

Year Group 3	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (7 Weeks)	Summer 1 (5 Weeks)	Summer 2
	<b>Growing</b>	<b>The magical world of Roald Dahl</b>	<b>How to train your dragon</b>	<b>Stone Age</b>	<b>Journey to Italy</b>	<b>Olympics</b>
<b>Immersive Classroom</b>	Garden/plants	Book Characters Light and Shadows	Viking Settlement	Stone Age Settlement	3D Volcano and Tornado	Olympic stadium
<b>WOW Experiences</b>	Clifton Park/Garden Centre	Making Potions	In House Viking experience day		Make an exploding Volcano	Sports Day Trip to RUFC
<b>Literacy</b>	Narrative (3 weeks)  Instructions (2 weeks)	Narrative (3 weeks)  Information text (2 weeks)	Non-Chronological Report (2 weeks)  Myths and Legends (3 weeks)  Instructions (2 weeks)	Authors (2 weeks)  Letters (2 weeks)  Mystery Story (3 weeks)	Adventure Story (3 weeks)  Information Text (2 weeks)	First Person diary (2 weeks)  Narratives Stories with familiar settings (2 weeks)  Poetry (2 weeks)
<b>Suggested Texts</b>	Tin Forest (Helen Ward)  Hansel and Gretel (Anthony Browne)  The Minpins (Roald Dahl)	Fantastic Mr Fox (Roald Dahl)  The Twits (Roald Dahl)	How to Train for dragon (Cressida Cowell)  The Egg (Mr P Robertson)  Dragon Poems (John Foster)	Stone Age Boy (Satoshi Kitamura)  How to wash a woolly mammoth  Ug: boy genius of the stone age (Raymond Briggs)  Stig of the dump (Clive King)	Escape from pompeii (Christina Balit)	Dr Seuss collection:  Horton hears a who Fox in socks Green eggs and ham The Cat in the Hat
<b>Numeracy</b>	White Rose Scheme of Work					
<b>Science</b>	Plants	Light	Forces and Magnets	Rocks	Animals, Including Humans	
	Working Scientifically Skills - ongoing					

DT			<p>Mechanisms</p> <p>Moving dragons</p>		<p>Cooking and Nutrition</p> <p>Make Italian Meals</p>	<p>Textiles</p> <p>Juggling Balls</p>
Art & Design	<p>Drawing/Painting</p> <p>Landscapes</p>	<p>Collage</p> <p>Portraits?</p>		<p>Printing</p> <p>Cave/Cloth Drawings</p>		<p>Textiles</p> <p>Juggling Balls</p>
History		<p>Riotous Royalty</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies such as John, Anne and Victoria</p>	<p>Vikings and Anglo Saxons</p> <p>Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Stone Age – Iron Age</p> <p>changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</p> <p>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		
Geography	<p>The UK</p> <p>Locational knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>				<p>Extreme Earth</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p>	<p>Country Study</p> <p>Location Knowledge</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p> <p>Place knowledge</p>

	<p>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Geographical Skills</b></p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>					<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p><b>Geographical Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<b>Computing Y3</b>	Unit 3.1 Posters and pages	Unit 3.2 Creating Music	Unit 3.3 Introducing record card databases	Unit 3.4 Inputs and Outputs	Unit 3.5 Controlling on screen models, iteration	Unit 3.6 Repeat forever iteration
<b>Languages Italian</b>	<b>Greetings</b>	<b>Colours and Art</b>	<b>Numbers</b>	<b>Animals</b>	<b>Food</b>	<b>All about me</b>
<b>PSHE/P4C</b>	Learn for Life Unit 1 - Our happy School	Learn for Life Unit 2 – Out and About	Learn for Life Unit 5 – Healthy bodies, healthy minds	Learn for Life Unit 4 – My friends and family	Learn for Life Unit 3 – Looking forward	Learn for Life Unit 6 – Ready steady go
<b>RE</b>	Unit 3 How and why do Hindu people worship their gods and goddesses at home and at the mandir?	Unit 2 Christian worship: why do some people find peace and strength by belonging to a Church?		Unit 1 Christian stories: what makes Jesus an inspiring leader?		
<b>PE</b>	Cross country (Live and Learn)  Football (School Delivery)	Tag rugby (Live and Learn)  Uni Hockey (School Delivery)	Hi Fives Netball (Live and Learn)  Matball (School Delivery)	Racquet Skills (Live and Learn)  Gymnastics (School Delivery)	Cricket (Live and Learn)  Athletics (School Delivery)	Tennis (Live and Learn)  Rounders (School Delivery)



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# Eastwood Village Primary Long Term Curriculum Planning

Rotherham Music Service Scheme of Learning



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Music