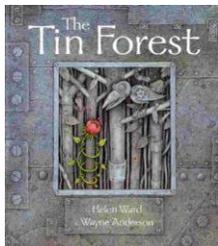
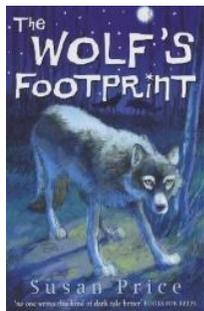
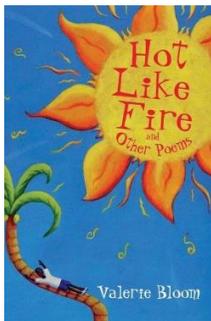
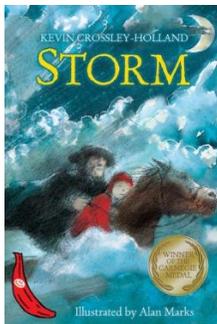
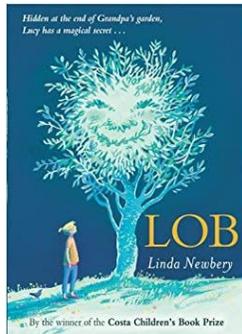
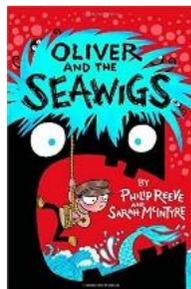


Year group: 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Idea	<p>'A dream doesn't become reality by magic. It takes sweat, determination and hard work.' Colin Powell. What does this mean? How can we apply this in our lives?</p> 	<p>'Follow me down the path...I will walk beside you, guiding and showing you the way. I will not leave you.' Author Unknown. How does this link to the story?</p> 	<p>'A nation that destroys its soils, destroys itself.' Franklin Roosevelt. Do you agree? Why/why not?</p> 	<p>'Annie knows the secrets of the great marsh. She's even heard about its ghost. On a terrible night, when Annie must brave the storm alone, not even she knows what to expect.'</p> 	<p>'A wild thing who wouldn't let himself be caught or touched, or even stared at for long'. How does the theme of courage present itself in the story? How does this relate to your own life?</p> 	<p>'The greatest gift of life is friendship'. Hubert. H. Humphrey. Does this hold true for you? Discuss.</p> 
Core Texts	The Tin Forest Helen Ward	The Wolf's Footprint Susan Price	Hot Like Fire by Valerie Bloom	Storm Kevin Crossley- Holland	Lob By Linda Newbury	Oliver and the Seawigs by Phillip Reeve

<p>Suggested Progression of Themes</p>	<p>1. What are dreams? Do they sometimes come true? What do you dream of?  2. What would it feel like to look out on other people's rubbish and terrible weather?  3. What things do you throw away? Where do those things go? How much rubbish do you throw away? How can we reduce this amount we throw away?  4. Do you appreciate what you have in life? Has there been times where you feel you haven't appreciated people, things and experiences?  5. How does the old man begin to appreciate what he has in the book? What does he build as a result of this? How does his life change?  6. Do you agree with the following quote from the book, 'No matter where you live or what your circumstances are,</p>	<p>1. What do shadows, forests and darkness represent?  2. What does abandonment mean? How is the theme of abandonment expressed in the book through Elka and Daw? What was the reasoning behind their abandonment?  3. Who saves Elka and Daw in the narrative? Have you ever been saved before? How did you feel?  4. What does it feel like to go on a journey? How does Elka and Daw's life change once they embark on their journey?  5. What would you create to make your life easier? How are you going to change your life?  6. How does this story compare to other books that you have read? Can you find any similarities to another children's story?</p>	<p>1. Where is Jamaica? What is the climate and culture there?  2. How does it differ to our environment in the UK?  3. What is the danger of humans on the environment and our world?  4. Our planet – how can you help to save our planet and all it's wonderful wildlife? Do you agree that it starts in the home?  5. What can you do to save the environment? Why is recycling so important? How can you change your everyday life to ensure that you recycle?  6. How do other countries influence children's lives?</p>	<p>1. What is a storm? How does the weather change when a storm is approaching?  2. What is the significance of the storm in the opening of the story?  3. How does nature feature in the narrative?  4. How does local legend influence the character's decisions? Are we influenced by any legends?  5. How does what we know about the Highway men influence our approach to the story?  6. How does art work feature in the book? Can you create your own landscape picture of the marsh?</p>	<p>1. What is underneath our feet? 2? What is the structure of our planet and what evidence can we see of this?  2. What are the benefits of fertile soil for planting and our community.  3. Destruction vs creation  4. Are people influenced by their experiences? How do people feel? Can personality change depending on the circumstance?  