YEARLY ROLLING PROGRAMME FOR YEAR 3

	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?

	Autumn 1 and 2	Spring 1	Spring 2 and Summer 1	Summer 2
Reading	Class text (reading for pleasure): Stig of the Dump	Class texts (reading for pleasure):	Class text (reading for pleasure):	Class text (reading for pleasure):

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	Guided reading text: The Wild Way Home Guided reading focuses	Good night stories for Rebel Girls Guided reading text: The Pebble in my pocket Boy by Roald Dahl Malala's magic pencil Guided reading focuses	A Mummy Ate my homework by Thiago DeMoraes Guided reading text: Flat Stanley and the great Egyptian Grave Robbery Reading focuses	Michael Morpurgo, The Puffin Keeper Guided reading text: The Boy Who Biked the World Guided reading focuses

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Writing	Grammarsaurus PVPG **Writing to inform** **Non Chronological report** – Prehistoric creatures Linked texts *How to Wash a Woolly Mammoth *The First Drawing **Non Chronological report-** Hunter/Gatherer survival guide	**Writing to inform** **Recount**- Discovery of Skara Brae **Recount letter**- Letter to museum and Iron Age/Bronze letter Linked texts *The Boy with the Bronze axe *The Secrets of Stonehenge *History detectives- Stone Age-Iron Age	**Writing to inform** **Explanation -**The Rock Cycle/How are fossils formed? **Biographies-** chronology (e.g Mary Anning) Linked texts *Goodnight Stories for Rebel Girls and Boys **Purpose and audience**	**Writing to entertain** **Narrative (character description)** Linked text *Marcy and the Riddle of the Sphinx **Narrative (characterising speech)** Linked texts *Cinderella *Egyptian Cinderella	**Writing to persuade** **Poster**- Best tomb in town **Advert**- Visit Ancient Egypt Linked texts *Flat Stanley and The Great Egyptian Grave Robbery *The Ancient Egyptian Sleepover **Purpose and audience**	**Writing to entertain** **Performance of Classic poetry**- There isn't time by Eleanor Farjeon **Cornish Tales-setting description -performing a narrative (shadow puppets)** Linked texts *Cornish Tales by Will Coleman **Cornish poets study** Linked texts

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	Linked texts *Stone Age Boy *24 hours in the Stone Age **Purpose and audience** Create class book for book corner.	**Purpose and audience** Send letter to museum/ Cornwall Heritage Trust	Share biographies with Yr1 after their dinosaurs topic. Share explanations with Year 4 as science revision.	**Purpose and audience** Create class book for library.	Display posters on topic wall. Record adverts as radio adverts onto Book Creator.	*The Flooded Clay Pit and A Clay Tip Worker by Jack Clemo *Harrow on the Hill by John Betjeman **Purpose and audience** Shadow puppet performances to Yr1 and 2 . Classic poetry performance in KS2 assembly

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	Spring 1	Spring 2 / Summer 1	Summer 2
History	How has Britain changed from the Stone Age to the Iron Age? late Neolithic hunter-gatherers – neolithic settlements – iron age hill forts (Focus on homes) **Progression of skills** Understand pre-history and how it is defined	Why do we remember Mary Anning? **Progression of skills** Research the lives of Significant individuals.	What were the achievements of the earliest Civilisations (focus on Ancient Egypt)? Domestic life and homes and gods and goddesses **Progression of skills**	Who lived in Probus? Local heroes – Emily Stackhouse, James Francis Andrew, Jeanne Nicholls. **Progression of skills**

	Use dates and terms related to the passing of time such as ancient, century, BC and AD. Sequence several events or artefacts. Understand the expanse of time from the origins of earth until the age of man. learn the impact on farming on lifestyle. Compare with our life today and the daily for survival. Know about pre-historic sites and artefacts from Cornwall – Chysauster and Penlee museum visit. Identify key features of Early Man's existence. Understand pre-history is open to interpretation and look at a range of primary resources available to historians and understand that historians need vast amounts of evidence to create accurate interpretations. Understand archeological methods and the need to gather evidence observe small details and assess artefacts	Understand the expanse of time from the origins of the earth until the age of man. Understand archaeological methods and the need to gather evidence Observe small details and artefacts.	Understand the expanse of time from the origins of the earth until the age of man. Identify key features of Early Man's existence and early civilisations in Egypt. Find out about every day lives of people in time studied and their homes Look at the significance of early art and the information that could be shared with visual and written communication (Rosetta stone/ carvings and language used in tombs) Understand the Egyptians impact on society with the building of structures and cities.	Collect historic data from the local community – visiting the churchyard and collecting names and dates. Looking at where evidence comes from and what evidence exists. Using birth marriage, death certificates and war graves commission websites to collect information. Think about the impact individuals can have on a community.

