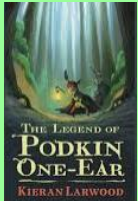
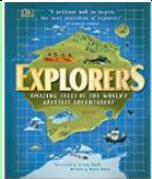
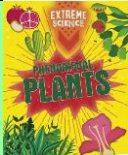


| YEAR 3           | Autumn 1                                                                                                                                                                              | Autumn 2                                                                                                                                                                        | Spring 1                                                                                                                                                                   | Spring 2                                                                                                                                                                               | Summer 1                                                                                                                                                                                                 | Summer 2                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading          | <b>Myths &amp; Legends</b><br><br><b>The Legend of Podkin One-Ear</b><br>by Kieran Larwood<br>AR 5.5 | <b>Modern Classic</b><br><br><b>The Iron Man</b><br>by Ted Hughes<br>AR 4.7<br>(Lit Shed Plus) | <b>Adventure</b><br><br><b>The Girl, the Cat and the Navigator</b><br>by Matilda Woods   | <b>Fantasy</b><br><br><b>The Boy Who Grew Dragons</b><br>by Andy Sheppard AR 5.5<br>(Lit Shed Plus) | <b>Historical</b><br><br><b>Thomas and the Tinners</b><br>by Jill Patten Walsh<br>AR 4.9                              | <b>Mystery</b><br><br><b>Why the Whales Came</b><br>by Michael Morpurgo<br>AR 5.2 |
| Non-fiction      | <br><b>Roman Britain</b><br>by Ruth Brocklehurst                                                     | <br><b>Discover Robotics</b><br>by Douglas Hustad                                              | <br><b>Explorers</b><br>by Nellie Huang                                                  | <br><b>Phenomenal Plants</b> by Rob Coulson                                                         | <br><b>A Rock is Lively</b><br>by Diana Hutts Aston<br><b>The Pebble in my Pocket</b><br>By Meredith Hooper<br>AR 4.5 | <br><b>What a Waste</b><br>by Jess French                                         |
| English          | Narrative: character & setting focus e.g. wanted poster, graphic novel entry, diary.<br>Non-chronological report: The Romans                                                          | Narrative: character focus – wanted poster<br>Recount: Newspaper report<br>Instructions (How to catch the iron man)<br>(Lit Shed Plus)                                          | Narrative: extra chapter / different ending. What would have happened if... (Lit Shed Plus)<br>Letter – from Oona to her sisters / mum or from one of her sisters to Oona. | Narrative – dialogue focus.<br>Persuasive poster<br>Explanation – life cycle of a plant.<br>(Lit Shed Plus)                                                                            | Narrative: re-write as a play script.<br>Non-chronological report – mining.<br>Poetry                                                                                                                    | Narrative:<br>Persuasive writing: speech<br>Formal letter                                                                                                            |
| Maths            | Number: Place Value<br>Number: Addition and Subtraction<br>Number: Multiplication and Division                                                                                        |                                                                                                                                                                                 | Number: Multiplication and Division<br>Measurement: Money<br>Statistics<br>Measurement: Length and Perimeter<br>Number: Fractions                                          |                                                                                                                                                                                        | Number: Fractions<br>Measurement: Time<br>Geometry: Properties of Shape<br>Measurement: Mass and Capacity                                                                                                |                                                                                                                                                                      |
| Science          | Animals, including humans: skeletons; muscles;                                                                                                                                        | Forces and Magnets                                                                                                                                                              | Light                                                                                                                                                                      | Plants                                                                                                                                                                                 | Rocks                                                                                                                                                                                                    | Scientists and inventors: revisiting prior units.                                                                                                                    |
| Book-led Science |                                                                                                                                                                                       | Explore: Is the Iron Man magnetic? What if he was made of different materials?                                                                                                  |                                                                                                                                                                            | Explore: Can we label & explain the purpose of each part of the dragon plant?                                                                                                          | Explore: How did the 'Tinners' mine through rock?                                                                                                                                                        |                                                                                                                                                                      |
| History          | The Roman Empire and its impact on Britain.                                                                                                                                           |                                                                                                                                                                                 | A Study or an aspect or theme in British history that extends knowledge beyond                                                                                             |                                                                                                                                                                                        | A local history study: Tin Mining and the impact of                                                                                                                                                      |                                                                                                                                                                      |

