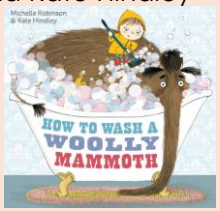
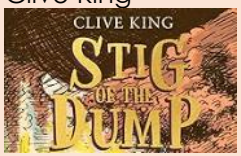
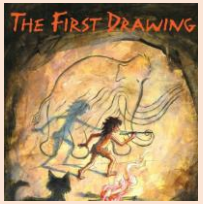
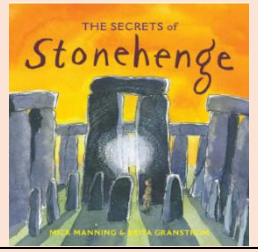
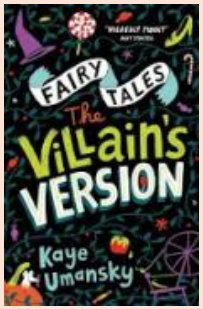
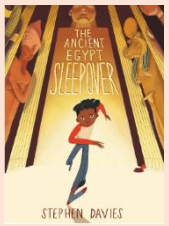
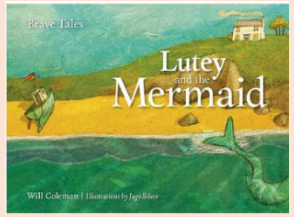
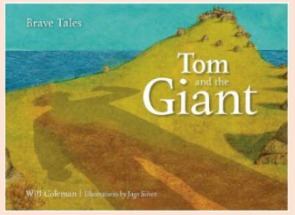
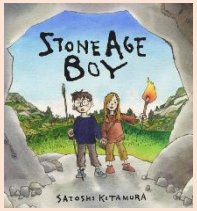
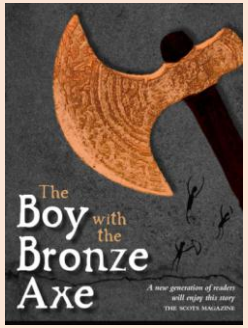
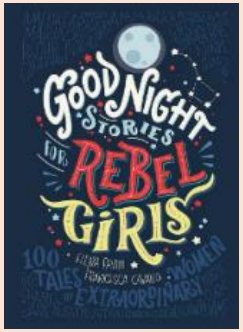
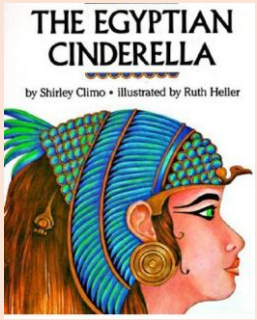
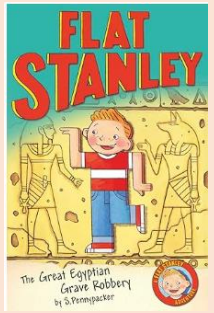
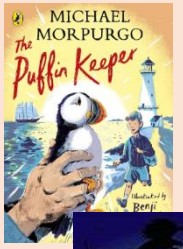
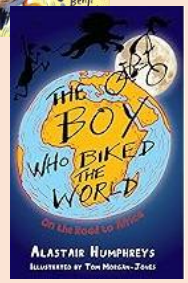
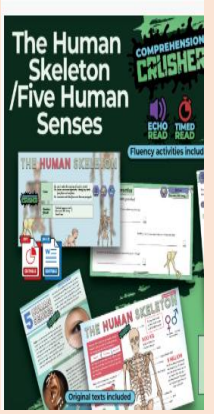
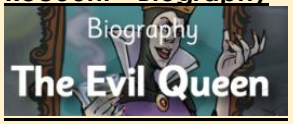
Autumn 1 and 2	Spring 1	Spring 2 - Summer 1	Summer 2
How has Britain changed over time? Through the ages and Prehistoric pots Cornwall sites – why are there so many great sites in Cornwall? How did humans live in the stone age? How did humans live in the Iron Age? UK recaps. Changes over time for the Earth. What was it like to live in a bronze age hill fort? Has the Earth's climate changed over time? Have the continents and oceans changed over time?	**How do we know what is underneath our feet?** Rocks Fossils **Who was Mary Anning?** **How are fossils formed?**	**What did the Ancient Egyptians achieve?** Ancient Egyptians – communication, houses and homes, historical figures What is meant by an Ancient civilisation? How did the Ancient Egyptians live? What was the significance of living by the River Nile? Inventions and significant artefacts – shaduf and Rosetta stone	**Cornish light – What is special about where we live?** Local Project (St.Ives school of Art) Does the beauty of the Cornish landscape draw people to Cornwall? How do we protect our local environment?

