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| **Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** |
| **Date** | **9th-13th Sep** | **7th-11th Oct** | **11th-15th Nov** | **9th-13th Dec** | **27th-31st Jan** | **3rd-7th March** | **31st March- 1st April** | **12th-16th May** | **16th-20th June** |
| **Year 3****Topic** | Near and far | Near and far | Shades of colour | Shades of colour | Polar opposites  | Prehistoric Britain | Prehistoric Britain | Dive in! | Ancient Egypt |
| **Curriculum Link**  | Art & DesignGeography-Short drawing  | Working ScientificallyGeography | Working Scientifically | History/DT | Maths/History(RSPB-Big Garden bird watch) | Launch Fire Safety  | History: -Changes  | Science | Science  |
| **Forest school focus** | Who’s been framed?Begin to indicate facial expressions in drawings/ Transient art | Grouping and classifying various materials: -**Plan****Do****Record****Report****Review** Use school map to local materials in different areas  | Knowing our trees -Origins of trees, age and identification | Build a woodland hideout using a lean-to structureC:\Users\marquis\Downloads\IMG_0424.JPG | Observe and Identify birds in their natural environment and record findings | Understand different methods to make a fireDemonstrate safe use of a Kelly kettleName the components needed to make a fire | Stone age weapons Knots-look at square lashings | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  | Plants with fragrant or aromatic propertiesIdentify a variety of herbs, discuss what are herbs and their uses? |