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| **Wibsey Web LogoYearly Learning Challenge Overview**  **Year 3 2018 / 2019** | | | | | | | | |
|  | **AUTUMN TERM** | | | **SPRING TERM** | | | **SUMMER TERM** | |
| **Prime Learning Challenge** | Are you a master of magic? | How brave a warrior are you? | | Are you what you eat? | | Can we explore the world? | Who has invaded us? | What makes the earth angry? |
| **English** | Reading / Writing / Spelling / Punctuation / Grammar | | | | | | | |
| **Writing** | Composition / Transcription / Analysis and Presentation through the context of themed writing opportunity | | | | | | | |
| **Author focus / Text** | Harry Potter and the Philosopher’s Stone  (JK Rowling) | | | Charlie and the Chocolate Factory (Roald Dahl) | | Gulliver’s Travels | Romans on the Rampage  (Jeremy Strong) | Escape from Pompeii |
| The Magic Finger (Roald Dahl) | | Cut-throat Celts (Horrible Histories) |
| **Mathematics** | Number and Place Value | Addition and Subtraction  Shape | | Multiplication  Division | Fractions | | Measurement | Position and Direction |
| **Science** | Magnets and Forces | Light and Shadow | | Animals including humans | | | Plants | Rocks and Soils |
| **Computing** | Unit 3.5  We are Communicators | Unit 3.1  We are programmers | | Unit 3.6  We are opinion pollsters | | Unit 3.3  We are presenters | Unit 3.4  We are bug fixers | Unit 3.5  We are network engineers |
| **Design and Technology** |  | Textiles (Weaving) | | Food (Chocolate Bar) | |  |  | Mechanical Systems (moving heavy objects) |
| **History** |  | Celts  Changes in Britain from Stone Age to the Iron Age  Skills: Chronology  Historical  Enquiry | |  | |  | Romans  The Roman Empire and its impact on Britain  Skills: Chronology  Historical  Enquiry |  |
| **Geography** |  | Settlement and land use (Celts) | |  | | European Study:  Paris  Settlement and land use  Physical and human features |  | Volcanos and Earthquakes |
| **Art and Design** | Sculpture (magical creatures) | Observational Drawing (shadows) | | Collage (Sweet Wrappers) | | Painting (Monet) | Collage (Mosaics) |  |
| **Music** | Fife lessons: pitch, rhythm, symbols, duration | | | | | | | |
| **PE –games, gym, dance** | Games | Games | | Gymnastics/Dance | | Athletics | Games | Games |
| **RE** | Beliefs | | | Practices | | | Forms of Expression | |
| Christianity/Islam/Judaism | | | | | | | |
| **Spanish** | Numbers to 30 / days of the week / months of the year / my birthday / the face | | | | | | | |
| **WSFL** | Magnificent me | Together we’re better | | Fit for Life | | Risky business | Let’s make a wonderful world | Savvy savers  (Refugees) |
| **BLP Muscle** | Capitalising  Imagining  Managing Distractions | Planning  Perseverance | | Revising  Imitating | | Capitalising  Noticing  Listening & Empathy | Planning  Absorption  Questioning | Revising  Collaboration |