5. Family Values – How have your family tradition influenced you and how you behave.  6. Showing respect for the world around us.</p>	<p>1. What is a friend? How do we define what a friend is?  2. Examples of friendship in literature. Oliver and the Seawigs is a story all about friendships, how does it compare to some other famous friendships in literature? Charlotte's Web, Swallows and Amazons, BFG, Famous Five, The Lion the Witch and the Wardrobe.  3. How do we relate to our friends? Keeping them, respecting them and growing the bond.  4. How do we manage problems in our friendship? Is Stacey De Lacey the best friend he can be?  5. How can we change our behaviour and environment to be better friends? What guidelines and expectations can we establish?  6. What can we learn from Oliver, Stacey,</p>
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where there is imagination, there is hope? Justify your answer.

Iris and Cliff – what are the golden rules of friendship?

Current affairs/wider world opportunities	Recycling Environment	Survival in challenging environments	Culture Pride	Environment Recycling Environment	Courage Selflessness Promises	Friendships Differences Loneliness
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Cross-Curricular Links						
	<p><b>English</b> - Narrative inspired by the Tin Forest - Recount of summer holidays Newspaper report of discovering the Tin Forest</p> <p><b>Mathematics</b> Place Value, addition and subtraction</p> <p><b>Science</b> Rocks</p> <p><b>History</b> The Stone Age and the Bronze Age</p> <p><b>PSHE</b> <b>Being Me in my World</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p><b>Art – collage using materials (Matisse)</b> -to find out about a great artist of the 20<sup>th</sup> century -present work in a variety of ways (all year) - develop artistic/visual vocabulary to discuss work (all year) -Develop individual and group collages, working on a range of scales -Use a range of stimulus for collage work, trying to think of</p>	<p><b>English</b> - Non-chronological report on wolves - Diary entry - Poetry</p> <p><b>Mathematics</b> Multiplication and Division</p> <p><b>Science</b> Adaptation</p> <p><b>History</b> The Iron Age A geographical case study of Skara Brae <b>Topic Day</b></p> <p><b>PSHE</b> <b>Celebrating Differences</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p><b>D&amp;T</b> <b>Clay Beakers</b> -Develop confidence working with clay adding greater detail and texture -Add colour once clay is dried -Gather information -investigate ways of joining clay – scratch/slip -Select tools and equipment suitable for task -begin to suggest improvements to own work</p>	<p><b>English</b> -Constructing debating arguments - Descriptive paragraphs - Poetry</p> <p><b>Mathematics</b> Numbers, measurement and money</p> <p><b>Science</b> Practical skills</p> <p><b>Geography</b> A comparison of Caribbean and the UK <b>Topic Day</b></p> <p><b>PSHE - Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p><b>D&amp;T – design a cool drink</b> -to evaluate a food product -use a range of food preparation skills – peel, grate, chop, mash, - to find out about consumer - write up design specifications - adapt design -understand how food is processed into ingredients that can be eaten or used in cooking</p>	<p><b>English****/y</b> -Ghost story -Newspaper Report</p> <p><b>Mathematics</b> Measuring length and perimeter and fractions</p> <p><b>Science</b> Forces and Magnets</p> <p><b>History</b> The Ancient Egyptians <b>Topic Day</b></p> <p><b>PSHE-Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p><b>Art – sculptures –Alberto Giacometti</b> -Create work on a larger scale as a group -Use sketchbooks to record drawings from observation -to find out about a great artist /sculptor of the 20<sup>th</sup> century - Experiment with different tones using graded pencils and develop shadows -Use pipe cleaners/wire to create sculptures of human forms</p>	<p><b>English</b> - Information Text - Tie in with extreme earth - Letters</p> <p><b>Mathematics</b> Fractions and time</p> <p><b>Science</b> Plants</p> <p><b>Geography</b> Changing Landscapes and