NICS/EL

Allesley Primary School

Curriculum Planner: Year 3

Autumn Term Context for Learning Ancient Egypt - (What makes the Ancient Egyptians significant?)

Autumn Term	1 Context to	r Learning Ai	псіетт Едурт - ((vvnat makes	the Ancient I	zgyptians sigr	III ICant?)			Scho
MFL	Science	Computing	Design Technology	History	Geography	Art and Design	Music	Physical Education	PSHE & C	Religious Education
Language	Rocks and	Kapow -		Ancient Egypt.	(Ancient/Modern	Kapow	Developing	Swimming	Me and My	What does
Angels	Fossils	Computing		The achievements of	Egypt)	Formal	singing		Relationships	it mean to
Phonetics lesson 1 (C)	Link to	systems and networks 1:		the earliest civilisations-an	-locate the worlds countries, using	Craft and design:	technique			be a Christian in
I'm	Rosetta	Networks and		overview of where	maps, atlases,	Ancient	Theme			Britain
Learning French (E)	Stone	the internet		and when the first civilisations appeared and a depth study of one of the following:	globes and use digital/computer mapping to locate countries and describe features studied	Egyptian scrolls (5 lessons)	Vikings/ Egyptians			today? L2.7
Language Angels Salutations (E)	Rocks and Fossils	Kapow - Programming: Scratch	Kapow Textiles: Cross stich and applique Egyptian collars			Kapow Art and Design Skills lesson 1,2 and 3 Link to Van Gogh		Swimming	Keeping Myself Safe	Christmas/ Diwali
Seasons (E)						Starry Night Christmas cards				

Spring Term Context for Learning - Britain from Stone Age to Iron Age/Romans (How did life change from the Stone Age to the Iron Age and how do we know?) (What impact did the Romans have on Britain?)

anguage	Animals	Kapow -	Britain from	Geography	Kapow	Pentatonic	Indoor PE:	Valuing	Why is the
ngels	including	Computing systems and	Stone Age to	(Settlements in	Prehistoric	melodies and	Gym	Differences	bible
olours and	humans	networks 2:	Iron Age	early Britain	Art	compositions	Outdoor PE:		important
Numbers (E)		Emailing	-late Neolithic	•		(Theme:	Invasion games – rugby focus		for Christians today? L2.2
			hunter-gatherers			Chinese New Year)			
			and early farmers			/edi/			
			,Skara Brae	worlds					
			-Bronze Age	countries, using					
			religion,	maps, atlases,					
			technology and	globes and					
			Stonehenge -Iron Age hill	digital/computer					
				mapping to					
				locate countries					
				and describe					
				features studied					
			art and culture	-name and locate					
				counties and					
				cities of the					
				United Kingdom					

Language Angels Fruits or Vegetables (E)	Forces and Magnets	Computing systems and networks 3: Journey inside a computer	Roman Fort	Empire and its impact on Britain: -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -British resistance Boudicca -'Romanisation' of Britain: sites and the impact of technology, culture and beliefs, including early Christianity	settled: Map: Where did they invade? Where did they settle? Roman Spa towns. Roman roads. Towns with Roman names)			Dance Outdoor PE: Games - Net/Wall	Responsibilities	Why are festivals important to religious communities? L2.5 Easter	
Summer Term	Summer Term Context for Learning - Home and Away (What are the similarities and differences between Allesley and the Lake District?)										
Language Angels Musical Instruments or Little Red Riding Hood (E)	Plants	Creating	Kapow Food Eating seasonally		Counties of uk and cities, key physical and human features in UK including rivers and mountains-Group independent study of a county or city in UK Focus: Lake District	Drawing: Growing artists (omit lesson 3) (4 lessons)	Instrumental scheme: South Africa	Indoor PE: Dance Outdoor PE: Athletics - Track and Field	Being my Best	What do different people believe about God? L2.1	
Language Angels Ice - Creams (E)	Light and Dark	Programming - Code.org-course C https://studio.cod e.org/s/coursec- 2022 Kapow art Digital world: Electronic charm (4 lessons)			(Food Miles: Where food comes from)	•	Instrumental scheme: Caribbean	Outdoon	Growing and Changing	Why do people pray? L2.4	