



Subject	Autumn		Spring		Summer	
<b>Assemblies</b>	Values Assemblies, Singing Assemblies and Celebration Assemblies					
<b>Special Events</b>	Macmillan Kindness Challenge Black History month School Council elections Sponsored Sports Diwali	Bring a bottle Cut your carbon month Anti-bullying week Remembrance Children in Need Christmas events	UNICEF Day No Pens Day Healthy Eating Week Safer Internet Day NSPCC Number Day	World Book Day Bring an egg British Science Week Eid Easter events	Young Carers ASC Awareness Day VE Day Mental Health Week Year 3 Showcase to Parents	Yr6 Fun Day
<b>Trips, Theme Days, Visits, Workshops</b>	Parent/Child Invention Workshop	Egyptian VR Day 19th November StG am/Bon pm		Hindu Temple	Colchester Zoo (wk beg 11.05.26) Rainforest	
<b>Weeks (190 days)</b>	7 + 2d	6 + 4d	5 & 4d	6	4 + 3d	7 + 2d
<b>Topic</b>	<b>What changes from Stone to Iron Age have impacted on us today?</b>	<b>What did the Ancient Egyptians do for us?</b>	<b>What lies beneath?</b>	<b>What did the Ancient Greeks do for us?</b>	<b>How do we save our world? (SA Rainforest)</b>	<b>How do we change?</b>
<b>Literacy:</b>  <b>To cover: outcomes</b> <b>18weeks - fiction</b> <b>12 weeks - non-fiction</b> <b>6weeks – poetry</b>  <b>Writing Task:</b> <b>Genre: Non-fiction</b> <b>Audience:</b> <b>Purpose:</b> <b>Author`s voice (POV):</b>	Fiction: Ug the boy genius Fiction: Stone Age Tales  <b>Writing Task 1 (5 weeks)</b> <b>Outcome:</b> Persuasive pitch-To the Dragon`s Den, pitching their invention <i>orally</i> (assessing speaking and listening). Families come in to help with the pupils` prototype constructions. (1 hr workshop session)	Fiction: `The Egyptian Cinderella` by Shirley Climo  <b>Writing Task 1: (4 weeks)</b> <b>Outcome:</b> to write an alternative ending to `The Egyptian Cinderella` <b>Genre:</b> Fiction <b>Audience:</b> 8yr olds <b>Purpose:</b> to be an author like Shirley Climo  <b>Author`s voice (POV):</b> Shirley Climo (the author)	Non-Fiction: `The Street Beneath my Feet` by Charlotte Guillain and Yuval Zommer  <b>Writing Task 1: (4weeks)</b> <b>Outcome:</b> diary from the child going through the layers of the Earth... what the colour, texture etc of the layers of earth are as I dig down. Use scientific/geographical knowledge to identify and distinguish the layers of earth.	Fiction Story of a myth from the ancient Greeks -  <b>Writing Task 1: (3 weeks)</b> <b>Outcome:</b> Retelling myth based on Theseus and the Minotaur. Emphasis on a description. Narrative story opening/middle - <b>Genre:</b> Myth/Legend Fiction <b>Audience:</b> 8yr olds <b>Purpose:</b> to use features of a	Fiction: `The Great Kapok Tree` by Lynne Cherry `The Vanishing Rainforest` by Richard Platt  <b>Writing Task 1: (2 weeks)</b> <b>Outcome:</b> to write a persuasive letter to the president of Brazil to stop de-forestation <b>Genre:</b> Non-Fiction <b>Audience:</b> President of Brazil, make it real/relevant	Poetry – performance poetry. (linked to sci) Plants/growth/change  <b>Writing Task 1: (3 weeks, plus 1 week to perform)</b> <i>(grammar - poetic features)</i> <b>Outcome:</b> a class poem titled `My Town` – performed to audience <b>Genre:</b> Poetry <b>Audience:</b> Year 3 children <b>Purpose:</b> to explore and use a range of features of poetry studied, with



