

Key Stage 2 Topic Coverage

	Year 3
Autumn 1	<p>Off with their Head! <i>Compare and Contrast the reign of Queen Elizabeth I (Tudor Era) with Queen Victoria (Victorian Era)</i></p> <ul style="list-style-type: none"> *Literacy – Traditional Tales and Fables- Kings and Queens *Maths – Measuring, angles, and symmetry (castles) *Science – Animals: Skeletons and Nutrition *ART/DT – Sketch and create a castle *Geography – Areas reined by Queen Elizabeth I and Queen Vitoria, maps, locations. *History – Timeline, chronology, <u>similarities</u> of both eras. *RE – religious symbols, objects, and places *Music – Violins to be taught by specialist *PE – swimming and games- develop a range of skills (attack and defence in net games *PSHE- New beginnings - recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals <p>Trips – The Hatfield House Texts- ‘King Arthur and his Knights of the Round Table’ by Roger Lancelyn Green & David Almand</p>
Autumn 2	<p>‘Off with their Head!’</p> <ul style="list-style-type: none"> *Literacy – Dialogue and Plays- Write and perform play scripts based on familiar stories about the monarchy. *Maths – Data, pictograms, and bar charts *Science – Light- What happens to shadows when the light source moves? How does the distance from the source affect the shadow? How does the shape of the object affect the shadow?

	<p>*ART/DT – Great artist of Tudor Era –Leonardo da Vinci ‘<i>The Last Supper</i>’</p> <p>*Geography – Areas reined by Queen Elizabeth I and Queen Vitoria, maps, locations.</p> <p>*History – Timeline, chronology and <u>differences</u> between both eras.</p> <p>*RE – Christmas, religious practices and life styles</p> <p>*Music – Violins to be taught by specialist</p> <p>*PE – Swimming Balance/controlled, movements, and sequence</p> <p>*PSHE – Getting on and Falling out- that their actions affect themselves and others, try to see things from their points of view; differences and similarities between people arise from a number of factors</p> <p>Trips- Windsor Castle</p> <p>Texts:</p>
<p>Spring 1</p>	<p>‘The Iron Man’</p> <p>*Literacy – Adventure Stories- Write a new adventure for the Iron Man.</p> <p>*Maths – Scales/units of measurement- volume, mass, and force (newton metre),</p> <p>*Science – Forces and Magnets- investigating different forces. How are magnets similar? Which materials are magnetic and which aren’t? How can we record all the pushes and pulls on our walk round the school?</p> <p>*ART/DT – Creating your own robot! <i>What will you program your robot to do? Clean your room? Do your homework? Speak different languages?</i></p> <p>*Geography – Describe and understand climate changes</p> <p>*History – Stone Age to Iron Age- Timeline, chronology. Hunters, gatherers, and early farmers. Bronze age- technology</p>

	<p>and travel. Iron age-hill forts</p> <ul style="list-style-type: none"> *RE –Events and teachings in the Life of Jesus *Music – Violins to be taught by specialist *PE – Gymnastics- create sequences involving symmetrical and asymmetrical balances, jumps and rolls. *PSHE –Go for goals- resolve differences by looking at alternatives, making decisions and explaining choices; <p>Trips –</p> <p>Texts – ‘The Iron Man’ by Ted Hughes</p>
<p>Spring 2</p>	<p>‘The Wild, Wild West!’</p> <ul style="list-style-type: none"> *Literacy – Reports- Write a non-chronological report of Animals of North America *Maths – Classification- Venn and Carroll diagrams *Science – Rocks - How have rocks changed over time? What happens when rocks are rubbed together? Which gravestones are the hardest to read? Are they oldest ones? *ART/DT – Make Native American dreamcatcher *Geography – Grand Canyon (different natural rock formations of North America). Investigate what great planes are like, identify North America, great planes on a map *History – Timeline, chronology of European settlement of America, find out Native American way of life. What happened to Native Americans when European settlers arrived in America? Who were the homesteaders? Investigate the cowboys in the American west *RE – examples of the ways in which personal and religious beliefs may influence behaviour *Music – Violins to be taught by specialist *PE – Dance- create a short dance linking strong body shapes together using a simple dance structure *PSHE - Good to be Me- recognise their worth as individuals,

	<p>by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>Trips –</p> <p>Texts</p>
<p>Summer</p> <p>1</p>	<p>‘The Rainforest’</p> <p>*Literacy – Persuasive Writing- why is it important to safe the rainforest? Write a letter to persuade MP to tighten conservation protection laws.</p> <p>*Maths – How can you categorise different plants and using Data Handling? (size, weight, appearance)</p> <p>*Science – Plants- Why do we need plants? (food, shelter, clothing).How does a seed grow into a plant? How does sun effect the growth of a plant? (cress seed experiment).</p> <p>*ART/DT – Poster design – campaign poster to protect the rainforest</p> <p>*Geography – Identify the location of rainforests on a map of the World. Identify the physical features of the Amazonian rainforest.</p> <p>*History – South America – Amazon (people & animals that live in the Amazon, differences between North and South America)</p> <p>*RE – religious codes of conduct and rules for living, considering the effect of these on life</p> <p>*Music – Violins to be taught by specialist</p> <p>*PE – Athletics/Games-consolidate and improve quality of hitting skills</p> <p>*PSHE – Respect- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>Trips –</p>

	<p>Texts- The Vanishing Rainforest by Richard Platt The Magic School Bus in The Rainforest</p>
<p>Summer 2</p>	<p>Whole school topic - The Magna Carta</p> <p>*Science – Plants- Understand and identify the seven life processes <u>Movement</u>, <u>Reproduction</u>, <u>Sensitivity</u>, <u>Nutrition</u>, <u>Excretion</u>, <u>Respiration</u> and <u>Growth</u>.</p> <p>*RE – Identify what influences them, making links between aspects of their own and others experiences</p> <p>*Music – Violins to be taught by specialist</p> <p>*PSHE – Changes- to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>Trips – St Albans Abbey</p>