

## Year 3 - Curriculum Plan

TERM/Subject	AUTUMN		SPRING		SUMMER	
	A1	A2	SP1	SP2	S1	S2
<b>Maths</b>	<b>Power Maths A</b> Number – number and place value Number – addition and subtraction Number – multiplication and division		<b>Power Maths B</b> Number – multiplication and division Measurement – length and perimeter Number – fractions Measurement – mass Measurement – capacity		<b>Power Maths C</b> Number – fractions Measurement – money Measurement – time Geometry – properties of shapes Statistics	
<b>English</b>	<b>Power of Reading</b> <b>Traditional Tales and Twists</b> Text – How the Stars Came to be Poonam Mistry  Developing an understanding of the 'pourquoi' tale. Children will have the opportunity to write their own 'pourquoi' tale, as well as their own non-fiction text.	<b>Power of Reading</b> <b>Non-Fiction</b> Text – The Pebble in my Pocket Meredith Hooper  Children will explore the themes of this exciting non-fiction text. Children will have the opportunity to respond to the text through drama, storytelling and artwork.	<b>Power of Reading</b> <b>Classic Text</b> Text – Ice Palace Robert Swindells  To explore the Russian Folk tale, understanding how the author develops the characters throughout the story. Children will have various opportunities to write in role as a character.	<b>Power of Reading</b> <b>Picture Book</b> Text – King of the Sky Nicola Davies  This text, set in a welsh mining town, provides children with the opportunity to empathise with the character. Children will explore the themes, write in role and publish their own non-fiction text.	<b>Power of Reading</b> <b>Poetry</b> Text - Bright Bursts of Colour Matt Goodfellow  Exploring a range of poems by Matt Goodfellow. Children will write a range of their own poems, based on their own experiences.	<b>Power of Reading</b> <b>Contemporary Fiction</b> Text – The Lost Happy Endings Carol Ann Duffy  A study of the language and writing style of the author. Children will write in role to explore and develop empathy for the character. Children will develop creative responses to the text through drama, storytelling and artwork.
<b>Phonics/SPaG</b>	<ul style="list-style-type: none"> <li>•Using a range of suffixes; formation of nouns using a range of prefixes. Using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>•Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>•Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>•Introduction to inverted commas to punctuate direct speech.</li> </ul>					

	Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).					
<b>Science</b>	<b>Movement and nutrition for the human body</b> Exploring the nutrients we need to be healthy, how are bodies are made up and the important of exercise.	<b>Rocks, soils and fossils</b> Study of different, rocks, soils and fossils, carrying out experiments and exploring their properties.	<b>Forces: friction and magnets</b> Comparing how objects move on different surfaces. Experimenting with and identifying magnetic materials.	<b>Light and shadows</b> Exploring how we see, surfaces which reflect light and how shadows are made.	<b>Flowering plants and plant growth</b> Identify the functions of different parts of a plant. Explore the requirements of plants for life and growth.	<b>Flowering plants life cycle</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<b>History</b>		<b>Was Stone Age man only concerned with survival?</b> Exploring what life was like in the Stone Age, examining sources of evidence and how reliable these sources are.		<b>What Were the Romans doing in Britain?</b> Developing an understanding of the reasons for the expansion of the Roman Empire and how it came to an end.		<b>Why did the Anglo Saxons invade Britain? (Including short local study)</b> To understand the reasons for the Anglo-Saxon invasion, how the Saxons lived and the rise of Christianity.
<b>Geography</b>	<b>How can we live more sustainably?</b> Developing an understanding of sustainability and how we can become sustainable ourselves.		<b>Why do some Earthquakes cause more damage than others do?</b> Developing an understanding of where earthquakes occur in relation to tectonic plates and why volcanoes occur here.		<b>Beyond the Magic Kingdom – what is the Sunshine state really like?</b> Comparing characteristics of Florida with the United Kingdom, including physical and human geographical features.	
<b>Computing</b>	<b>Online Safety Coding Graphing</b>	<b>Online safety Coding Simulations</b>	<b>Online safety Coding Email</b>	<b>Online Safety Coding</b>	<b>Online safety Coding Revisit any units</b>	<b>Online safety Coding</b>

