Beach visit	Christmas Church visit	Jerwood Gallery		Manor Barn gardens	Drusillas
English	<p>Stone Age Boy</p> <ul style="list-style-type: none"> <li>Descriptive writing – setting</li> <li>Speech</li> <li>Non-fiction – fact file</li> <li>Narrative – story board and writing</li> <li>Newspaper</li> </ul>	<p>The Dark</p> <ul style="list-style-type: none"> <li>Descriptive writing</li> <li>Narrative sequence</li> <li>Poetry</li> <li>Argument</li> <li>Instructions</li> <li>Non-chronological report</li> </ul>	<p>Oliver and the Seawigs</p> <ul style="list-style-type: none"> <li>Profiles</li> <li>Diary entry</li> <li>Non-fiction – leaflets</li> <li>Information text – messages</li> <li>Narrative</li> </ul>	<p>Into the Forest</p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Letter/email writing</li> <li>Narrative – play script</li> <li>Recount</li> </ul>	<p>The Green Ship</p> <ul style="list-style-type: none"> <li>Descriptive writing – character, setting</li> <li>Diary extract</li> <li>Poetry</li> <li>Persuasive writing</li> <li>Narrative</li> </ul>	<p>Jemmy Button</p> <ul style="list-style-type: none"> <li>Writing in role – Characterisation</li> <li>Diary</li> <li>Poetry</li> <li>Argument</li> <li>Letter writing</li> <li>Non-fiction - fact file</li> </ul>
Spelling	<p>Assessments</p> <p>Phonics focus –</p> <p>Group 1 – phase 2</p> <p>Group 2 – Phase 3/4</p> <p>Group 3 – Phase 5</p> <p>Group 4 – Phase 6</p>	<p>Assessments to review phonics phase and groupings.</p>	<p>Begin spelling programme: Suffixes, prefixes, Rarer GPCs, Homophones.</p> <p>Some groups continue through phonics phases as needed.</p>	<p>Statutory word lists, prefixes, /i/ spelt y, proof reading,</p> <p>Some groups continue through phonics phases as needed.</p>	<p>Prefixes, suffixes, apostrophe for contraction, s, ss, ion, ure,</p> <p>Some groups continue through phonics phases as needed.</p>	<p>Have a go writing, prefixes, homophones, proof reading, spelling lists.</p> <p>Some groups continue through phonics phases as needed.</p>
SPAG	<p>Revise/teach year 2 outcomes</p> <p>Alphabet/cap letters, punctuating sentences, nouns and verbs, conjunctions, commas, singular and plural, prefixes and suffixes, adverbs, apostrophes, sentence types, past/present tense.</p> <p>Autumn assessments</p>		<p>Determiners, conjunctions, adverbs,</p>	<p>Prepositions, speech, tenses.</p> <p>Spring assessments</p>	<p>Nouns, paragraphs</p>	<p>Word families, prefixes.</p> <p>Summer assessments</p>
Mathematics	<p>Number and Place Value</p> <p>Addition Subtraction</p>	<p>Addition Subtraction</p> <p>Multiplication Division</p>	<p>Multiplication Division</p> <p>Money and Statistics</p>	<p>Measurement: Length and Perimeter</p> <p>Fractions</p>	<p>Fractions</p> <p>Measurement - Time</p>	<p>Geometry - Properties of Shapes</p> <p>Measurement - Mass and Capacity</p>
Science	<p>Rocks</p> <ul style="list-style-type: none"> <li>Investigative skills</li> <li>Compare and group by appearance and properties</li> <li>Fossilization</li> </ul>	<p>Light</p> <ul style="list-style-type: none"> <li>Recognise that dark is the absence of light</li> <li>Reflection</li> <li>How to protect from the sun</li> <li>Shadows</li> </ul>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Observe how magnets attract and repel</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>Identify and describe the function of the roots.</li> <li>Investigate ways in which water is</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>Identify and describe the function of the flower.</li> <li>Investigate what plants need for growth.</li> </ul>	<p>Animals including Humans</p> <ul style="list-style-type: none"> <li>Understand that animals cannot make their own food.</li> </ul>

