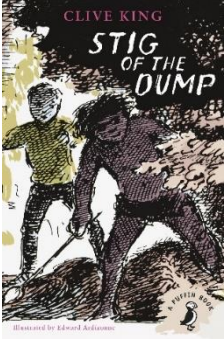
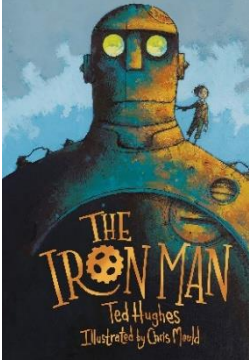
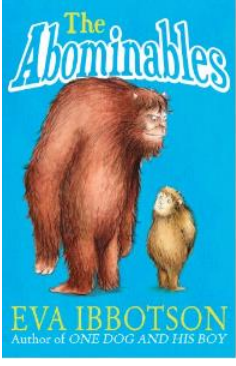
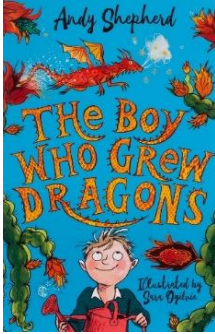
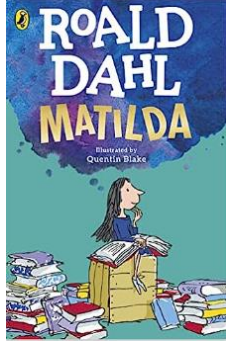
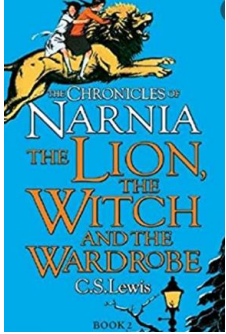




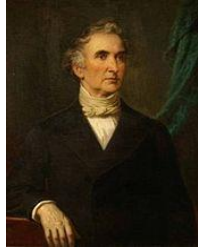








## Year 3 Europe

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2022/23	Autumn 1 <b>HISTORY</b>		Autumn 2 <b>SCIENCE</b>		Spring 1 <b>GEOGRAPHY</b>		Spring 2 <b>SCIENCE</b>		Summer 1 <b>HISTORY</b>		Summer 2 <b>GEOGRAPHY</b>	
THEME	TRIBAL TALES		THE IRON MAN		MOUNTAINS, VOLCANOES AND EARTHQUAKES		PLANTS OF THE WORLD		LOCAL HISTORY		ESPAÑA!	
Five Enquiry Questions	<ol style="list-style-type: none"> <li>1. Was Stone Age man simply a hunter gatherer, concerned only with survival?</li> <li>2. What were the biggest changes that developed during the New Stone Age?</li> <li>3. What was it like to live in the Bronze an Iron Age?</li> <li>4. What were the main changes between the Stone and Bronze Age?</li> <li>5. What were the main changes between the Bronze and Iron Age?</li> </ol>		<ol style="list-style-type: none"> <li>1. What forces can I see around me in my classroom?</li> <li>2. Which surface is best to stop you slipping?</li> <li>3. Which materials are magnetic?</li> <li>4. Does the size and shape of a magnet affect how strong it is?</li> <li>5. How does a compass work?</li> </ol>		<ol style="list-style-type: none"> <li>1. How are mountains formed and why are they so important?</li> <li>2. What is a 'natural disaster'?</li> <li>3. What causes an earthquake and why do some cause more damage than others?</li> <li>4. Why are some places more prone to natural disasters than others?</li> <li>5. How do communities protect themselves from natural disasters?</li> </ol>		<ol style="list-style-type: none"> <li>1. What can we learn about plants from their parts?</li> <li>2. Does every part of a plant have a job? What would happen without one of the parts?</li> <li>3. Do plants need oxygen, light and water to grow or can they survive without one?</li> <li>4. How do plants 'move'? (seed dispersal)</li> </ol> Why do different places in the world have different plants?		<ol style="list-style-type: none"> <li>1. How is has Knutsford high street changed over time?</li> <li>2. Why is Knutsford's history important?</li> <li>3. What makes Knutsford's history important?</li> <li>4. How does Knutsford link with National History?</li> <li>5. How does Knutsford link with surrounding towns and cities</li> </ol>		<ol style="list-style-type: none"> <li>1. Where are London/Madrid located and how would we get there from where we are?</li> <li>2. What can we learn about places from where they are in the world? (i.e. climate, weather)</li> <li>3. What are the key physical (topographical) features of London/Madrid and how do they differ? (physical geography)</li> <li>4. What attracts tourists to visit London/Madrid?</li> <li>5. What can we learn about the culture of Spain and the UK from these cities? (human geography)</li> </ol>	
Key subject driver and National Curriculum statements	<b>HISTORY</b> Changes in Britain from the Stone Age to the Iron Age		<b>SCIENCE</b> Forces and Magnets		<b>GEOGRAPHY</b> Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes		<b>SCIENCE</b> Plants		<b>HISTORY</b> A local history study (of Knutsford)		<b>GEOGRAPHY</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country	
ENGLISH	The Queen's Hat/Museum of Me F	Fantasy Story F Stone Age	The Iron Man F Ted Hughes)	Letter of Response NF	Poetry F	Newspaper NF Report of natural disaster in Europe	Science investigation NF Water transportation in plants	Global Narrative F	RE Link NF Writing about a Jewish festival (diary, recount)	Play script F	Non chronological report NF	The Lighthouse F