Farming</p> <p><b>PSHE</b> <b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p><b>Art – Plants/ flowers (Anna Atkins &amp; Andy Warhol)</b> -Use a variety of brushes and experiment with ways of marking with them -Use of tracing -use simple block shapes -blend two colours when printing -using rollers &amp; ink -take prints from other objects to show texture</p>	<p><b>English</b> -Narrative inspired by Oliver and the Seawigs - Newspaper on the Hallowed shallows - Instructions of how to tame a sea monkey</p> <p><b>Mathematics</b> Shapes, mass and capacity</p> <p><b>Science</b> Light</p> <p><b>Geography</b> Local geography of Tunbridge Wells <b>Topic Day</b></p> <p><b>PSHE</b> <b>Changing Me</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p><b>D&amp;T – design a photo a frame</b> -begin to suggest improvements in own work -experiment with wider range of materials -present work in a variety of ways -include increased detail in work - adapt design -learn ways to stiffen paper/join paper</p>

	<p>more abstract ways of showing views          -Begin to experiment with colour to create more abstract colour palettes          -Lighten and darken tones using black/white          --Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p><b>R.E</b>          People of God          What is it like to follow God?</p> <p><b>Music</b>          Ukulele Kent Music Service          Harvest Festival Singing</p> <p><b>PE</b> Invasion games – basketball use simple tactics.          learning the rules of the game beginning to use them to play honestly and fairly.          dribble, pass, receive and shoot the ball with some control.          find space          move with a ball towards goal with increasing control.          provide feedback using key words.          track an opponent to slow them down.          know role of attacker and defender.          understand the benefits of exercise.          work cooperatively with my group to self-manage games.</p>	<p>2021-22 D&amp;T sewing to create a Christmas decoration          -make felt</p> <p><b>R.E</b>          Sikhism          What is important for Sikh people?</p> <p><b>Music</b>          Ukulele Kent Music Service          Christmas Carol Singing</p> <p><b>PE</b> Invasion games - football use simple tactics.          learning the rules of the game beginning to use them to play honestly and fairly.          dribble, pass, receive and shoot the ball with some control.          find space          move with a ball towards goal with increasing control.          provide feedback using key words.          track an opponent to slow them down.          know role of attacker and defender.          understand the benefits of exercise.          work cooperatively with my group to self-manage games.</p>	<p>-know that ingredients can be fresh, pre-cooked, and processed          - health and safety – hygiene</p> <p><b>R.E</b>          Incarnation          What is the trinity?</p> <p><b>Music</b>          Ukulele Kent Music Service</p> <p><b>PE</b> Gymnastics  <b>Shapes</b>          Explore matching and contrasting shapes.  <b>Balances</b>          Explore point and patch balances and transition smoothly into and out of them.  <b>Rolls</b>          Develop the straight, barrel, and forward roll.  <b>Jumps</b>          Develop stepping into shape jumps with control.</p> <p><b>PE</b> Dance          Create actions in response to a stimulus individually and in groups.  <b>Dynamics</b>          Use dynamics effectively to express an idea.</p>	<p>-Introduce Mod-Roc          -use a variety of ways to record ideas</p> <p><b>R.E</b>          Salvation          Why do Christians call the day Jesus died 'Good Friday'?</p> <p><b>Music</b>          Ukulele Kent Music Service</p> <p><b>PE</b> Net and wall  <b>Shots</b>          Explore returning a ball using focus shots such as the forehand and backhand.  <b>Serving</b>          Explore serving from an underarm serve.  <b>Rallying</b>          Explore rallying with a forehand.  <b>Footwork</b>          Consistently use and return to the ready position in between shots.