				<b>Presenting with Google Slides.</b>		<b>Coding through scratch junior</b>
<b>Religious Education</b>	<b>What can we learn from visiting sacred places?</b> Exploring religious buildings, artefacts, shrines and worship traditions – Christianity, Islam, Sikhism and Hinduism.		<b>How and why are holy books important?</b> Exploration of the Bible and Qu’ran. Understanding why these holy books are important and understanding teachings from both – Christianity and Islam. <b>Why do people make pilgrimages?</b> <b>Hindu and Muslim examples</b> Understanding the committed practice of people of faith communities to make pilgrimages – Islam and Hinduism.		<b>Jesus: Why do some people think he is inspirational?</b> To understand why Jesus is seen as inspirational by some people, by exploring Key aspects of Jesus’ life and teachings.	
<b>Art/Design</b>	<b>Plant Art</b> Using observational skills to create botanical artwork. Children will experiment with tints, shades and tones of colours.		<b>L.S Lowry</b> To explore and analyse Lowry’s artwork. Children will create their own artwork in the style of Lowry.		<b>Jewellery Design</b> Children explore the work of various Jewellery makers, then design and create their own piece of jewellery.	
<b>Design Technology</b>		<b>Textiles</b> Children research and design Christmas stockings. Children will sew and embellish their own Christmas stocking.		<b>Cooking</b> Research of different types of sandwiches. Children design and make their own sandwich.		<b>Structures</b> Children will develop an understanding of how greenhouses work. They then design and make their own mini greenhouse.
<b>Music</b>	<b>Rock it – Playing instruments</b>	<b>Rock it - Playing instruments</b>	<b>Singing - I’ve been to Harlem</b>	<b>Singing – March from the nutcracker</b> <b>From a railway carriage</b>	<b>Singing – Percussion</b> <b>Fly with the stars</b>	<b>Singing – Singing</b> <b>Just three notes</b> <b>Samba with Sergio</b>
<b>French (Salut)</b>	<b>Core Unit 1</b> Children will learn basic vocabulary which will enable them to count up to	<b>Core Unit 2</b> An introduction to the days of the week, colours and numbers 11-20. Children begin	<b>Core Unit 3</b> This unit covers parts of the body, numbers 21 to 31, items of	<b>Animals</b> Children will learn how to say the names of animal homes, in French. They’ll also	<b>Food</b> Children will learn the names of some foods, including fruit and veg, cutlery and	<b>At School</b> Children will learn to talk about how they travel to school, become familiar with

	10 and introduce themselves in French. As well as talking about themselves, children will learn to introduce their immediate family in French.	to start describing objects around them. Children will be introduced to the French names for a selection of countries. children will begin to give their opinions in French.	clothing and months of the year.	become familiar with some useful prepositions and learn how to ask where something or someone is.	cooking ingredients. They will learn how to say which foods they like and dislike, and to say what they are eating.	rooms in a school building and learn the vocabulary for items of stationery found in a pencil case. They will also learn to tell the time in French.
<b>PE</b>	<b>Orienteering</b> An orienteering lesson will take place at the start of each half term.					
	<b>Dance</b> Cheerleading – children learn stances and create their own dance to a beat of 8.	<b>Gymnastics</b> Children learn the gymnastics shapes, putting them into a sequence.	<b>Football</b> Children develop the skills required to control a ball, building up to a game of football.	<b>Yoga</b> Children will explore power poses, poses with a partner and self-massage techniques.	<b>Netball</b> Children develop the skills required to play netball, building up to playing netball.	<b>Athletics</b> Children participate in a variety of athletics activities in preparation for sports day.
<b>PSHE</b>	<b>Being me in my world</b> 'Who am I and how do I fit?'	<b>Celebrating differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing me</b> Coping positively with change
<b>Trips/Visits</b>	<b>Library</b>  <b>The Old Rep Theatre – Wizard of Oz</b>	<b>Library</b>  <b>Freshwater theatre company – Stone Age</b>	<b>Library</b>  <b>Explorer Dome – The Earth Show</b>	<b>Library</b>	<b>Library</b>	<b>Library</b>  <b>Kenilworth Castle</b>
<b>Enrichment Activity</b>	Dance and movement	Winter crafts	Outdoor crafts	Photography	Art Collage	Food for life/ cooking