<p>Class Novel</p>	<p><b>STIG OF THE DUMP</b> CLIVE KING <i>STIG OF THE DUMP</i> Illustrated by Edward Anderson</p> 	<p><b>THE IRON MAN</b> <i>THE IRON MAN</i> Ted Hughes Illustrated by Chris Ridd</p> 	<p><b>THE ABOMINABLES</b> <i>The Abominables</i> EVA IBBOTSON Author of ONE DOG AND HIS BOY</p> 	<p><b>THE BOY WHO GREW DRAGONS</b> Andy Shepherd <i>THE BOY WHO GREW DRAGONS</i> Illustrated by Dave Osborn</p> 	<p><b>MATILDA</b> ROALD DAHL <i>MATILDA</i> Illustrated by Quentin Blake</p> 	<p><b>THE LION THE WITCH AND THE WARDROBE</b> THE CHRONICLES OF NARNIA <i>THE LION, THE WITCH AND THE WARDROBE</i> C.S. Lewis BOOK 2</p> 
<p>MATHS</p>	<p>Place Value, Addition and Subtraction, Multiplication and Division</p>	<p>Multiplication and Division Further Multiplication and Division</p>	<p>Length, Mass, Volume</p>	<p>Money, Time, Graphs</p>	<p>Fractions</p>	<p>Angles, Lines and Shapes, Perimeter</p>
<p>SCIENCE</p>	<p>Animals including Humans <b>Wilhelm Conrad Rontgen (1845-1923)</b> </p>	<p>Forces and magnets <b>Michael Faraday (1791-1867)</b> </p>	<p>Rocks <b>Mary Anning (1799-1847)</b> </p>	<p>Plants <b>Professor Monique Simmonds</b> </p>	<p>Light <b>Justus von Liebig (1803-1873)</b> </p>	
<p>HISTORY</p>	<p>Study of the Stone Age to Iron Age</p>				<p>Study of the Local History of Knutsford</p>	
<p>GEOGRAPHY (Including Fieldwork)</p>	<p>Local Area</p>	<p>Mountains</p>	<p>Volcanoes and Earthquakes</p>	<p>Biomes</p>	<p>Europe</p>	<p>Spain and UK Compare London and Madrid</p>
<p>COMPUTING</p>	<p>Coding</p>	<p>Online Safety Touch Typing</p>	<p>Email</p>	<p>Spreadsheets Graphing</p>	<p>Branching Databases Stimulations</p>	<p>Using Microsoft PowerPoint</p>



ART and DESIGN	<p><b>Drawing</b> Lascaux cave drawings</p> 		<p><b>Printing</b> Andy Warhol</p> 	<p><b>Painting</b> Georgia O'Keefe</p> 		<p><b>Collage</b> Antoni Gaudi</p> 
DESIGN and TECHNOLOGY	<p><b>Food technology</b> Healthy Pizzas  (Europe Link)</p>	<p><b>Pneumatics</b>  Monster Machines</p>			<p><b>Textiles</b> Bunting</p>	
MUSIC	<p>Stone Age Composing Love Music Trust: Stoneage</p>	<p>Christmas Singing</p>	<p>Recorders: Love Music Trust  Jazz Genre 1920's – 1940's <i>Frank Sinatra, Nat King Cole, Tony Bennett, Michael Buble</i></p>	<p>Recorders: Love Music Trust Jazz Genre 1920's – 1940's <i>Frank Sinatra, Nat King Cole, Tony Bennett, Michael Buble</i></p>	<p>Peter and the Wolf Love Music Trust: Peter and the Wolf Composer: <i>Sergi Prokofiev</i></p>	<p>Cultural: Spanish Traditional Music</p>
PHYSICAL EDUCATION	<p>Invasion Games</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Net and Wall</p>	<p>Swimming Athletics.</p>	<p>Swimming Striking and Fielding</p>
RELIGIONS AND WORLD VIEWS		<p>Humanism: What is Humanism and what do Humanists believe? Symbols</p>		<p>Christianity: What is the significance of Easter within Christianity? Symbols</p>	<p>Judaism: Why are festivals, celebrations and High Holy Days so important within Judaism? Symbols</p>	<p>Sikhism: What does Sikhism teach us about selfless service? Symbols</p>
SPANISH	<p>Meet and Great</p>	<p>My Body</p>	<p>My Home</p>	<p>My World</p>	<p>All About School</p>	<p>Spain</p>
<p>P.S.H.E. RSE (Inc. LGBTQ+ and Consent)  British Values</p>	<p><b>Being Me in My World</b> 'Who am I and how do I fit?'  <b>Individual Liberty</b></p>	<p><b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique.  <b>Mutual Respect</b></p>	<p><b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this  <b>Tolerance</b></p>	<p><b>Healthy Me</b> Being and keeping safe and healthy  <b>Rule of Law</b></p>	<p><b>Relationships</b> Building positive, healthy relationships  <b>Democracy</b></p>	<p><b>Changing Me</b> Coping positively with change  <b>Individual Liberty</b></p>



<p>CHILDREN'S RIGHTS</p>	<p><b>Article 8</b> Identity</p> 	<p><b>Article 12</b> Respecting viewpoints</p> 	<p><b>Article 29</b> Goals of education</p> 
<p>SDGs</p>	<p><b>SDG 4</b> Quality Education</p> 	<p><b>SDG 15</b> Life on Land</p> 	<p><b>SDG 5</b> Gender equality</p> 
<p>EDUCATIONAL VISITS AND VISITORS</p>	<p>Creative homework - Create a 'Stonehenge' model using various materials i.e. biscuits, clay, Lego, sugar cubes  Trips/Visits: Stone Age Workshop</p>	<p>Creative homework – Create rock salt or a molten lava cake.</p>	<p>Creative homework – create Spanish dish for feast.  Trips/Visits: Manchester Jewish Museum</p>