| YEAR 3      | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-------------|---|---|--|--|---|--|
| Reading     | Modern Classic  Ted Hughes the Iron  The Iron Man by Ted Hughes AR 4.7 (Lit Shed Plus)                      | Adventure  GIRL  CAT  CAT  CAT  The Girl, the Cat and the Navigator by Matilda Woods  | Historical  JILL PATON INVASION TROMAS AND THE TINNERS  Thomas and the Tinners by Jill Patten Walsh AR 4.9                         | Fantasy  The Boy Who Grew  Dragons  by Andy Sheppard AR  5.5  (Lit Shed Plus)                                    | Mystery  Mermaid of  Zennor  By Charles Causley.  AR  | Myths & Legends  PINE LOGIEND OF PODKIN ONE-EAR  By Kieran Larwood AR 5.5                      |
| Non-fiction | Discover Robotics by Douglas Hustad   | Explorers by Nellie Huang   | A Rock is Lively by Diana Hutts Aston The Pebble in my Pocket By Meredith Hooper AR 4.5  | Phenomenal Plants by<br>Rob Coulson  | What a Waste<br>by Jess French  | Roman Britain by Ruth Brocklehurst   |
| English     | Narrative: character focus  Non-fiction- spoken presentation explanation text: How does a I robot dog move? | Narrative: adventure story.  Non-fiction: write a persuasive sentence to convince a book character of an achievable change. | Narrative: rewrite Thomas and the Tinners from a different perspective.  Non-fiction: instructions of how to make a miner's lunch. | Narrative- innovate on a character with a focus on dialogue.  Report: write a news report of an unfolding event. | Narrative: - a sequel to the Mermaid of Zennor.  Persuasive writing: speech Formal letter on plastic pollution. | Narrative: The animal that lost a story.  Non Fiction: Non chronological report on the Romans. |
|             | Poetry- rhyming couplets.   | Poetry- Haiku read and create own.  | Poetry- vocabulary<br>building   | Poetry- narrative poems  | Poetry- vocabulary<br>building  | Poetry- take one poet.   |

| Maths                 | Number: Place Value<br>Number: Addition and Sub<br>Number: Multiplication and   | .,   | Number: Multiplication and Division Measurement: Money Mass and capacity Measurement: Length and Perimeter Number: Fractions |   | Number: Fractions Measurement: Time Geometry: Properties of Shape Statistics   |  |
|-----------------------|---|--|--|---|--|--|
| Science               | Forces and Magnets  | Light  | Rocks  | Plants  | Animals, including humans: nutrition   | Animals, including humans: skeletons; muscles;   |
| Book-led<br>Science   | Explore: Is the Iron Man magnetic? What if he was made of different materials?  |  | Explore: How did the 'Tinners' mine through rock?  | Explore: Can we label & explain the purpose of each part of the dragon plant?   |  |  |
| History               |   | A Study or an aspect or theme in British history that extends knowledge beyond 1066: The Age of Exploration from 15 <sup>th</sup> -17 <sup>th</sup> century and its impact on Britain. | A local history study: Tin<br>Mining and the impact of<br>mining on Cornwall over<br>time.                                   |   |  | The Roman Empire and its impact on Britain.  |
| Book-led<br>History   |   | Explore: When was the story set? How did people in the past travel?  | Explore: When was this story set? Who were the tinners? How did they contribute to life in Cornwall?                         |   |  |  |
| Geography             | Settlements compare local area with large cities around the UK - inc. Scotland, Wales, N.Ireland. Unit: How and why is my local area changing? UK focus. Unit: Why do so many people in the world live in megacities? |  |  | How does weather / climate around the world affect where plants grow? Overview of main world biomes & vegetation belts. | Distribution of natural resources - water and energy. Unit: How can we live more sustainably? Aquatic Biome and Plastic Pollution. |  |
| Book-led<br>Geography |   |  | Explore: mining trade in Cornwall. Where in the world did Cornish miners travel to?  | Explore: Where in the world do plants grow and why?   | Explore: Can we name the oceans and seas? Plastic Pollution.   | Explore: Where did the Romans come from? What is it like in Italy? How is is similar / different to the UK. (Key geographical features). |

| Art         |  | Sketching and Painting,<br>e.g. Rainforest visions.<br>Artist: John Dyer<br>(Cornish artist |  |   | Waste product printing (rope, bottles, seaweed)   | Drawing & painting<br>techniques - portraits.<br>Artist: Giacometti,<br>Georges Seurat<br>Inspiration: Chuck Close |
|-------------|--|---|--|---|---|--|
| DT          | Mechanisms - moving<br>monsters - pneumatic<br>systems.  |   | Food: Pasties  | Stable Structures: mini greenhouses.  |   |  |
| RE          | What do Christians learn from the Creation story?  | What is it like for someone to follow God?  | How do festivals and family life show what matters to Jewish people?   | How do festivals and worship show what matters to a Muslim?                     | What kind of world did<br>Jesus want?   | How and why do people try<br>to make the world a better<br>place?  |
| Computing   | Project evolve: Self Image & Identity Online Relationships.  Digital Cornwall: connecting computers.   | Project evolve: Online Reputation Online Bullying Digital Cornwall: Stop frame animation    | Project evolve: Managing Online information  Digital Cornwall: Sequencing sounds   | Project evolve: Privacy and Security  Digital Cornwall: Branching data branches | Project evolve: Copywrite and Ownership Digital Cornwall: Desktop publishing  | Project evolve: Health, Wellbeing & Lifestyle  Digital Cornwall: Events and actions in programming.                |
| PE          | Symmetry and asymmetry   | Weather (dance)   | Canon and unison   | Orienteering  | Tennis  | Cricket  |
|             | Netball  | Dodgeball   | Swimming   | Swimming  | Rounders  | Athletics  |
| PSHE        | Relationships: What makes a family; features of family life. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. Personal boundaries; safely responding to others; the impact of hurtful behaviour. |   | Living in the wider world: The value of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online. How the internet is used; assessing information online. |   | Health and wellbeing: Health choices and habits; what affects feelings; expressing feelings. Risks and hazards; safety in the home and local environment and unfamiliar places. Personal strengths and achievements; managing and reframing setbacks. |  |
| Music       | Let your spirit fly  | Glockenspiel stage 1  | Three little birds   | The dragon song   | Bringing us together  | Repeat and review  |
| MFL         | Language angels-<br>Phonics  | I am learning French  | Animals  | Instruments   | Shapes  | Seasons  |
| Experiences |  |   | Swimming<br>King Edward museum   | Grow your own plant.<br>Swimming  | Take part in a community challenge: beach clean.  | Have a sleepover.  |