YEAR 3 THEME	Canvey Floods	Stone Age to the Iron Age	All Aboard/ Trains (Forces/ Magnets)	Let there be light!	Flower Power Staying Alive	On y va! (Let's Go)
YEAR 3 T4W linked LINKED TEXTS	Floods (picture book)	Stone Age Boy How to wash a wolly mammoth (Year 2 re-cap)	Magnet Max	Science in a Flash Light	All the Wild Wonders 12 Fabulously Funny Fairy tale Plays	TBC
YEAR 3 Extended Curriculum Reading List: authors	Tom McLaughlin		O.T Begho		Valerie Bloom	
	Throughout the year from EYFS-Year 3: Vashiti Harrison (use these books during guided group reading – Independent group) Carole Boston Weatherford Yangsook Choi Linda Sue Park					
Unit theme	Light	Rocks	Forces and Magnets	Light	Plants	Animals including humans
Significant people SCIENCE	Thomas Edisson	Mary Anning	Galileo Galilei		Jane Colden	Dian Fossey
NATIONAL CURRICULUM SCIENCE OUTCOMES	• Recognise that they need light in order to see things and that dark is the absence of light	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	• Compare how things move on different surfaces • Notice that some forces need contact between 2	• Recognise that shadows are formed when the light from a light source is blocked by an opaque object	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make

	• Notice that light is reflected from surfaces WS - record findings using simple scientific language, drawings, labelled diagrams. *They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should collect data from their own observations using notes and help to make decisions about how to record and analyze this data. Explore what happens when light reflects off of a mirror or other reflective surfaces Play games to understand how light behaves.* • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes WS - identify differences, similarities or changes related to	*Explore different kinds of rocks and soils, including those in the local environment.* • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter	objects, but magnetic forces can act at a distance WS - identify differences, similarities or changes related to simple scientific ideas and processes. *They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Observe that magnetic forces can act without direct contact when other forces do need contact (opening a door, pushing a swing).* • Observe how magnets attract or repel each other and attract some materials and not others WS - make systematic and careful observations. *They should help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.*	WS - make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers. *They should help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment such as data loggers, appropriately. Pupils should use relevant scientific language to discuss their ideas. Look for and measure shadows and find out how they are formed* • Find patterns in the way that the size of shadows change WS - ask relevant questions and use different types of scientific enquiry to answer them. *Enable them to raise their own questions about the world around them. They should start to make their own decisions about the most*	*Introduction to the relationship between structure and function – every part has a job to do (the role of roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction).* • 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 *Know that plants can make their own food (they do not need to understand how this happens)* • Investigate the way in which water is transported within plants WS - make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers. *They should help make decisions about what observations to make,*	their own food; they get nutrition from what they eat *Know the importance of nutrition* • Identify that humans and some other animals have skeletons and muscles for support, protection and movement *Main body parts associated with the skeleton and muscles finding out how different parts of the body have different functions.*

	simple scientific ideas and processes. *They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Why it is important to protect their eyes from bright lights. Pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.*		*They should learn how to use new equipment such as data loggers, appropriately. Pupils should use relevant scientific language to discuss their ideas.* • 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 • Describe magnets as having 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	*appropriate type of scientific enquiry they might use to answer questions.* WS - setup simple practical enquiries, comparative and fair tests. *Recognise when a simple fair test is necessary and help decide how to set it up; talk about criteria for grouping, sorting and classifying.* WS - gather, record, classify and present data in a variety of ways to help answer questions. *Use simple keys*. B*egin to look for naturally occurring patterns and relationships and decide what data to collect and identify them. They should collect data from their own observations and measurements using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data.* WS - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *With help, pupils should look*	*how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment such as data loggers, appropriately. Pupils should use relevant scientific language to discuss their ideas.* • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	

				for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected, and finding ways of improving what they have already done. Investigate what might cause the shadow to change.		
Curriculum linked texts:	Science in A Flash- Light				The magic and mystery of trees The big book of blooms	Local Safari
Significant people HISTORY	Cornelius Vermuyden - in depth	Mary Leaky - Famous paleontologist				
Black History		Nelson Mandela https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs				

