Overview



| | Ongoing | | English | | | | | Subjects | Additional | | Į, | | | | | Subjects | Lead | | Year 3 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------|--------------------------------------------------------|----------------------------------------------|----------|--------------------------|------------------------------------------------------------------------|--------------------|-----------------------------------------------------------|----------------|----------------------------------------------------------|-----------------------|---------------------------------------------------------------------------|-----------------------|-------------------------------|----------|
| Standalone unit on light - shadows and reflections | Science | Folk Tales Recount: biographies | | Additional opportunities for co | | IT - movies / multimedia | | | PSHE | | | | | Local history | History | The region where I live (UK); OS mapwork plus fieldwork in the local area | Geography | There's No Place Like Home | Autumn 1 |
| ows and Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. | Physical Educ | Fables Poems with a structure Persuasion: letters | Additional opportunities for contextual learning and using and applying mathematics linked to the themes. English | ntextual learning and using and | | CS - programming / computational thinking | Computing | | Physical Education Music | Creating - experiment with and create musical patterns for dance | Music | 3D clay or textile sculpture | Art and Design | Food - simple dish - the eatwell plate | Design and Technology | Nutrition, diet and movement and the skeleton | Science | Healthy Humans | Autumn 2 |
| | ation | Story as a theme Poems on a theme Discussion | | applying mathematics linked to t | Mathe | IT / DL - digital research | Computing - Information Technology (IT), (| | | Observational drawing of fossils developed into print | Art and Design | Key aspects of volcanoes and earthquakes | Geography | Ancient Britain - Stonehenge | History | Rocks and fossils | Science | Rock and Roll! | Spring 1 |
| Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | eSafety | Novel as a theme Recount: diaries | lish | | Mathematics | CS - programming / hardware | Computer Science (CS), Digital Literacy (DL) | | the January 2015 | | | Performing - practise, rehearse and present a performance | Music | Forces and magnets | Science | Mechanical systems - levers and linkages | Design and Technology | The Iron Man | Spring 2 |
| | | Playscripts Non-chronological reports | | Lancashire Mathematics Planning should be used for discrete mathematics lessons. | | DL / CS - communication and collaboration / networking | Literacy (DL) | | the February 2015 | Games - performing in an athletic event (Gladiator games) | Physical Education | Painting on plaster, mosaics and digital mosaics | Art and Design | A region in the UK - Lake District | Geography | Roman Britain | History | What the Romans Did For Us | Summer 1 |
| | | Mystery stories Explanations Classic poetry | おいていたしか かにないちに | r discrete mathematics lessons. | | IT - presenting information | | | | | | | | Structures - shell/frame structures and strengthening | Design and Technology | Plants - functions or parts and plant growth | Science | How Does Your Garden Grow? | Summer 2 |