Chantry Community Primary School Learning Journey  
Year 3 – 2018/19

	<ul style="list-style-type: none"> <li>Soils (including Food layers cake)</li> </ul>		<ul style="list-style-type: none"> <li>Compare and group magnetic and non-magnetic materials.</li> <li>Magnetic poles</li> </ul>	<p>transported within plants.</p> <ul style="list-style-type: none"> <li>Identify and describe the function of the leaves.</li> <li>Identify and describe the function of the stem.</li> <li>Learn how rainforest plants have adapted to life in the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>Explore effect of light on plant growth – layers of rainforest</li> <li>Lifecycle of flowering plants &amp; seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>That animals need the right amounts and types of food.</li> <li>The skeleton</li> <li>Muscles</li> <li>Skeletons and muscles for support, protection and movement.</li> <li>Enquiry to answer a question.</li> </ul>
<b>Music Charanga/ Viola</b>	Viola	Christmas songs	Singing Skills Hastings music festival	Singing – preparing for a live musical performance	Year 3/4 Production	Reflect, Refine, Replay
<b>Geography/ History</b>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers &amp; farmers. Skara Brae</li> <li>Bronze Age religion, technology &amp; travel. Stone Henge</li> <li>Iron Age hill forts, tribal kingdoms, farming, art and culture</li> </ul>	<p>Plate Tectonics</p> <ul style="list-style-type: none"> <li>How volcanos are formed</li> <li>How plate tectonics work</li> <li>Layers of the earth</li> <li>Identify volcanoes across the world</li> <li>Research Pompeii</li> </ul>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> <li>Chronological ordering</li> <li>Map work looking at Egypt in relation to other countries</li> <li>The River Nile and its importance</li> <li>Farming &amp; occupations</li> </ul>	<p>Home &amp; Away</p> <ul style="list-style-type: none"> <li>Locate European countries and capital cities</li> <li>European study</li> <li>Topographical features / land use</li> <li>Compass work</li> </ul>	<p>Rainforests</p> <ul style="list-style-type: none"> <li>Map skills and symbols</li> <li>Fieldwork – observation &amp; recording</li> <li>The water cycle</li> <li>Locate the equator and rainforests on world map</li> <li>Climate and structure/ layers of the rainforest</li> <li>Learn about the live of tribes in the Amazon – homes, food &amp; daily life.</li> </ul>	
<b>Art and design</b>	<ul style="list-style-type: none"> <li>Sketching - linked to topic (cave art)</li> </ul>  <ul style="list-style-type: none"> <li>Matisse sketching</li> </ul> 	<p>Christmas art</p>  <ul style="list-style-type: none"> <li>Observational drawings &amp; printing</li> </ul> 	<ul style="list-style-type: none"> <li>Exploring the work of Roy Lichtenstein</li> </ul> 	<ul style="list-style-type: none"> <li>Drawings linked to English text.</li> <li>Sketching with pencil &amp; charcoal</li> </ul> 	<ul style="list-style-type: none"> <li>Plants observational drawing</li> <li>Van Gogh Sunflowers</li> </ul> 	<ul style="list-style-type: none"> <li>Henri Rousseau's rainforest painting &amp; create own painting in the same style.</li> <li>Collage the layers of the rainforest.</li> </ul> 
<b>Design &amp; Food Technology</b>	<ul style="list-style-type: none"> <li>Design/ make/ evaluate a woolly mammoth for the museum</li> <li>Food Tech –Stone Age oatcake biscuits</li> </ul>	<ul style="list-style-type: none"> <li>Textiles design/ make/ evaluate a Christmas bookmark.</li> <li>Food Tech – Mince Pies</li> </ul>	<ul style="list-style-type: none"> <li>Design/ make/ evaluate a Egyptian shaduf to take water from the river Nile.</li> <li>Food Tech –Egyptian bread.</li> </ul>	<ul style="list-style-type: none"> <li>Design/ make/ evaluate a desk tidy. Investigate, analyse, and evaluate existing products before producing own.</li> <li>Food Tech - Wraps</li> </ul>	<ul style="list-style-type: none"> <li>Investigate, analyse, and evaluate existing products then design/ make/ evaluate a new home for a bird.</li> <li>Food tech – Cheese scones</li> </ul>	<ul style="list-style-type: none"> <li>Design/ make/ evaluate a Rainforest box for a gallery exhibition.</li> <li>A healthy fruit pot to sell and to promote healthy snacks.</li> </ul>

Chantry Community Primary School Learning Journey  
Year 3 – 2018/19

<b>Computing</b>	Online-Safety / Coding	Spreadsheets / Touch Typing	Email / Email Safety	Branching Databases	Simulations	Graphing
<b>P.E</b>	Invasion Games	Dance	New and Wall Games	Gymnastics	Striking and Fielding	Athletics
<b>RE</b>	Thinking about Death <ul style="list-style-type: none"> <li>What do people believe about God?</li> <li>The joy and sorrow experienced through our contact with living things.</li> <li>Death as a natural part of life.</li> </ul>	<ul style="list-style-type: none"> <li>The Christmas Story and the importance of each of the characters within in.</li> <li>The significance of the Advent ring at Christmas.</li> </ul>	Leaving and Arriving <ul style="list-style-type: none"> <li>The story of Moses</li> <li>Jewish Passover</li> <li>How the Sedar meal is celebrated at Pesach.</li> <li>Why it is an important story for Jewish people today.</li> <li>Discuss the rights, wrongs and feelings in stories where people have to leave their homes.</li> </ul>		The Bible and the Parables of Jesus <ul style="list-style-type: none"> <li>The Christian Bible</li> <li>The meaning that lies beneath the stories and why Jesus told them.</li> <li>The Good Samaritan</li> <li>The Prodigal Son</li> </ul>	
<b>French</b>	Numbers / Greetings	All about me	Food	Family & Friends	Our School	Time
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>RSE</b>	My Feelings	My Body	My Relationships	My Beliefs	My Rights & Responsibilities	Asking for Help