

Subject / Term	Term 1 <b>Ancient Egypt</b>	Term 2 <b>Extreme Earth</b>	Term 3 <b>The Rainforest</b>	Term 4 <b>Inside and Out</b>	Term 5 <b>Stone to Iron Age</b>	Term 6 <b>Light and Land</b>
English	<p><b>Oliver &amp; the Seawigs</b>  <b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Letter writing</li> <li>• Narrative writing</li> <li>• Persuasive techniques</li> <li>• Diary writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> - nouns of person, place or thing, use of capital letters, sentence types</p> <p><b>Guided Reading – The Egyptian Cinderella</b></p>	<p><b>Pebble in my Pocket</b>  <b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Descriptive writing</li> <li>• Story mapping</li> <li>• Narrative writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – simple past tense for regular verbs, personal pronouns, vowel / consonant and correct use of a/ an, prepositions</p> <p><b>Guided Reading – The Firework Maker’s Daughter</b></p>	<p><b>The Great Kapok Tree</b>  <b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Poetry - free verse</li> <li>• Dilemma Stories</li> <li>• Persuasive letters</li> <li>• Narrative writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – prepositions, direct speech punctuation, conjunctions, simple past tense for irregular verbs</p> <p><b>Guided Reading – The Rain Forest Grew All Around</b></p>	<p><b>The Iron Man</b>  <b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Recounts</li> <li>• Newspaper reports</li> <li>• Letters in the first person</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – types of sentences, identifying main and subordinate clauses, alphabetical order, commas for lists</p> <p><b>Guided Reading – The Wild Robot Girl and Robot (Film Unit)</b></p>	<p><b>Stone Age Boy</b>  <b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Story Mapping</li> <li>• Narrative writing</li> <li>• Diary writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – possessive apostrophe with singular and plural nouns, adverbial phrases</p> <p><b>Guided Reading – The Wild Way Home</b></p>	<p><b>Mouse, Bird, Snake, Wolf</b>  <b>Writing Outcomes -</b></p> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Comic strip writing</li> <li>• Kennings</li> <li>• Narrative writing</li> <li>• Kennings</li> <li>• Narrative writing</li> </ul> <p><b>Jelly Boots Smelly Boots</b>  <b>Writing Outcomes -</b></p> <ul style="list-style-type: none"> <li>• Poetry response</li> <li>• Poetry performance</li> <li>• Poetry writing</li> </ul> <p><b>SPaG</b> – present / past perfect verb tense, apostrophe for omission and possession</p> <p><b>Guided Reading – The Boy Who Grew Dragons</b></p>
Maths	<p><b>Number:</b> Place Value  <b>Number:</b> Addition and Subtraction</p>	<p><b>Number:</b> Multiplication and Division</p>	<p><b>Number:</b> Multiplication and Division  <b>Measurement:</b> Money, Statistics</p>	<p><b>Measurement:</b> Length and Perimeter  <b>Number:</b> Fractions</p>	<p><b>Number:</b> Fractions  <b>Measurement:</b> Time</p>	<p><b>Geometry:</b> Properties of Shape  <b>Measurement:</b> Mass and Capacity</p>
Science	<p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Animals, inc. humans</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Animals, inc. humans</b></p> <ul style="list-style-type: none"> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows changes</li> </ul>

Headcorn Primary School: Learning Overview

	<ul style="list-style-type: none"> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>				formation and seed dispersal	
Geography		<b>Extreme Earth</b> How and why volcanoes, earthquakes, tornadoes and tsunamis occur and the ways in which they affect people and the environment.	<b>Rainforests</b> The layers of the forest and its animal inhabitants, the unique climate found in the tropics, the conservation issues surrounding the destruction of rainforest habitats.	<b>The UK</b> The geography of the UK – comparing the different countries of the UK and using an atlas to locate major cities. Exploring the physical and human features of the UK’s landscapes and examining its industries and energy sources.		
History	<b>Ancient Egypt</b> How and where the ancient Egyptians lived using sources as evidence, mummification and the discovery of Tutankhamun’s tomb, hieroglyphs and compare different gods and goddesses				<b>Stone Age to Iron Age</b> How the Stone Age to Bronze Age period impacted on life in Britain, how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built.	<b>Stone Age to Iron Age</b> How copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.
R.E.	<b>L2.7 What does it mean to be a Christian in Britain today?</b> Pupils will learn about what Christians do at home, in church and in the wider community and why these things are important to them.	<b>L2.7 What does it mean to be a Christian in Britain today?</b> Pupils will learn about what Christians do at home, in church and in the wider community and why these things are important to them.	<b>L2.1 What do people believe about God?</b> Discuss and describe some of the ways in which Christians, Hindus and Muslims describe God.	<b>L2.5 Festivals</b> To learn about different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Pesach in Judaism and Eid ul Fitr in Islam	<b>L2.4 Why do people pray?</b> To describe how different people pray and make connections between what people believe about prayer and what they do when they pray.	<b>L2.2 Why is the Bible important?</b> To explore questions about what the Bible says and how the bible is used and valued in Christian communities today. They will explore which stories are special and why and what can we learn from sacred books?
Art	<b>Ancient Egypt</b> Exploring the use of pencil, pastels and paint to create Egyptian God portraits, cartouches and Death Masks.				<b>Fruit and Vegetables</b> Using observational drawings of fruit and vegetables to develop pencil, colour and painting skills. To explore the work of the designer, Carl Warner.	<b>Insects</b> Using pencil, colour, mosaic design, and sculpture to create artwork of insects. To explore the work of a range of ‘Insect’ artists, in particular, Louise Bourgeois and Jennifer Angus
D.T.		<b>Volcanoes</b> The children will design and construct their own erupting volcano. They will consider the most effective materials to use and evaluate their success.	<b>The Great Bread Bake Off</b> Study the history of bread production, then investigate and evaluate existing bread products. Design, make and evaluate their own bread product.	<b>Mechanical Posters</b> Children will design and make their own posters using different types of lever and linkage mechanisms to advertise The Iron Man. They		

Headcorn Primary School: Learning Overview

				will then evaluate their finished product.		
<b>Music</b>	Listening, singing and playing instruments based on an R&B song.	Nativity and Christmas singing – unison and parts.	Reggae Music, singing and playing instrumental parts.	Rhythmic Patterns played on percussion instruments	Features of Disco Music, improvisation and composition.	Reflect, Rewind and Replay.
<b>P.E.</b>	Football / Gymnastics	Netball / Dance	Hockey / Gymnastics	Tennis / Dance	Athletics / Tri-Golf	Swimming
<b>MFL</b>	Je me Presente – introducing yourself, numbers and colours	Les Animaux – identifying ten different animals Je suis.....	Les Fruits – identifying different fruits J’aime.../Je n’aime pas...	Le Petit Chaperon Rouge-story in French. Elle s’appelle/Il s’appelle.... Le Corps – parts of the body. Je suis/ J’ai ....	Les Legumes – identifying vegetables Je voudrais.....	Les Instruments-identifying instruments. Je joue....
<b>Computing</b>	We Are Programmers	We Are Bug Fixers	We Are Presenters	We Are Who We Are	We Are Communicators	We Are Opinion Pollsters

# Learning Overview: Year 3