



### Year 3 - Learning Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit/Enquiry question  Writing to Entertain Writing to Inform Writing to Persuade		Unit/Enquiry question  Writing to Entertain Writing to Inform Writing to Explain		Unit/Enquiry question  Writing to Entertain Writing to Inform Writing to Discuss	
	<p><b><u>Writing to Entertain:</u></b></p> <ul style="list-style-type: none"> <li>• Writing a description of a setting using key text “Stig of the Dump”. <b>Links:</b> Use of descriptive language in Year 2 units to describe settings and characters.</li> <li>• Reading and writing of playscripts and comic strips based on the key text “The Abominables”. <b>Links:</b> Use of whole class text “The Abominables”. Comparison of layout of playscripts and stories from narrative units in Year 2.</li> <li>• Reading, writing and performing of narrative poems. <b>Links:</b> Reading and discussion of different styles of poetry in Year 2.</li> </ul> <p><b><u>Writing to Inform:</u></b></p> <ul style="list-style-type: none"> <li>• Writing of non-chronological reports describing the Stone Age and the Bronze Age. <b>Links:</b> Writing of non-fiction texts in Year 2. Curriculum links to History</li> </ul>		<p><b><u>Writing to Entertain:</u></b></p> <ul style="list-style-type: none"> <li>• Writing of a portal story set in Ancient Egypt. <b>Links:</b> Previous Talk for Writing units and story structures. Curriculum links to History Unit: “Should the Ancient Egyptians have been proud of their pyramids?”</li> <li>• Writing of limericks about Egyptian Gods. <b>Links:</b> Use of rhyming language in previous poetry units. Curriculum links to History Unit: “Should the Ancient Egyptians have been proud of their pyramids?”</li> <li>• Reading and writing of poems to introduce figurative language (using Pie Corbett’s poem “What are you?”) <b>Links:</b> Use of descriptive language, rhyme and alliteration from previous poetry units in Year 2 and Autumn Term Year 3.</li> </ul> <p><b><u>Writing to Inform:</u></b></p> <ul style="list-style-type: none"> <li>• Writing of a diary entry using Literacy Shed “The Egyptian Pyramids” as a stimulus. <b>Links:</b> Writing of a diary entry in Spring Term Year 2. Curriculum links to History Unit: “Should the Ancient Egyptians have been proud of their pyramids?”</li> </ul>		<p><b><u>Writing to Entertain:</u></b></p> <ul style="list-style-type: none"> <li>• Writing own version of a myth changing the characters and setting. <b>Links:</b> Innovation of traditional stories during Talk for Writing units in Year 2. Curriculum links to History Unit: “How vicious were the Vikings?”</li> <li>• Writing of a letter from Beowulf to his father. <b>Links:</b> Use of whole class text “Beowulf” by Michael Morpurgo.</li> <li>• Writing of a short story describing a volcanic eruption using Pobble 365 as a stimulus. <b>Links:</b> Curriculum links to Geography Unit: “What is the Pacific Ring of Fire?”</li> </ul> <p><b><u>Writing to Inform:</u></b></p> <ul style="list-style-type: none"> <li>• Writing of a newspaper article using “Thor and the Giants” as a stimulus. <b>Links:</b> Writing of a newspaper report about The Great Fire of London in Autumn Term Year 2. Curriculum links to History Unit: “How vicious were the Vikings?”</li> </ul>	

	<p>Unit: "What was better - Stone, Bronze or Iron?"</p> <p><b>Writing to Persuade:</b></p> <ul style="list-style-type: none"> <li>Writing a persuasive piece for a city break brochure persuading people to visit Newcastle.</li> </ul> <p><b>Links:</b> Writing of a persuasive poster/leaflet persuading people to visit Alnwick Gardens in Summer Term Year 2. Curriculum links to Geography Unit: "Why should you visit Newcastle?"</p>	<ul style="list-style-type: none"> <li>Writing of an information text about why people want to go abroad for their holiday. <b>Links:</b> Building on non-chronological reports written in Autumn Term Year 3. Curriculum links to Geography Unit: "Why are the Alps awesome?"</li> </ul> <p><b>Writing to Explain:</b></p> <ul style="list-style-type: none"> <li>Writing of an explanation text explaining why some animals have a skeleton and others do not. <b>Links:</b> Writing of a simple explanation text in Spring Term Year 2. Curriculum links to Science Unit: "Do all animals have skeletons?"</li> </ul>	<p><b>Writing to Discuss:</b></p> <ul style="list-style-type: none"> <li>Reading and writing of factual texts discussing the benefits of living near to a volcano. <b>Links:</b> Curriculum links to Geography Unit: "What is the Pacific Ring of Fire?"</li> </ul>		
Science	<p>Unit/Enquiry question</p> <p>How strong is a magnet?</p>	<p>Unit/Enquiry question</p> <p>How does light change in our classroom over time?</p>	<p>Unit/Enquiry question</p> <p>Do all animals have skeletons?</p>	<p>Unit/Enquiry question</p> <p>How do plants disperse their seeds?</p>	<p>Unit/Enquiry question</p> <p>What is beneath our feet?</p>
	<ul style="list-style-type: none"> <li>In Reception the children look at forces through linked and continuous provision activities and it is mentioned at points in KS1 (use of magnets on the whiteboard etc) but this is the main introduction.</li> <li>In KS1 the children investigate materials and properties in Y2 so magnetic/magnetism is mentioned but not studied in detail.</li> <li>This is the beginning of the forces theme in KS2 science.</li> </ul>	<ul style="list-style-type: none"> <li>In Y1 the children have a Seasons unit where light and it's effect on the world is investigated. They use UV beads as part of their investigations.</li> <li>In the KS1 materials units the children study properties in Y2.</li> </ul>	<ul style="list-style-type: none"> <li>In KS1 the children study animals and this provides a wealth of information and knowledge to apply in this unit.</li> <li>In PSHE and PE across EYFS and KS1 the children think about the reasons we need exercise and the movements we can make using</li> </ul>	<ul style="list-style-type: none"> <li>This unit uses and applies the knowledge and skills developed in the KS1 Plant units.</li> <li>The children have already built up the concept that a plant grows from a seed and will now investigate that process in more detail.</li> </ul>	<ul style="list-style-type: none"> <li>This unit utilises the scientific and geographical knowledge the children have of geographical features, volcanoes and mountains through KS1 units.</li> <li>This unit links to all of the KS1 materials units and the Y3</li> </ul>