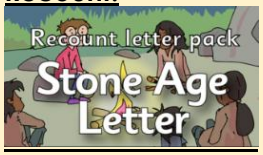
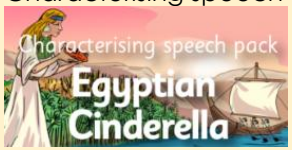
YEARLY ROLLING PROGRAMME FOR YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text/s:	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley  Stig of the Dump by Clive King  	The First Drawing by Mordicai Gerstein  The Secrets of Stonehenge by Nick Manning  	Fairy Tales the Villains version by Kaye Umansky  	Marcy and the Riddle of the Sphinx by Joe Stanton  	The Ancient Egyptian Sleepover by Stephen Davis  A Mummy Ate my homework by Thiago DeMoraes  	Lutey and the Mermaid by Will Coleman  Tom and the Giant by Will Coleman 
Other texts - reading for pleasure/linked to our drivers.	Stone Age Boy by Satoshi Kitamura  24 hours in the Stone Age by Lan Coo  	The Boy with the Bronze Axe by Kathleen Fidler  	Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavalli  	The Egyptian Cinderella by Shirley Climo  	Flat Stanley and The Great Egyptian Grave Robbery by Jeff Brown  	The Puffin Keeper by Michael Morpurgo  The Boy Who Biked the World (1) by Alistair Humphreys 

YEARLY ROLLING PROGRAMME FOR YEAR 3

Guided Reading from Grammar saurus						
VIPERS from Literacy Shed Plus	• The Stone Age • Stone houses • Skara Brae	• All about the Iron Age • Hillforts	• Types of rock • How a fossil is formed • Famous fossils	• Egyptian Gods • How to Mummify a tomato	• A healthy diet • Skeletons • Muscles • Exoskeletons	• Plants and us • Trunks • Parts of a flower • Moving water
Visual VIPERS	• Prehistoric Creatures	• Woolly mammoths • How to Wash a Woolly Mammoth	• Goodnight stories for Rebel Girls	• Marcy and the Riddle of the Sphinx	• 5 senses	• Bees

Writing units and outcome	**Expectations:** Letter formation Pencil grip Writing posture Baseline Assessment – to check for these. 	**Non-chronological report:**  **Final write:** Hunter/gatherer survival guide	**Recount - Biography**  **Final write:** A (fictional) biography of a fossil hunter (inspired by Mary Anning)	**Narrative – Setting description:**  **Final write:** Describing entering an Egyptian tomb. **Narrative:**	**Persuasion: Advert**  **Final writes:** 1)Poster	**Poetry- Performance of Classic poetry-** There isn't time by Eleanor Farjeon **Cornish poets study** The Flooded Clay Pit and A Clay Tip Worker by Jack Clemo Harrow on the Hill by John Betjeman

	Mini writes – completing sentences, continuing writing using PVPG taught objectives (some may link to the topic).	**Recount:**  **Final write:** Discovery of Skara Brae letter	**Explanation :** Rock Cycle – How are rocks formed? **Final write:** How are fossils formed?	Characterising speech  **Final write:** Narrative using speech	2)Advert to visit an ancient Egyptian landmark. 3) Radio advert. **Recount: Postcard** Writing a postcard after visiting an Egyptian landmark. **Final write:** A postcard from a visit to the Amazon (geography)	**Narrative- Cornish Myths** Lutey and the Mermaid **Final write:** Alternative ending to a myth.
Grammar *there could be different grammar areas added during units in response to AfL	Nouns- common, proper, partitive, collective Verbs- being, to have, regular action verbs, irregular action verbs Subjects Coordinating conjunctions (FANBOYS)	**NCR-Prehistoric animals:** Co-ordinating and subordinating conjunctions (*when, because)*Adverbs/adverbials of time, reason, place and manner Expanded noun phrases Commas in a list Apostrophes for possession **Recount: Stone Age Letter** Active voice Subordinating (*when, because*) and co-ordinating conjunctions to join clauses Expanded noun phrases	**Recount – Biography:** Co-ordinating conjunctions Subordinating conjunctions (*when, because, after, before*) Expanded noun phrases Perfect tense Adverbs/adverbials of time Commas in a list Apostrophes for possession **Explanation:** Co-ordinating conjunctions Subordinating conjunctions (*when, because, after, before*)Expanded noun phrases	**Narrative – Setting description:** Expanded noun phrases Adverbials of manner including similes Participial phrases Adverbials of place Commas in a list Apostrophes for possession Apostrophes for omission **Narrative:** Discourse markers Expanded noun phrases Adverbs/adverbials of manner and place Participial phrases/clauses Apostrophes for omission	**Persuasion: Advert** Adverbs Personal pronouns Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions (*when, as, before, after, because*)Commands Commas in a list Apostrophes for possession **Recount: Postcard** Co-ordinating conjunctions Subordinating conjunctions (*when, as, because, before, after)* Expanded noun phrases	**Poetry- Performance of Classic poetry-** Expanded noun phrases Adverbials of manner including similes Apostrophes for omission and possession **Narrative- Cornish Myths** Discourse markers Expanded noun phrases Adverbs/adverbials of manner and place Participial phrases/clauses