</p>	<p>-make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays          -form string roller prints to create continuous patterns          -Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>-use roller and ink printing          -To understand the features of a plant, their functions and what plants need in order to survive. (SciPos)</p> <p><b>R.E</b>          Kingdom of God          When Jesus left, what was the impact of Pentecost?</p> <p><b>Music</b>          Ukulele Kent Music Service</p> <p><b>PE</b> Striking and fielding  <b>Striking</b>          Begin to strike a bowled ball using different equipment.  <b>Fielding</b>          Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.  <b>Throwing</b>          Use overarm and underarm throwing in game situations.  <b>Catching</b>          Catch with some consistency in game situations.</p>	<p><b>R.E</b>          Sikhism          How do Sikh people worship and celebrate?</p> <p><b>Music</b>          Ukulele Kent Music Service</p> <p><b>PE</b> Athletics  <b>Running</b>          Develop the sprinting technique and apply it to relay events.  <b>Running</b>          Develop fluency and rhythm when running over obstacles.  <b>Jumping</b>          Develop technique in a range of approaches and take off positions.  <b>Jumping</b>          Develop jumping for height and safety on landing.  <b>Throwing</b>          Explore the technique for a pull throw.</p>
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			<p><b>Space</b> Use directions to transition between formations.</p> <p><b>Relationships</b> Develop an understanding of formations.</p> <p><b>Performance</b> Perform short, self-choreographed phrases showing and awareness of timing</p>			
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Skills	<ul style="list-style-type: none"> <li>-To understand the changes in Britain from the Stone Age to the Bronze Age.</li> <li>-Similarities and differences between the periods.</li> <li>-To investigate artefacts.</li> <li>- Paleolithic, Mesolithic and Neolithic</li> <li>-Extinct animals (HisPoS)</li> <li>-To study the changing landscapes across Britain and understand the introduction of farming (GeoPoS).</li> <li>- To engage children with a story with which they will empathise. (EngPoS)</li> <li>-To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. (CitPoS)</li> <li>- To develop creative responses to the text through drama, storytelling and artwork. (EngPoS) (ArtPoS)</li> <li>-To compose poetry. (EngPoS)</li> <li>- To write in role in order to explore and develop empathy for characters. (EngPoS)</li> <li>- To create a tin forest collage out of rubbish. (DTPoS)</li> <li>- To identify different types of rocks using their physical appearance and properties. To recognise that soils are</li> </ul>	<ul style="list-style-type: none"> <li>-To understand themes of abandonment and survival. (CitPoS)</li> <li>To know that the average length of a female wolf is 4.5 to 6 feet (tip of nose to tip of tail) and a male wolf is 5 to 6.5 feet.</li> <li>- To create Bronze Age pots.</li> <li>-how people began to farm and use the land.</li> <li>-Life on the iron age fort. (HisPoS)</li> <li>- Identify how plants and animals are adapted to suit their environment in different ways. (SciPoS)</li> <li>- How light travels from light sources to our eyes, or from light sources to our eyes (nocturnal animals). (SciPoS)</li> <li>-How echo location works (bats and nocturnal animals) (SciPoS)</li> <li>-How we can protect the deep sea environment. (SciPoS)</li> <li>-To understand that Skara Brae is located on the Orkney Islands in Scotland and is a well-preserved village which dates back to the Stone Age times</li> <li>-How monuments help us to understand a period of time. (HisPoS)</li> </ul>	<ul style="list-style-type: none"> <li>-To enjoy a story and discuss its meanings.</li> <li>- To understand the themes of a text. (EngPoS)</li> <li>- To broaden understanding of writers' use of language and build a varied vocabulary. (EngPoS)</li> <li>-To write narratives from a character's perspective. (EngPoS)</li> <li>-To understand what a force is and how it is created (SciPoS)</li> <li>-To understand friction (SciPoS)</li> <li>-To use a map, globe, atlas to identify continents, oceans, countries, capital cities(GeogPoS)</li> <li>-To recognise human and physical features (GeogPoS)</li> <li>- To compare the geographical landscape, climate and culture between Jamaica and the UK. (GeoPoS)</li> <li>- To identify types of settlement and land use, economic activity, food, minerals and water in both the UK and Jamaica (GeoPoS).