**Subject**

**Autumn**

**Spring**

**Summer**

	<p><b>Purpose:</b> Immersion – text analysis – what does the text reveal about Ug`s plans for inventions. To be a modern-day inventor. <b>Audience:</b> Final pitch to Dragon`s Den e.g. Mr November etc. <b>Author`s voice (POV):</b> 8yr old inventor <b>Genre:</b> Non-fiction <b>Subject Link =</b> History, DT &amp; Art</p> <p>Poetry – different types. (linked to History) <b>Writing Task 2: (2 weeks)</b> <i>(grammar: poetic features)</i> <b>Outcome:</b> to explore and use a range of features of poetry studied, with the theme of `Stone Age`; then compose, rehearse and perform a class poem in chosen style. <b>Genre:</b> Poetry <b>Audience:</b> Year 2 <b>Purpose:</b> To perform</p>	<p><b>Subject Link =</b> Literacy Fiction: `The Egyptian Cinderella` by Shirley Climo</p> <p><b>Writing Task 2: (2 weeks)</b> <b>The Boy King</b> <b>Outcome:</b> A short story based on Howard carter`s tomb discovery – first person <b>Genre:</b> Fiction (2 weeks) <b>Subject Link =</b> History / Literacy <b>Genre:</b> Fiction <b>Audience:</b> Year 3 child interested in Tutankhamun <b>Purpose:</b> to show understanding of the facts of the discovery <b>Author`s voice (POV):</b> Howard carter</p>	<p><b>Genre:</b> Fiction <b>Audience:</b> child digging <b>Purpose:</b> –`What I am finding as I dig through the layers of earth? <b>Author`s voice (POV):</b> child 8yrs old. <b>Subject Link =</b> (Science link – layers of earth)</p> <p><b>Writing Task 2: (2 weeks)</b> <b>Outcome:</b> Blog of a child experiencing a volcanic eruption <b>Genre:</b> Fiction <b>Purpose:</b> To describe the account during a volcanic eruption to give audience an idea of what it is like. <b>Audience:</b> listener of blogs <b>Author`s voice (POV):</b> 8-year-old child. <b>Subject Link:</b> Geography/Science</p>	<p>myth/legend to open and engage the reader to want more. <b>Author`s voice (POV):</b> 8yr old storyteller <b>Subject Link =</b> History</p> <p><b>Writing Task 2: (3 weeks)</b> <b>Outcome:</b> the ancient Olympian`s diary entry <b>Genre:</b> Non-Fiction <b>Audience:</b> People interested in the history of Olympics <b>Purpose:</b> Give an insight into the life of the ancient Olympian <b>Author`s voice (POV):</b> the ancient Olympian <b>Non-fiction-</b> leaning about the Ancient Olympics</p>	<p><b>Author`s voice (POV):</b> Teacher of yr3 class (formal tone)</p> <p><b>Writing Task 2: (2 weeks)</b> <b>Outcome:</b> Description of Rainforest – (show, not tell) <b>Genre:</b> Fiction <b>Audience:</b> 8yr olds <b>Purpose:</b> to use `show not tell` and facts etc from rainforest topic to describe `the perfect rainforest` in a beautiful detailed, story voice way. <i>(new sept23)</i> <b>Author`s voice (POV):</b> South American rainforest admirer/visitor</p>	<p>the theme of `Our Town`; then compose, rehearse and perform a class poem in the style of what they enjoyed/favoured e.g. riddle/Limerick/ narrative poem acrostic/shape poem, etc. <b>Author`s voice (POV):</b> 8yr old poet</p> <p><b>Writing Task 2: (3 weeks)</b> <b>Outcome:</b> To write an alternative story of Jack and the Beanstalk from the giant`s perspective <b>Genre:</b> narrative <b>Audience:</b> Year 2 children <b>Purpose:</b> To show there are two sides to every story. <b>Author`s voice (POV):</b> 8 Yr old child <b>Subject link:</b> Science</p>
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	<b>Author`s voice (POV):</b> 8yr old poet					
<b>Maths</b>	Mastering Numbers: Week 1-6  Adding and subtracting across 10.  Numbers to 1000	Mastering Number Week 7-11  Numbers to 1000  Length and Perimeter  Mass and Capacity  Assessment Tests	Mastering Number Week 12-16  Shape  Manipulating the additive relationship and securing mental calculation	Mastering Number Week 17-20  Column addition and subtraction  2,4,8 Times Tables	Mastering Number Week 21-26  Unit Fractions  Non-unit fractions	Mastering Number Week 27-31  Non-unit fractions  Money  Time  Shape 3D Shapes  Statistics Assessment Tests
<b>Science</b>	Magnets and Forces  What is the connection between magnetism and iron?	Animals including Humans: Movement and Feeding	Fossils, Rocks and Soil: compare and group different kinds of rocks. Rocks and Soils: How fossils are formed What is soil made from?	Light: Light and Shadows  How did ancient people tell the time?	Plants 1: Parts of plants and functions, requirements for growth	Plants 2: Identifying plants in the local area and looking at the life cycle of a plant.  What plants need for life and growth (life cycle).  (Grow a peach tree seed – link to Literacy)
<b>Computing</b>	Connecting Computers E-Safety	Stop-frame animation E-Safety	Sequencing sounds E-Safety	Branching Databases E-Safety	Desktop publishing E-Safety	Events and actions in programs E-Safety
<b>History</b>	KAPOW: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	KAPOW: What did the Ancient Egyptians believe?		KAPOW: What did the Greeks ever do for us?		