YEARLY ROLLING PROGRAMME FOR YEAR 3

		Adverbs/adverbials of time and place	Adverbs / adverbials of time and manner Commas for fronted adverbials Commas for lists Apostrophes for possession	Inverted commas	Adverbs/adverbials of manner and time Commas in a list Apostrophes for possession Commas for fronted adverbials	Apostrophes for omission and possession Inverted commas Commas in a list Commas for fronted adverbials

Maths	N: Place value (2) N: Addition (2) N: Subtraction (2)	N: Multiplication and division (6)	N: Fractions (6)	M: Length and perimeter (3) M: Mass and capacity (3)	M: Time (3) G: Properties of shape (3)	M: Money (2) Statistics (2) Review (2)

	Autumn			Summer 2
History	Stone Age – Iron Age: How did people live in prehistoric Britain? 1. Were stone age people simply hunter gatherers? 2. Farming: How much did life change for people? 3. What can we learn from Skara Brea? 4. Why is Stone henge such a mystery? 5. How should the Bronze Age be remembered? 6. How do we know what life was like during the Iron Age?		Early Civilizations – What was life like in Ancient Egypt? 1.What do the earliest civilisations have in common? 2.What did Ancient Egypt have in common with other civilisations from that time? 3.What sources of evidence have survived and how were they discovered?	Local History: How has our locality changed over time? 1. What evidence can we gather to learn how Probus has changed overtime? 2. What is the significance of Probus and St. Grace's church? 3. What clues can we find to learn about our school's past? 4. How have people's lives in Probus changed over time?

			4.What does the evidence tells us about everyday life for men, women and children? 5.What did the Ancient Egyptians believe about life after death and how do we know?	5. Why hasn't Probus developed as much as other towns and villages locally?

	Autumn	**Spring term**	**Summer term**
Geography	Land Use What are the types of land use in the SW region? What are the important features of a settlement and why do settlers choose specific places? How can I present and analyse information about local facilities?	The UK What are the countries and regions of the UK? What are the settlements and counties of the UK? What are the human features of the UK? What are the physical features of the UK? How can I use compasses, keys and symbols to read a map? How can I use four-figure grid references to read a map? What are the key topographical features found in the UK?	The Conservation of bees What can we learn about bees? What are the key issues affecting bees? How can our school environment help bees? How can we plan and carry out effective ways to help conserve bees? How can I record and evaluate the effectiveness of bee conservation in my school?

		How have land use patterns changed over time in the UK? What are the key human and physical features of the ***** region? How can I create a sketch map of my local area?	

Science **Working scientifically** (across all topics) Ask relevant questions and uses past knowledge when considering new investigatio n	**Working Scientifically** Draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Can take accurate measurements using standard units of length using cm. Can set up simple practical enquiries and understand a fair test. Can understand that changing only one	**Working Scientifically** Can take accurate measurements using standard units of length using cm (and mm). Can set up simple practical enquiries and understand a fair test. Can understand that changing only one variable is the best method for testing. Label diagrams neatly, use keys, bar charts and simple tables. Use headings to clarify	**Working Scientifically** Use independent research including secondary sources to help them answer questions Know how to use a microscope, magnifying lens **Rocks** compare and group together different kinds of rocks on the basis of their appearance and	**Working Scientifically** Can make careful observations using notes and simple tables and drawing. In drawing can consider scale and detail. (Mummification of fruit) Identifying differences, similarities or changes related to simple scientific ideas and processes Know how to use a magnifying glass. Can take accurate measurements using	**Working Scientifically** Use scientific evidence to answer questions or to support their findings relate the findings to scientific knowledge Asks relevant questions and uses past knowledge when considering new investigation Identifying differences, similarities or changes related to simple scientific ideas and processes	**Working Scientifically** Asks relevant questions and uses past knowledge when considering new investigation Know how to use a microscope, magnifying lens Can make careful observations using notes and simple tables and drawing. In drawing can consider scale and detail Can take accurate measurements using standard units of