|                    |                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                         |
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|                    |                                                                                                                                                    |                                                                                                                                                                                                                                           | 1066: The Age of Exploration from 15 <sup>th</sup> -17 <sup>th</sup> century and its impact on Britain.                                                                                |                                                                                                                                                                                                                                                              | mining on Cornwall over time.                                                                                  |                                                                                                                                                                         |
| Book-led History   | Explore: Did Romans really go on the rampage?                                                                                                      |                                                                                                                                                                                                                                           | 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.<br><i>Unit: How and why is my local area changing? UK focus.</i><br><i>Unit: Why do so many people in the world live in megacities?</i> |                                                                                                                                                                                        | How does weather / climate around the world affect where plants grow?<br>Overview of main world biomes & vegetation belts.                                                                                                                                   |                                                                                                                | Distribution of natural resources – water and energy.<br><i>Unit: How can we live more sustainably?</i><br>Aquatic Biome and Plastic Pollution.                         |
| Book-led Geography | Explore: Where did the Romans come from? What is it like in Italy? How is it similar / different to the UK. (Key geographical features).           |                                                                                                                                                                                                                                           | Explore book setting: 'A thousand miles ago, in a country east of the jungle and south of the mountains...' How can we use what we know about Geography to explore possible locations? | Explore: Where in the world do plants grow and why?                                                                                                                                                                                                          | Explore: mining trade in Cornwall. Where in the world did Cornish miners travel to?                            | Explore: Can we name the oceans and seas? Plastic Pollution.                                                                                                            |
| Art                | Drawing & painting & digital techniques – portraits.<br>Artist: Giacometti, Georges Seurat<br>Inspiration: Chuck Close                             | Sculpture: Iron Man using recycled materials. E.g. The WEE man at Eden.<br>                                                                             | Textiles: weaving.<br>Explore mood through colour. Paper weaving / textile weaving.                                                                                                    | Photography/ Digital media: Create surreal dragon-plant image.<br>Surrealism.<br>Artist: Salvador Dali<br>Inspiration: Ellen Jewett - sculptures.<br><a href="https://www.bbc.co.uk/bitesize/clips/zc7dv4j">https://www.bbc.co.uk/bitesize/clips/zc7dv4j</a> | Clay work: Slab technique engine house.                                                                        | Collage: Protest art – using found materials / text.<br>Artist: Kurt Schwitters<br> |
| DT                 |                                                                                                                                                    | Mechanisms – moving monsters – pneumatic systems.                                                                                                                                                                                         |                                                                                                                                                                                        | Stable Structures: mini greenhouses.                                                                                                                                                                                                                         | Food: Pasties                                                                                                  |                                                                                                                                                                         |
| 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 Jesus want?                                                                             | How and why do people try to make the world a better place?                                                                                                             |
| Computing          | Gooseberry Planet<br>RS Switched on Computing 3.4: We are who we are<br>E.g. Research and present information learned about the Romans in Britain. | Gooseberry Planet<br>RS Switched on Computing 3.5: We are co authors<br>Email.                                                                                                                                                            | Gooseberry Planet<br>RS Switched on Computing 3.3: We are presenters.<br>E.g. Create video performance as a famous                                                                     | Gooseberry Planet<br>RS Switched on Computing 3.1: We are programmers.<br>E.g. Programme an animation linked to plants or 'The Boy Who Grew Dragons'.                                                                                                        | Gooseberry Planet<br>RS Switched on Computing 3.2: We are bug fixers: finding and correcting bugs in programs. | Gooseberry Planet<br>RS Switched on Computing 3.6: We are opinion pollsters.<br>E.g. Link to Plastic pollution / eco issues. .                                          |

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|-------------|------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                        | E.g. Use email to communicate on between characters in The Iron Man.       | explorer, explaining achievements.                                                        |                                                                                                                        |                                                                                                         |                                                                                                                                   |
| PE          | 3.6 Active Athletics                                                   | 3.5 Throwing and Catching                                                  | 3.3 Skip to the Beat                                                                      | 3.4. Brilliant Ball Skills                                                                                             | 3.2 Mighty Movers (Running)                                                                             | 3.1 Multi-skills                                                                                                                  |
|             | 3.6 Fitness Frenzy                                                     | 3.5 Cool Core (Strength)                                                   | 3.3 Groovy Gymnastics                                                                     | 3.4 Gymfit Circuits                                                                                                    | 3.2 African Dance                                                                                       | 3.1 Boot Camp                                                                                                                     |
| PSHE        |                                                                        |                                                                            |                                                                                           |                                                                                                                        |                                                                                                         |                                                                                                                                   |
| Music       | Music Express: Ancient Worlds & Food & Drink                           | Music Express: Sounds & Poetry                                             | Music Express: In the Past & Communication                                                | Music Express: China & Time                                                                                            | Music Express: Human Body & Singing French                                                              | Music Express: Environment & Building                                                                                             |
| MFL         | Rigolo 1, <b>Unit 1: Bonjour</b><br>Greetings; numbers to 10;<br>Nouns | <b>Unit 2: En Classe</b><br>Classroom objects;<br>Colours;<br>Say your age | <b>Unit 3: Mon Corps</b><br>Body parts;<br>Eyes and hair description;<br>Days of the week | <b>Unit 4: Les animaux</b><br>Animals and pets<br>Numbers to 20<br>Use third person (he/she) for names and description | <b>Unit 5: Ma famille</b><br>Family members;<br>Alphabet;<br>Household items;<br>Prepositions on and in | <b>Unit 6: Bon anniversaire!</b><br>Food: ask for snacks;<br>Numbers to 31;<br>Months;<br>Form dates: It is                       |
| Experiences | Roman Britain experience – RCM.                                        |                                                                            | National Maritime Museum                                                                  | Grow your own plant.                                                                                                   | Walk to Tresavean mine<br>Visit from mining expert                                                      | Go to the beach & paddle in the sea.<br>Go rock pooling.<br>Take part in a community challenge: beach clean.<br>Have a sleepover. |