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<b>Geography</b>			KAPOW: Why do people live near Volcanoes?		KAPOW: Why are rainforests important to us?	Comparing our local area (Becontree Estate)  Comparing our local area (Becontree estate) Looking at the similarities and differences of Human and Physical features
<b>RE</b>	How did Jesus and Buddha make people stop and think?	What is the significance of light?	How do Jews celebrate their beliefs at home and in the synagogue?	How and why to Hindus celebrate Holi?	What can we learn about special symbols and signs used in special religions?	What do Sikh sayings tell us about Sikh beliefs?
<b>PSHE</b>	Zones of Regulation RR Articles Jigsaw Scheme Being Me in My World	Zones of Regulation RR Articles Jigsaw Scheme Celebrating Difference	Zones of Regulation RR Articles Jigsaw Scheme Dreams and Goals	Zones of Regulation RR Articles Jigsaw Scheme Healthy Me	Zones of Regulation RR Articles Jigsaw Scheme Relationships	Zones of Regulation RR Articles Jigsaw Scheme Changing Me
<b>DT</b>	DT- Valence Workshop with parents: junk modelling inventions	DT- Kapow 4 lessons Textiles Cross stitch and applique  Learn and apply two new sewing techniques: cross-stitch and appliqué. Utilize these new skills to design and make a cushion or Egyptian collar.		DT Kapow Cooking and nutrition: Eating seasonally  Our refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food	DT-Valence Studying Henri Rousseau's painting 'Tiger in a Tropical Storm' - collage	



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				tart. (Greek food, squash fritters)		
<b>Art</b>	Art-Valence Explore the lifestyle of the stone age e.g painting on walls		Art-Valence Studying the artist, Nick Rowland. They will take inspiration from his work to create a volcano, considering different ways to apply paint to paper			ART-Kapow Unit 5 lessons Drawing: Growing artists Developing an understanding of shading and drawing techniques to create botanical inspired drawings.
<b>Music</b>	Writing Music Down	Playing in a band Christmas songs	Composing and Chords	Enjoying Musical Styles	Freedom to Improve	Battle of the Bands
<b>PE</b>	Gymnastics Tag Rugby	Dance Fitness	Indoor Athletics Dodgeball	Football Outdoor Adventure/Inclusion games	Tennis Basketball	Cricket Badminton
<b>French</b>	Unit 1 - Bonjour Greetings Simple questions Count to ten Basic nouns	Unit 2 – En Classe Classroom objects Colours Say your age Simple instructions	Unit 3 – Mon Corps Parts of the body Days of the week Character description	Unit 4 – Les Animaux link to fossils Identify animals Count to 20 Describe someone	Unit 5 – La Famille Identify family Learn the alphabet Household items Basic prepositions	Unit 6 Ask for food Express preferences Count to 30 Dates and months