		<ul style="list-style-type: none"> <li>In KS1 in both Y1 and Y2 the children investigate and study plants where needing light is a key concept.</li> </ul>	<p>our bodies (muscles and bones).</p> <ul style="list-style-type: none"> <li>In Y2 the children study healthy eating, including healthy bones.</li> </ul>	<p>History stone age unit.</p> <ul style="list-style-type: none"> <li>Y2 unit on oceans is a key foundation unit in this sequence of investigation and knowledge.</li> </ul>
History	<p>Unit/Enquiry question</p> <p>What was better: stone, bronze or iron?</p>	<p>Unit/Enquiry question</p> <p>Should the ancient Egyptians have been proud of their pyramids?</p>	<p>Unit/Enquiry question</p> <p>How vicious were the Vikings?</p>	
	<ul style="list-style-type: none"> <li>This unit chronologically starts at the 'beginning' with the children already having established a stronger chronological understanding throughout KS1.</li> <li>This unit has some significant links to PSHE and the question around how we stay healthy. There is information here that provides a learning point of what happens when we are not healthy.</li> <li>There are many links and opportunities for applying knowledge from the KS1 materials units in science investigating the suitability of materials for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>This unit follows the chronology sequence we deem important at school.</li> <li>There are many links with Stone – Iron technological advancement and how societies developed. PSHE links throughout and areas for applying past geographical, historical and scientific enquiries.</li> <li>This unit moves the children from the pre-history age to the ancient age.</li> <li>There are settlement links to geography in KS1. Eg. Seaside - Why do people settle in areas?</li> <li>Rivers and their significance and impact on people and their lives have been introduced to the children through the units on the farm in EYFS, the great fires of Gateshead and London and through the bridges study in Y1.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology - in order for the children to see that development and journey through time.</li> <li>There are strong links and opportunities for applying and contrasting knowledge to the Y2 Viking exploration touched on in the Columbus study.</li> <li>Local history link – Jarrow</li> <li>Looking objectively at a society to create a balanced argument links and contrasts to the Columbus study and allows the children to see events from different viewpoints and opinions.</li> </ul>	

Geography	Unit/Enquiry question Why should you visit Newcastle?	Unit/Enquiry question Why are the Alps awesome?	Unit/Enquiry question What is the Pacific ring of fire?
	<ul style="list-style-type: none"> <li>• Links and builds on the following areas:               <ul style="list-style-type: none"> <li>○ Reception – Where do I live?</li> <li>○ Y1 – What’s my address?</li> <li>○ Y2 – What is like to live by the seaside?</li> </ul> </li> <li>• Local area links which is an important aspect of our curriculum provision and offer.</li> <li>• This unit utilises real-life personal experiences such as the Reception seaside study and visit.</li> <li>• Tourism concept introduced building on their own personal experiences of travel in the local and wider area.</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is part of the expanding concentric circles of geographical knowledge central to our provision and offer.</li> <li>• This builds on the children’s knowledge of our country and the wider area of Europe further developing their knowledge of the continents.</li> <li>• This links to the continents study in Y2 which provides the basic knowledge vital for this enquiry and investigation.</li> <li>• This unit also utilises the children’s knowledge of physical geography and mountains</li> <li>• There are links back to reception and other personal experiences as the children draw on the knowledge of places they have visited.</li> </ul>	<ul style="list-style-type: none"> <li>• This unit builds on the previous study of mountains and volcanoes.</li> <li>• This unit utilises the children’s knowledge of understanding of rocks in science and previous geographical study around key physical features and their formation.</li> <li>• The Y2 unit ‘Does land float on the ocean?’ provides key information and skills to investigate this enquiry question with a basic understanding of the area.</li> <li>• They unit also links into subject knowledge of the stone-age and their use of fertile soil as well as the Egyptian unit and the focus on the importance of agriculture.</li> </ul>