

Key Stage: 2 Year Three 2022-2023

	Autumn		Spring		Summer	
	Rocks, Relics & Rumbles		Through the Ages		Egyptians	
Reading	Science: Forces & Magnets	Stories & Poetry – different forms	Geography: Mountains & Rivers	Fairy Stories & Poetry – different forms	History: Egyptians	Stories/ Plays & Poetry – different forms
RE	Come & See: 1: Homes, 2: Promises, 3: Visitors, 4: Journeys,		Come & See: 5: Listening & Sharing 6: Giving All, 7: Energy 8: Choices 9: Special Places		Come & See: Judaism Islam Hinduism Sikhism	
History	Rocks, Relics & Rumbles / Local History - Devise or respond to historically valid questions about a significant historical figure (Mary Anning) and suggest or plan ways to answer them. - Explain the cause and effect of a significant historical event (Eruption of Mount Vesuvius). - Make deductions and draw conclusions about the reliability of a historical source or artefact.		Through the Ages Use historical terms to describe different periods of time. Describe the everyday lives of people from past historical periods. Sequence dates and information from several historical periods on a timeline. Describe the everyday lives of people from past historical periods. Describe ways in which human invention and ingenuity have changed how people live. Make deductions and draw conclusions about the reliability of a historical source or artefact. Make deductions and draw conclusions about the reliability of a historical source or artefact. Explain the cause and effect of a significant historical event.		Ancient Civilisations – Egyptians Explain how artefacts provide evidence of everyday life in the past. Use more complex historical terms to explain and present historical information. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Describe the hierarchy and different roles in ancient civilisations. Explain in detail the multiple causes and effects of significant events Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	

<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Rocks, Relics & Rumbles</p> <ul style="list-style-type: none"> - Name and describe properties of the Earth's four layers. - Name and describe the types, appearance and properties of rocks. - Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). - Name and locate significant volcanoes and plate boundaries and explain why they are important. - Describe the parts of a volcano or earthquake. - Locate significant places using latitude and longitude. - Classify, compare and contrast different types of geographical feature. - Describe how a significant geographical activity has changed a landscape in the short or long term. - Explain the physical processes that cause earthquakes and volcanic eruptions. - Describe how a significant geographical activity has changed a landscape in the short or long term. - Use the eight points of a compass to locate a geographical feature or place on a map. 		<p style="text-align: center;">Through the Ages Our Planet, Our World (Maestro)</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Classify, compare and contrast different types of geographical feature.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Analyse primary data, identifying any patterns observed.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>Name and describe properties of the Earth's four layers.</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p> <p>Locate significant places using latitude and longitude.</p>		<p style="text-align: center;">Human & Physical Geography / Geographical skills & fieldwork.</p> <p>Identify the five major climate zones on Earth.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Name, locate and describe some major counties and cities in the UK</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p> <p>Explain how the weather affects the use of urban and rural environments.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p>		
	<p style="text-align: center;">Science</p>	<p style="text-align: center;">Forces & Magnets</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether</p>	<p style="text-align: center;">Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p style="text-align: center;">Animals, including Humans'</p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p style="text-align: center;">Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in</p>	<p style="text-align: center;">Light & Shadows</p> <p>Recognise that they need light in order to see things, and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque</p>	<p style="text-align: center;">Investigations</p>

	<p>they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>			<p>the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>object.</p> <p>Find patterns in the way that the size of shadows change.</p>	
Art	<p>People & Places</p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p> <p>Work in the style of a significant artist, architect, culture or designer.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. View progression</p> <p>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p> <p>Draw, collage, paint or photograph an urban landscape.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>Ammonite</p> <p>Use nature and natural forms as a starting point for artwork.</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Make a two-colour print.</p> <p>Use and combine a range of visual elements in artwork.</p>	<p>Contrast & Complement</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Identify, mix and use contrasting coloured paints.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Identify, mix and use contrasting coloured paints.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>Prehistoric Pots</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p> <p>Use nature and natural forms as a starting point for artwork.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>Statues, Statuettes & Figurines</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Compare and contrast artwork from different times and cultures.</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Use clay to create a detailed or experimental 3-D form.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p>Islamic Art</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Develop techniques through experimentation to create different types of art.</p> <p>Develop techniques through experimentation to create different types of art.</p> <p>Develop techniques through experimentation to create different types of art.</p> <p>Use clay to create a detailed or experimental 3-D form.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p>
DT	<p>Making It Move</p> <p>Explain how an existing product benefits the user.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Use tools safely for cutting and joining materials and components.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Suggest improvements to their products and describe how to implement them,</p>	<p>Cook Well, Eat Well</p> <p>Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</p> <p>Describe how key events in design and technology have shaped the world.</p> <p>Explain the importance and characteristics of a healthy, balanced diet.</p> <p>Use appliances safely with adult supervision.</p> <p>Prepare and cook a simple savoury dish.</p> <p>Prepare and cook a simple savoury dish.</p> <p>Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.</p>		<p>Tomb Builders</p> <p>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</p> <p>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</p> <p>Choose from a range of materials, showing an understanding of their different characteristics.</p> <p>Identify what has worked well and what aspects of their products could be improved, acting on their own</p>		

	beginning to take the views of others into account.			suggestions and those of others when making improvements.		
Music	Charanga Let Your Spirit Fly Glockenspiels		Charanga Three Little Birds The Dragon Song		Charanga Bringing Us Together Reflect, Rewind and Replay	
Computing	<ul style="list-style-type: none"> - Talk about using the internet safely at home. - Find all the devices in our home that use computer software. - Use software at home together to help me learn i.e. Times Tables Rock Stars, Mathletics, Teach your Monster to Read and Learning by Questions. - Use online sources to aid me in identifying facts about our topic. 		<ul style="list-style-type: none"> - Talk about using the internet safely at home. - Find all the devices in our home that use computer software. - Use software at home together to help me learn i.e. Times Tables Rock Stars, Mathletics, Teach your Monster to Read and Learning by Questions. - Use online sources to aid me in identifying facts about our topic. 		<ul style="list-style-type: none"> - Talk about using the internet safely at home. - Find all the devices in our home that use computer software. - Use software at home together to help me learn i.e. Times Tables Rock Stars, Mathletics, Teach your Monster to Read and Learning by Questions. - Use online sources to aid me in identifying facts about our topic. 	
PE	Wigan Warriors & British Gymnastics	Wigan Warriors & British Gymnastics	Wigan Warriors & British Gymnastics	Wigan Warriors & British Gymnastics	Wigan Warriors & British Gymnastics	
MFL	Spanish: My Body	Spanish: Meet & Greet	Spanish: Time to Eat	Spanish: All About School	Spanish: The People Around Me	Spanish: Tell Me When
RSE	Ten:Ten: Created & Loved By God Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles		Ten:Ten: Created to Love Others Religious Understanding Personal Relationships Keeping Safe		Ten:Ten: Created to Live in Community Religious Understanding Living in the Wider World	
Outdoor	Outdoor Adventurous Activity: Orienteering PE		Outdoor Adventurous Activity: Orienteering PE		Outdoor Adventurous Activity: Orienteering PE	
EDI and BV	First News/Picture News Caritas in Action	First News/Picture News Caritas in Action Friendship Week	First News/Picture News Caritas in Action	First News/Picture News Caritas in Action	First News/Picture News Caritas in Action	First News/Picture News Caritas in Action Laudato Si Week