	variable is the best method for testing. Begin to use data loggers to collect data. (Lux meter app) Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. **Light** Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can	what information was being collected. using straightforward scientific evidence to answer questions or to support their findings. **Forces and magnets** compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday	simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock (Great shakes-Deadly60 museum escape). recognise that soils are made from rocks and organic matter **PSTT- Standing on the Shoulders of Giants- Mary Anning (Fossils)**	standard units of length using cm. Begin to use data loggers to collect data. (Lux meter app) **Scientific enquiry** Building the pyramids- forces link from Autumn 2 (Compare how things move on different surfaces.) Revisit **Light-** compare shadows and day length to when we studied it in the Autumn term. **British Science Week**	**Animals, including humans** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement	length using cm and mm. Label diagrams neatly. **Plants** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

	be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change **(Ogden resources)**	materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing **(Ogden resources)**				**Create bar charts to represent data**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DT	Art unit (see below)	Magnet game Use research and develop design criteria to inform the design of innovative, functional products that are suitable to be used as a travel game. Apply knowledge of magnets, and		Egyptian cooking – Bread and fruits salad Prepare ingredients hygienically using appropriate utensils Measure ingredients to the nearest gram accurately Follow a recipe Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)	Making a Shaduf Understand and apply the mechanics of levers. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding)	Allotment cooking – Saag aloo with potatoes grown on allotment Art unit meets following DT objectives: Join textiles with appropriate stitching Select the most appropriate

		their properties, for functional use. Generate, develop, model and communicate their ideas through discussion and annotated sketches. Use ICT to create appealing packaging for the product. Knowledge Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user.		To know that food is grown, reared and caught in UK, Europe and wider world	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques	techniques to decorate textiles
ART	**Gestural Drawing with Charcoal** **Cave painting** Making loose, gestural drawings with charcoal, and exploring drama and performance.	DT unit (see above)	**Working with Shape and Colour** **Make collages to illustrate their Biographies of Mary Anning** "Painting with Scissors": Collage and stencil in response to looking at artwork.	**Telling Stories Through Drawing & Making** **Make sculptures of Thoth and Ra inspired by Marcy and the Riddle of the Sphinx** Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	DT unit (see above)	**Cloth, Thread, Paint** **Create a cloth seascape inspired by St Ives.** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.

	(click embedded link in title for more information)					Barbara Hepworth focus (visit to Tate and Gardens).

Music	Charanga <u>Let your spirit fly</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Charanga <u>Glockenspiel Stage 1</u> Use and understand staff and other musical notations Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Charanga <u>Three Little Birds</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory	Charanga <u>The Dragon Song</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Charanga <u>Bringing us Together</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Charanga <u>Reflect, rewind and replay</u> Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory

YEARLY ROLLING PROGRAMME FOR YEAR 3

MFL **French**	I am learning French • Pinpoint France and other French speaking countries on a map of the world. • ask and answer the question 'How are you?' in French. • say 'Hello' and 'Goodbye' in French. • ask and answer the question 'What is your name?' in French. • count to 10 in French. • say 10 colours in French.	Je peux… (I am able to…) • Recognise, recall and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).	Les instruments… (Instruments) • Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.	Les animaux… (animals) • Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. • Understand that there are more determiners/ articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	Les glaces… • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like a cone or a small pot/tub of ice-cream.	Les fruits… • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike.

RE	What kind of world did Jesus want?	How and why do people mark the significant events of life?	What does it mean to be Hindu in Britain today?	What is the Trinity and why is it important for Christians?	For Christians, what was the impact of Pentecost?	What do Hindus believe God is like?
PSHE **Jigsaw**	Being me	Celebrating difference	Relationships	Dreams and Goals	Healthy Me	Changing me

