

TOPIC PLAN HOWARTH - 2022 - 2023 YEAR 3

Year Group	History	Geography	Science	R.E	Art / DT/ Music	Computing	MFL	PSHE
Y3 Autumn Term First Half Term	<p>Changes in Britain from Stone Age to the Iron Age. This could include: Late Neolithic hunters - gathers and early farmers, e.g. Skara Brae Bronze Age, religion, technology and travel e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Teach up to the Romans arriving ready for Y4.</p>	<p>Stone age settlements and land use - Why did people choose to settle there? Look at food and resources they had available to them.</p> <p>Make own maps, look at where the children would build their settlement and why. Teach 2 figure reference points and get them to plot out on squared paper.</p> <p>Teach about the Equator and the northern and southern hemisphere</p>	<p>How do we use materials from our Earth? Book - The Street Beneath my Feet ROCKS 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 a rock.</p> <p>Recognise that soils are made up from rocks and organic matter,</p>	<p>Christian Stories:</p> <p>What makes Jesus an inspiring leader?</p>	<p>Music - Drumming weekly lessons provided by Rotherham music services.</p> <p>Charanga - taught in class weekly</p> <p>Art - Artist Raymond Briggs. Looking at how he draws Stone aged people in the book Ugg.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine software (including internet services on a range of digital devices to create a range of programmes to accomplish given goals.</p> <p>Target skills: Research, Presentation.</p>		Caring School

<p>Second Half Term</p>		<p>Use of maps / atlases to map locations mentioned in the story 'The Iron Man'.</p>	<p>Forces and Magnets Compare how different 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 they are attracted to a magnet, and identify some magnetic materials.</p>		<p>Artist - looking at how he makes sculpture from recycled metals. Plan and make 3D models of Iron man working in small groups.</p> <p>D/T - Making Seasonal vegetable tarts.</p> <p>Music - weekly Drumming lessons by the Rotherham Hub plus following the school scheme- Charanga</p>			<p>Relationships, loss and separation</p>
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			<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>				
Y3 Spring. First Half Term	<p>Egyptians</p> <p>The achievements of the earliest civilisation - an overview of where and when the first civilisation appeared and an in-depth study of Ancient Egypt.</p>	<p>Describe and understand key aspects of physical geography - rivers Location of Egypt and the Nile.</p>	<p>Light 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 from a</p>	<p>How and why do Hindu people worship their Gods and Goddesses at home and at the Mandir?</p>	<p>Art Portraits - picasso/ Leonardo Sketch to paint to Pharaoh mask</p> <p>Digital photography changing a photo from colour to black and white then adding a head dress to make themselves look like an Egyptian God.</p> <p>Music - weekly Drumming lessons by the Rotherham Hub plus following</p>	<p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully, and responsibly.</p> <p>Select, use and combine software (including internet services) on a range of digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Targeted skills: Digital</p>	<p>Choices, emotions, and differences</p>

			light source is blocked by a solid object. Find patterns in the size of shadows change.		the school scheme- Charanga	photography, image editing, and text. Children could create a comic strip or similar.	
Y3 Spring. Second Half Term				How and why do Hindu people worship their Gods and Goddesses at home and at the Mandir?	D/T Mechanical systems - Pneumatic toys	<p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully, and responsibly.</p> <p>Select, use and combine software (including internet services) on a range of digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Targeted skills: Digital photography, image editing, and text. Children could create a comic</p>	Keeping myself safe

						strip or similar.		
Y3 Summer. First Half Term Peak District v Brinsworth		<p>Study a region of the UK - Peak district.</p> <p>Name the cities of the United Kingdom, geographical - National Parks and regions Derbyshire and Yorkshire.</p> <p>Recap capital cities and seas of the U.K. - London, Cardiff, Edinburgh and Belfast.</p> <p>Compare local economy to local shops of Castleton and the Peak District.</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 life and growth (air, water, light, 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 the life cycle of flowering plants, including pollination, seed</p>	<p>Christian worship: Why do some people find peace and strength by belonging to a church?</p>	<p>Artists to study - Megan Coyle Nikki Frumkin Movement of the air and land.</p> <p>Kim Margueke La Polla (textiles) Weaving a picture of Castleton after they have drawn and coloured it in.</p> <p>Design Technology KAPOW Textiles. Making cushions and applying appliques.</p>	<p>Understand computer networks including the internet: how they can provide multiple services, such as world wide web and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely respectfully and responsibly.</p>		Healthy Body

			formation and seed dispersal.					
Y3 Summer. Second Half Term		<p>Link Map making Mr Fox (Dahl planning notes)</p> <p>Use field work, measure & record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use 8 point compass.</p>	<p>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 animals have skeletons and muscles for support, protection and movement.</p>	<p>Christian worship: Why do some people find peace and strength by belonging to a church?</p>	<p>Design Technology KAPOW Textiles. Strengthen, Stiffen, and reinforce cushions.</p> <p>MUSIC Drums - Music Hub music service to cover notation, composition and performance.</p>	<p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Select, use and combine software (including internet services) on a range of digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Target skills: Video recording and editing.</p>		The world of drugs