

| <b>Theme</b>                                  | <b>Gods and Mortals</b>   | <b>Mighty Metals</b>   | <b>Scrumdiddly -umptious</b>  | <b>Predator!</b>  | <b>Through the Ages</b>   | <b>Rocks, Relics and Rumbles</b>  |
|---|---|--|---|---|---|---|
| <b>Companion projects</b>                     |   |  | <b>What are sunglasses for?</b>   | <b>What are flowers for?</b>  | <b>Prehistoric pots Cook well</b>   | <b>Ammonite</b>   |
| <b>English texts and shared reading texts</b> | Greek Myths for Young Children – retold by Heather Amery  | The Iron Man – Ted Hughes<br>The Wild Robot – Peter Brown  | Revolting Recipes – Roald Dahl<br>Charlie and the Chocolate Factory – Roald Dahl  | The Wolves in the Walls – Neil Gaiman<br>The Sheep Pig – Dick King-Smith  | The Wild Way Home – Sophie Kirtley<br>The Stone Age – Marcia Williams   | Escape From Pompeii – Christina Bailett<br>The Firework Maker’s Daughter – Philip Pullman   |
| <b>WOW</b>                                    | Meet Zeus   | Visit a playground   | Food Investigation  | Animal Experience   | Prehistoric Afternoon   | Rock Hunt   |
| <b>English genres</b>                         | Instruction writing: ‘How to Defeat the Minotaur’ for Year One.<br>Greek Myth/Legend: ‘Myth based on the story of Perseus and Medusa’ for their peers.<br>Tourist Guide: ‘Ancient Greece’ for the tourists. | List Poetry: ‘Mighty Metals’ for young people.<br>Diary/Recount: ‘Writing in role - a series of diary entries as Hogarth.’ for themselves as that character.<br>Formal Speech: ‘Hogarth’s speech to the farmers’ for themselves. | Recipe: ‘How to Make a Revolting Recipe’ for themselves.<br>Nonsense Poetry: ‘describing different types of food’ for their peers.<br>Description: ‘create a new room for Willy Wonka’s Chocolate Factory’ for their peers. | Leaflet: ‘Information on chosen predator’ for Year 2<br>Haiku Poetry: ‘Describing the actions of birds of prey’ for Year 2<br>Narrative: ‘Dilemma story – based on a predator’ for Year One | Non- Chronological report: ‘About the Lynx’ for other members of the year group.<br>Narrative: ‘To write the next chapter of a novel’ for themselves. | Newspaper Report: ‘to inform what happened in Pompeii’ for themselves.<br>Persuasive Letter: ‘People should be allowed to build near volcanoes’ For Year 2. |
| <b>Geography</b>                              | Ancient and modern day Greece   |  | Food miles and fair trade   | Fieldwork Using Maps  | Fieldwork Human and physical geography  | Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of  |

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|                      |   |                                   |  |                                 |  |  |
|----------------------|---|-----------------------------------|--|---------------------------------|--|--|
|                      | Geographical features<br>Using maps                       |                                   |  |                                 | Using maps and aerial images   | volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps |
| <b>Computing</b>     | We are programmers  | We are bug fixers                 | We are presenters  | We are vloggers                 | We are communicators   | We are opinion pollsters   |
| <b>Art</b>           | 3D sculpture;<br>Greek Art                                | Embossed pattern and pictures     | Sculpture  | 3D models                       | Neolithic Art<br>Clay beakers  | Sculpture  |
| <b>DT</b>            | Moving parts<br>Making models                             | Making vehicles                   | Cooking and nutrition  | Selecting and using materials   | Designing and making tools   | Sculpture  |
| <b>History</b>       | Ancient Greece  |                                   | Significant individuals: James Lind  |                                 | Prehistoric Britain – Stone Age to Iron Age  | Significant people – Mary Anning; Pompeii  |
| <b>Music</b>         | Composing Music<br>Harvest                                | Creating musical sequences        | Ukulele  | Ukulele                         | Using instruments  | Using instruments  |
| <b>PSHE Being Me</b> | <b>Am I ready?</b><br>Deeper personal discovery/awareness |                                   | <b>Exploring what's around me</b><br>Extending their boundaries with more independence |                                 | <b>Discovering my voice</b><br>Presenting their feelings and views to others whilst accepting that they can be different |  |
| <b>Science</b>       | Light   | Forces and Magnets                | Nutrition  | Food chains                     | Plants   | Rocks; Fossils; Soils  |
| <b>PE</b>            | OAA   | Football                          | Netball  | Tag Rugby                       | Athletics  | Rounders   |
| <b>RE</b>            | Christianity<br>The Church                                | Christianity<br>Harvest and Jesus | Islam<br>Mosque<br>Prophet Muhammed  | Sikhism<br>Knowledge and Belief | Buddhism<br>Deity and Key Figure<br>Place of Worship   | Humanism<br>Knowledge and Belief<br>Other World Views  |

|           |           |                     |                         |                     |                         |               |
|-----------|-----------|---------------------|-------------------------|---------------------|-------------------------|---------------|
|           |           |                     |                         | Meaning and Purpose |                         |               |
| MFL (KS2) | Greetings | Colours and Numbers | Months/Days of the Week | Feelings            | Conversational Starters | Hobbies/Games |

Maths

## Power Maths Year 3, yearly overview

| Textbook                                     | Strand                               | Unit |                                 | Number of Lessons |
|--|--------------------------------------|------|---------------------------------|-------------------|
| Textbook A / Practice Book A<br><br>(Term 1) | Number – number and place value      | 1    | Place value within 1,000        | 11                |
|  | Number – addition and subtraction    | 2    | Addition and subtraction (1)    | 10                |
|  | Number – addition and subtraction    | 3    | Addition and subtraction (2)    | 9                 |
|  | Number – multiplication and division | 4    | Multiplication and division (1) | 15                |
| Textbook B / Practice Book B<br><br>(Term 2) | Number – multiplication and division | 5    | Multiplication and division (2) | 14                |
|  | Measurement                          | 6    | Money                           | 5                 |
|  | Statistics                           | 7    | Statistics                      | 5                 |
|  | Measurement                          | 8    | Length                          | 11                |
|  | Number – fractions                   | 9    | Fractions (1)                   | 11                |
| Textbook C / Practice Book C<br><br>(Term 3) | Number – fractions                   | 10   | Fractions (2)                   | 9                 |
|  | Measurement                          | 11   | Time                            | 11                |
|  | Geometry – properties of shapes      | 12   | Angles and properties of shapes | 9                 |
|  | Measurement                          | 13   | Mass                            | 6                 |