YEARLY ROLLING PROGRAMME FOR YEAR 3

PE	**PE for wellbeing- Yoga** Physical: balance, flexibility, strength, co-ordination Social: working safely, supporting others, sharing ideas, collaboration, respect Emotional: confidence, determination, integrity, focus Thinking: recall, creativity, selecting actions, providing feedback, reflection **Fundamentals** Physical: balancing, running, hopping, jumping, dodging, skipping Social: supporting and encouraging others, respect, communication, taking turns Emotional: challenging myself, perseverance, honesty Thinking: selecting and applying skills, observing others and providing	**Dance** Physical: actions, dynamics, space, relationships Social: sharing ideas, respect, inclusion of others, leadership, working safely Emotional: confidence, acceptance Thinking: selecting and applying actions, creating, observing and providing feedback **Gymnastics – locomotion and rolling on the floor** Physical: individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics Social: collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback,	**Gymnastics - locomotion and rolling at a higher level** Large and small body part balances, including standing and kneeling balances , balances on apparatus, Matching and contrasting partner balances, In front and back support. Dismount using; Pike, tuck, star, straight, straddle shapes **On apparatus** Large and small body part balances, including standing and kneeling balances, balances on apparatus, Matching and contrasting partner balances, Front and back support From a vault: Pike, tuck, star, straight, straddle shapes **Ball skills**	**PE for fitness (Swimming)** Physical: submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position Social: communication, supporting and encouraging others, keeping myself and others safe Emotional: confidence Thinking: comprehension, planning tactics **Invasion games – throwing and catching- Netball** Physical: passing, catching, footwork, intercepting, shooting Social: working safely, communication, collaboration Emotional: honesty and fair play, perseverance Thinking: planning strategies and using tactics, observing	**OAA –** discovering the school site. Learning to communicate as part of a team. Physical: balance, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving **Tennis-** Physical: forehand, backhand, throwing, catching, ready position Social: collaboration, respect, supporting others Emotional: honesty, perseverance Thinking: decision making, understanding rules, using tactics	**Athletics**- Physical: sprint, jump for distance, push throw, pull throw Social: collaborate, working safely Emotional: determination, perseverance Thinking: observing and providing feedback, comprehension, exploring technique **Rounders (striking and fielding)** – Physical: underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting Social: collaboration and communication, respect, supporting and encouraging others Emotional: honesty and fair play, confident to take risks, managing emotions Thinking: observing and providing feedback, using tactics, decision making

	feedback, identifying strengths and areas for development	selecting and applying actions, evaluating and improving	Physical: track, throw, catch, dribble, kick Social: communication, work safely, collaboration Emotional: perseverance, personal challenge, calmness, fairness Thinking: provide feedback, tactics, comprehension, reflection, make decisions	and providing feedback		

Computing NCCE	**Computing systems and Networks** Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Creating Media** Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Data and Information** Branching databases Building and using branching databases to group objects using yes/no questions	**Programming A** Sequencing sounds Creating sequences in a block-based programming language to make music.	**Digital media/Cross curricular** Book Creator Creating media by typing and modifying text, images, and page layouts for a specified purpose	**Programming B** Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions

DRIVER 1	All welcome ethos	Stereotypes challenge for	All creatures are diverse and	British Science Week to include STEM	Read biographies and fiction that	Explore the range of opportunities that there

To promote and celebrate **diversity** within the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.	established at beginning of term.	working scientists see Royal Society resources. Celebrating difference through PSHE (Jigsaw) Designing an accessible garden for all.	unique. What is special about ourselves? Celebrate difference between cultures and religions (focus on Hinduism) Three Little Birds- reggae music	ambassadors visiting the school (local experts). Music- Dragon song- link to Chinese customs and traditions	challenge stereotypes. E.g. Iggy Peck Architect, Gender Swapped Fairy Tales and Goodnight Stories for Rebel Girls and Stories for Boys who dare to be different Music- Bringing us together- Music brings people together and they can be impacted differently by the same music.	are in Cornwall including STEM careers.

DRIVER 2 To promote **mental health** for all with an emphasis on **outdoor learning** and immersion in natural environment.	Developing observational skills in the outdoor environment (using magnifying glasses and microscopes). Collecting climate data. Use of the polytunnel and allotment.	Natural art in the outdoors Reusing and recycling	Geological study in Cornwall (link with Wheal Martyn)	Building pyramids out of natural resources. Creating a shaduf (using buckets, rope, tree, rocks to lift water) Planting and growing- link to DT project (cooking).	Exploration of local area to identify different buildings and structures- sketching. Skeletons of plants in field and allotment Developing observational skills in the outdoor environment (using magnifying glasses and microscopes).	Wild Tribe- Sketching (Cornish light link) and poetry development through sound and smell outdoors. St Ives beach visit- creating sand sculptures Cooking using food grown in allotment (potatoes and spinach)

	Exploration of shadows throughout the seasons (science- light)				KS2 geography fieldtrip to Bodmin Moor	
DRIVER 3 To ensure exposure for all to events and learning with high **cultural capital,** especially for the pupil premium cohort.	Visit to Penlee museum and gallery in Penzance. Fieldtrip to Chysauster.	Use school museum and borrow artefacts to create our own classroom exhibition of pre historic tools etc.	Biographies of significant individuals in modern history from a range of backgrounds	Whole school STEM week linked to British Science Week to include visits from STEM ambassadors and parents in STEM professions.	Visit from local radiographer (science- functions of the human skeleton)	Visit the Tate and Barbara Hepworth Museum in St Ives. Exposure to classic poetry.