	Autumn 1	Autumn 2	Spring term	Summer term
Geography **Odizzi**	**Geographical skills and fieldwork** Key human and physical characteristics (of settlements) and Stone Age monuments in Cornwall and UK Mapwork looking at types of settlement and land use.	**Climate zones** **Locational knowledge** Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle	**South America- The Amazon Basin** **Comparing South America (human and physical)** **Locational knowledge** Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities	**Local area/ Water study** **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate the UK, Cornwall, Probus Revisit UK and regions of UK Physical features of UK **Geographical skills and fieldwork**

	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps Use the 8 points of a compass and 4 figure grid references **Human and physical geography** Changes of the globe over time. Fieldwork- mapping of pre-historic Cornish settlements **Where did the first humans live?** **How has the earth changed over time?** **How did Stone Age people decide where to live?** **Where did Stonehenge come from?** **Fieldtrip to Chysauster- photographs of human**	**Human and physical geography** Describe and understand key aspects of: physical geography, including: climate zones **What factors give a place its climate?** **Where are the different climate zones located?** **What is the difference between the weather and climate?** **How does our climate compare with a European region?** **Where are the world's deserts?** **How are weather forecasts written? (Royal geographical society)**	Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Place knowledge** Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. Use maps, globes and digital mapping to locate the River Nile **Can I name the continents and oceans of the world?** **What are the countries in south America?** **How do some countries within south America differ? (human and physical features)** **How does England compare to Brazil? (e.g. climate, location, human and physical features)** **How does Egypt compare to Brazil? (e.g. Amazon and the Nile)**	Use the 8 points of a compass and 4 figure grid references use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **Local area/ water study** **Where is Probus?** **What is special about my local area?** **What human features can I find on a walk around my local area?** **Walk around the village.** **How can I create a map to show what I learnt about the local area? How clean is the water in Probus?** **Fieldtrip to the river (+ samples from pond and tap)** **What human and physical features can we see on a walk to the river?** **How can I create a map to show human and physical features?** **How can I present the findings from my fieldwork?**

	and physical features. Compass use. **How can we create a sketch map of Chysauster?** **How is land near Chysauster used now?**		**Where is Africa and which countries are in it?** **-climate zones** **-human and physical features** **How do rivers influence settlement?**	

Science **Working scientifically** (across all topics) Ask relevant questions and uses past knowledge when considering new investigation	**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 what information	**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 simple physical properties	**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 standard units of length using cm.	**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 **Animals, including humans**	**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 length using cm and mm.

	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	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 materials on the	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)**	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**	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	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 **Create bar charts to represent data**

	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)**	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)**				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DT	Art unit (see below)	Building a roundhouse Use history knowledge to inform selection of materials and building methods. Design and annotated designs. Cut materials accurately and safely by selecting appropriate tools		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 Repetition \of skills developed in Autumn 2 plus: Understand and apply the mechanics of levers. Develop a range of practical skills to create products (such as cutting, drilling and screwing,	Allotment cooking – Saag aloo with potatoes grown on allotment Repetition of skills used in Spring 1. Art unit meets following DT objectives: Join textiles with appropriate stitching

		Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include Cut within the perimeter of the material Select appropriate joining techniques		To know that food is grown, reared and caught in UK, Europe and wider world	nailing, gluing, filling and sanding) Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques	Select the most appropriate techniques to decorate textiles
ART	**Gestural Drawing with Charcoal** **Cave painting** Making loose, gestural drawings with charcoal, and exploring drama and performance. (click embedded link in title for more information)	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. Barbara Hepworth focus (visit to Tate and Gardens).

Music	Charanga Let your spirit fly Play and perform in solo and ensemble contexts, using their	Charanga Glockenspiel Stage 1 Use and understand staff	Charanga Three Little Birds Appreciate and understand a wide range of high-	Charanga The Dragon Song Play and perform in solo and ensemble contexts, using their	Charanga Bringing us Together Play and perform in solo and ensemble contexts, using their	Charanga Reflect, rewind and replay

	voices and playing musical instruments with increasing accuracy, fluency, control and expression.	and other musical notations Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	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	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.	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.	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

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.	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)	Les instruments… (Instruments) • Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. • Understand articles/determiners	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.	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.	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 '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.	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).	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.	• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	• Say whether they would like a cone or a small pot/tub of ice-cream.	• 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

PE	**PE for wellbeing- Yoga** Physical: balance, flexibility, strength, co-ordination	**Dance** Physical: actions, dynamics, space, relationships	**Gymnastics - locomotion and rolling at a higher level**	**PE for fitness (Swimming)** Physical: submersion, floating, gliding, front crawl, backstroke,	**OAA –** discovering the school site. Learning to communicate as part of a team.	**Athletics**- Physical: sprint, jump for distance, push throw, pull throw Social: collaborate,

	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 feedback, identifying strengths and areas for development	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, selecting and applying actions, evaluating and improving	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** Physical: track, throw, catch, dribble, kick Social: communication,	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 and providing feedback	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	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

			work safely, collaboration Emotional: perseverance, personal challenge, calmness, fairness Thinking: provide feedback, tactics, comprehension, reflection, make decisions			

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 To promote and celebrate **diversity** within the school culture and	Origins of man. Variety of humans. Lineage from African continent.	Stereotypes challenge for working scientists see Royal Society resources.	All creatures are diverse and unique. What is special about ourselves?	Migrancy and diversity in cultures past and present. British Science Week to include STEM ambassadors visiting	Read biographies and fiction that challenge stereotypes. E.g. Iggy Peck Architect, Gender Swapped	Explore the range of opportunities that there are in Cornwall including STEM careers.

beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.	All welcome ethos established at beginning of term.		Celebrate difference.	the school (local experts).	Fairy Tales and Goodnight Stories for Rebel Girls and Stories for Boys who dare to be different	

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. Exploration of shadows throughout the seasons (science-light)	Recycling and environmental movements linked to the tin forest.	Geological study in Cornwall	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). KS2 geography fieldtrip to Bodmin Moor	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)

YEARLY ROLLING PROGRAMME FOR YEAR 3

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	Astronomy evening 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.