</li> <li>-To understand extreme weather – hurricanes (GeoPoS)</li> <li>- To define what a variable is.</li> <li>-To define what a fair test is.</li> <li>- The different between a diagram and illustration.</li> <li>-To follow instructions to follow a method.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore themes and issues, and develop and sustain ideas through discussion of our planet and how to care for it. (GeoPoS) (SciPoS)</li> <li>- To develop creative responses to the text. (EngPoS)</li> <li>- To write with confidence for real purposes and audiences. (EngPoS)</li> <li>To understand how what a force is and how it is created. (SciPoS)</li> <li>-To understand what a magnet is and how the earth's magnetic force works. (SciPoS)</li> <li>-To understand and describe what life was like in Ancient Egypt in 3100 BC. (HisPoS)</li> <li>- To explore the process of Ancient mummification. (HisPoS)</li> <li>- To learn about an Ancient Pharaoh named Tutankhamun by studying how and why he is so famous and to research his burial. (HisPoS)</li> <li>- To understand how life in Ancient Egypt is similar and different to our life today. (HisPoS)</li> <li>- To understand the dangers of plastic and how it affects our planet and oceans (CitPoS) (SciPoS)</li> </ul>	<ul style="list-style-type: none"> <li>- To enjoy a story and discuss its layers of meaning. (EngPoS)</li> <li>-To explore themes and key moments in the plot through role-play and writing in role. (EngPoS)</li> <li>- To develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate. (EngPoS)</li> <li>-To study features common within the European fairytale tradition and use this as a basis to write their own stories. (EngPoS)</li> <li>-To use the book as a stimulus to write across multiple genres of writing from another character's point of view. (EngPoS)</li> <li>- To understand the features of a plant, their functions and what plants need in order to survive. (SciPoS)</li> <li>Changing land and Farming??????</li> </ul>	<ul style="list-style-type: none"> <li>-To explore, interpret and respond to illustrations in a book. (EngPoS) (ArtPoS)</li> <li>-To enjoy a story and discuss its meanings. (EngPoS)</li> <li>-To build an imaginative picture of a fantasy world, based on real life experiences</li> <li>-To explore these through role play and through writing in role. (EngPoS)</li> <li>-To write own stories based on the story read from another character's point of view. (EngPoS)</li> <li>- 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. (GeoPoS)</li> <li>To discuss the meaning of equality and determine its importance in school life and the wider world. (CitPoS)</li> </ul>

	<p>made from rocks and organic matter. To describe in simple terms how fossils are formed and made (when things that had lived were trapped in a rock). (SciPoS)</p>		<p>-how to collect data and communicate results. (SciPoS)</p>			
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Experiences	-Museum workshop of Bronze Age- Iron Age artefacts	- Stone Age – Iron Age Topic day	- Virtual Reality Experience (Ancient Egypt and Africa)	-Ancient Egyptians Topic Day and Mr Egypt workshop	-Environmental Day RSPCA talk – how to protect the welfare of animals	- Visit to Wakehurst Place