NATIONAL CURRICULUM FOCUS HISTORY	A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Canvey Floods)	Changes in Britain from the Stone Age to the Iron Age: *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae* *Bronze Age religion, technology and travel, for example, Stonehenge* *Iron Age hill forts: tribal kingdoms, farming, art and culture.*				
Curriculum linked texts:		Stone Age to Iron Age *(Fact Cat)* Stone Age to Iron Age *(Detectives)* The Iron Age The Bronze Age Prehistoric Sites Savage Stone Age (fiction) Skara Brae Stone Age Boy Wheel I never Evolution of you and me Stone Age gatherers, hunters and Wolly mammoths Wheel I Never	Trains			
Significant people GEOGRAPHY		Louie Leakey (archaeologist)				Amerigo Vespucci (continents)

NATIONAL CURRICULUM FOCUS GEOGRAPHY OUTCOMES	Describe and understand key aspects of physical geography: Rivers Use fieldwork to observe, and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.	Describe and understand key aspects of human geography: types of settlement	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use the eight points of a compass, to build their knowledge of the United Kingdom Use maps, atlases and globes mapping to locate countries and describe features studied			East of England vs France (Bastille Day) Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe Use maps, atlases and globes mapping to locate countries and describe features studied
Significant People DT		Architect: A Stone Age architect?	Mechanic: George Stephenson			Chef: Jean Pierre
NATIONAL CURRICULUM FOCUS DT		**Area:** Structure **Skill:** Safely measure with a ruler, mark out, cut with saws and jigs, assemble and join accurately using hot	**Area:** Mechanism **Skill:** Use levers and linkages or pneumatic systems to create movement.			**Area:** Nutrition Skill: heating, melting, boiling, stirring, sprinkling and chopping safely

		glue guns. Use diagonal struts to make strong structures.					Prepare and cook a savory dish
Significant People ART	Artist: Jill Townsley				Artist: Pablo Picasso	Artist: Cath KIdson	
NATIONAL CURRICULUM FOCUS ART	**Area:** Sculpture **Skill:** Compare and recreate form of natural and manmade objects.				**Area:** Drawing and Painting **Skill:** Shading using different media. Explore complimentary colours and tones (stand alone).	**Area:** Textiles **Skill:** Cross stitch	
Significant Person MUSIC	*Throughout the year:* Pyotr Llyich Tchaikovsky						
NATIONAL CURRICULUM FOCUS MUSIC	Let Your Spirit Fly (Charanga unit 1) Style: R & B		Glockenspiel Stage 1 (Charanga Unit 2) Style: Exploring & developing playing skill		Three Little Birds (Charanga unit 3 Style: Reggae		The Dragon Song (Charanga Unit 4) Style: Pop		Bringing Us Together (Charanga Unit 5) Style: Disco		Reflect, Rewind and Replay (Charanga Unit 6) Style: Classical	
Significant People PE	Lucy Bronze	Beth Tweddle	Serena Williams	Beth Tweddle	Michael Jordan		Peace Proscovia		Lizzie Beaver	Dina Asher-Smith	Olav Lundanes	Kōhei Uchimura

NATIONAL CURRICULUM PE	CM- Football	Class teacher- Gymnastics	CM- Tennis	Class teacher- Gymnastics	CM- Basketball	Class teacher- Dance	CM- Netball	Class teacher- Dance	CM- Rounders	Class teacher- Athletics	CM- OAA	Class teacher- Gymnastics
Significant People PSHE			DR. Ranj singh				Mother Theresa					
NATIONAL CURRICULUM PSHE	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Significant People COMPUTING	Richard Stallman - free software				REAR ADMIRAL DR GRACE MURRAY HOPPER - computers in business				Ted Codd - Relational databases			
NATIONAL CURRICULUM COMPUTING	Coding PM 3.1 *-if command* *-variables* *-deepen knowledge on difference between timer and repeat*		Apply coding PM 3.1 Continued		E safety PM 3.2 Include CEOP lessons		Email PM 3.5		Presenting with google slides PM 3.9		Word processing with google docs (unit 5.8)	
NATIONAL CURRICULUM RE	Places of worship		Christianity Christmas Harvest		Founders of different religions		Significant events in different religions Easter		Christianity		Christianity 20th June Pentacost	

SIGNIFICANT PERSON FRENCH	Throughout the year: Marie-José Pérec (Athlete)					
NATIONAL CURRICULUM FRENCH	Moi! (All about Me) ● Introduction to French language ● Simple phrases ● Greetings ● Numbers 1-10	Jeux et chansons (Games and songs) ● Numbers to 20	On fait la fete (Celebrations) ● Months ● Achievements in games ● Birthday greetings	Portraits (portraits) ● Parts of the body ● Describing using colours	Les quatre amis (The four friends) ● Describe animals – colour and movement	Ca pousse! (Growing things!) ● Name vegetables ● Likes and dislikes ● Shopping phrases