Knowledge	<p>The earliest time when human beings first used tool carved out of stones in called the Stone Age. It is called the Stone Age because the people used tools and weapons made of stone.</p> <p>The Stone Age is the name given to the earliest period of human culture when stone tools were first used. The Stone Age ended when men began smelting metal. It was thousands of years ago when the primary purpose of human beings was to protect themselves from other beings and feed themselves.</p> <p>The Stone Age had three different time periods called the Neolithic, the Mesolithic and, the most recent, which was called the Paleolithic.</p> <p>The Bronze Age is the time period when people made tools from an alloy (a mixture of metals) called bronze. Bronze is a mixture of mainly copper and tin: usually nine parts copper to one-part tin.</p> <p>The Bronze Age was not at the same time everywhere, because different groups of people began to use bronze at different times. In</p>	<p>The Iron Age is the period after the Bronze Age. As its name suggests, Iron Age technology is characterized by the production of tools and weaponry by ferrous metallurgy (ironworking), more specifically from carbon steel.</p> <p>Iron is easy to find, but hard to make into tools. It melts at a higher temperature than bronze. When blacksmiths learned how to make iron tools, they were able to make many of them.</p> <p>With more and better tools, people could do more. For example, more people could own a metal plough. They could farm their fields better and grow more crops.</p> <p>Some people invented coins to help buy and sell their crops and their iron tools.</p> <p>Skara Brae is a well-preserved village on one of the Orkney Islands dating back to the Stone Age around 3000 BC. It consists of ten houses, and was occupied from roughly 3100–2500BC. It is Europe's most complete Neolithic village.</p>	<p>Jamaica, a Caribbean island nation, has a lush topography of mountains, rainforests and reef-lined beaches. Many of its all-inclusive resorts are clustered in Montego Bay, with its British-colonial architecture, and Negril, known for its diving and snorkeling sites. Jamaica is famed as the birthplace of reggae music,</p> <p><b>Capital:</b> Kingston  <b>Population:</b> 2.935 million (2018) <a href="#">World Bank</a>  <b>Continent:</b> North America</p> <p>In Jamaica, the climate is tropical, hot all year round, with little difference between winter and summer (just a few degrees). Even in winter, daytime temperatures are around 27/30 °C (81/86 °F) and night-time temperatures around 20/23 °C (68/73 °F).</p>	<p>The civilization of Ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of the Ancient Egypt's wealth. Ancient Egypt was rich in culture including government, religion, arts, and writing. The government and religion were tied together as the leader of the government, the Pharaoh, was also leader of the religion. Writing was also important in keeping the government running. Only scribes could read and write and they were considered powerful people</p> <p>Egyptian men and women wore makeup. It was thought to have healing powers, plus it helped protect their skin from the sun.</p> <p>They were one of the first civilizations to invent writing. They also used ink to write and paper called papyrus.</p> <p>The Ancient Egyptians were scientists and mathematicians. They had numerous inventions including ways to build buildings, medicine, cosmetics, the calendar,</p>		<p>The name Tunbridge Wells originated as a result of the natural springs ('wells') in the area and their proximity to the town of Tonbridge (then 'Tunbridge').</p> <p>King Edward VII officially recognized the significance of the town with its frequent royal visits over the centuries including Queen Victoria.</p> <p>The designation 'Royal' is a rare and prestigious title. In fact, Royal Tunbridge Wells is one of only 3 English towns to be recognized as such.</p> <p>Tunbridge Wells has a population of 118,061.</p> <p>The River Teise is a tributary of the River Medway in Kent, England. It begins in Dunorlan Park in Tunbridge Wells.</p> <p>A tributary is a river or stream flowing into a larger river or lake.</p>

	<p>Western Europe, the Bronze Age lasted from about 2000 BC until 800 BC. In the Middle East, it started about a thousand years earlier. For example, bronze was first used in Mesopotamia around 3300 BC.</p>	<p>Until 1850, Skara Brae lay under years of soil sediment when in the winter of that year a large storm stripped the grass from the large mound known as Skara Brae.</p>		<p>the plough for farming, musical instruments, and even toothpaste. Finally, cats were considered sacred in Ancient Egypt.</p>		
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