

# Curriculum Plan

## Year 3



	Autumn		Spring		Summer	
<b>Maths</b>	Place Value within 1000  Addition & Subtraction	Multiplication & Division	Multiplication & Division  Measures: length & perimeter	Mass and capacity  Money	Fractions  Shape	Time  Statistics
<b>Writing</b>	Stone Age Boy Setting Description  Character Description	Recount Flag Fen  Non-chronological report Stone Age	The Abominables Eva Ibbotson Setting Description  New character	Newspaper report Tutankhamun's tomb  Instruction Mummify an Ancient Egyptain	The Wild Robot Peter Brown  Character Description  Narrative - character	Letter to Greek Government  Advert/Leaflet linked to tourism
<b>Reading</b>	<p><b>Non-Fiction:</b> Stone Age and Bronze Age by Discover Through Craft</p> <p><b>Fiction:</b> Stone Age Boy by Satoshi Kitamura</p> <p><b>Fiction:</b> Stone Girl, Bone Girl by Laurence Anholt</p> <p><b>Poetry:</b> Inside a Shell by John Scotby</p> <p><b>Poetry:</b> Back to the Stone Age</p>		<p><b>Non-Fiction:</b> Fact Cat – Plants by Izzie Howell</p> <p><b>Non-Fiction:</b> Islands by Christopher Durbin</p> <p><b>Fiction:</b> Minpins by Roald Dahl</p> <p><b>Fiction:</b> Wild Robot by Peter Brown</p> <p><b>Poetry:</b> Poems to perform by Julia Donaldson</p>		<p><b>Non-Fiction:</b> Forces and Magnets – Moving Up with Science by Peter Riley</p> <p><b>Fiction:</b> Iron Man by Ted Hughes</p> <p><b>Fiction:</b> The Magic and the Mummy by Terry Deary</p> <p><b>Poetry:</b> If I Had Wings by Pie Corbett</p>	

<b>Computing</b>	Connecting computers	Stop-frame animation	Sequencing sounds	Branching databases	Branching databases	Events and actions in programs
<b>Internet Safety</b>	Online Relationships	Self-image and Identity	Online Bullying	Online Reputation	Health, Well-being, and Lifestyle	Managing Online Information
<b>Religion and Worldviews</b>	What is the Bible? Christianity	How have artists used symbolism to express Trinity? Christianity	How do people make moral decisions?	Where do Islamic beliefs come from?	How do Muslims express their beliefs in daily life?	
<b>Science</b>	<b>CHEMISTRY</b> Rocks Comparisons of types of rocks and how fossils are formed.	<b>PHYSICS</b> Light Relationship between light and how we see, the formation of shadows.	<b>BIOLOGY</b> Organisms The role of muscles and skeletons; the importance of nutrients	<b>BIOLOGY</b> Plants Features of flowering plants and what they need to survive.	<b>PHYSICS</b> Forces & motion Introducing pushes and pulls, opposing forces, and balanced forces.	<b>PHYSICS</b> Magnetism Contact and non-contact forces, including friction and magnetism.
<b>Physical Education</b>  <b>Real PE</b>	Jumping and Landing  Seated Balance  Social Skills	Footwork  One Legged Balance  Personal Skills	Sending and Receiving  Counter Balance  Creative Skills	Floorwork  Reaction and Response  Physical Skills	Dynamic Balance  Ball Skills  Cognitive Skills	Ball Chasing  Stance  Health and Fitness
<b>Get set 4 PE</b>	Netball  Rugby	Rugby  Gymnastics	Dance  Dodgeball	Dodgeball  OAA	Tennis  Swimming	Athletics  Cricket

<p><b>PSHE &amp; RE</b> (Personal, Social, Health Education / Relationship Education)</p>	<p><b>Beginning and Belonging</b> BB34</p> <p>Votes for School Topic: Health and well-being</p>	<p><b>Family and Friends</b> FF34</p> <p><b>Anti – Bullying</b> AB34</p> <p>Votes for School Topic: British Values</p>	<p><b>Diversity and Communities</b> DC34</p> <p>Votes for School Topic: Relationships</p>	<p><b>Relationships and Sex Education</b> RS3</p> <p><b>Drug Education</b> DE34</p> <p>Votes for School Topic: Living in the Wider World</p>	<p><b>Personal Safety</b> PS34</p> <p>Votes for School Topic: SMSC</p>	<p><b>Healthy Lifestyles</b> HL34</p> <p>Votes for School Topic: Science and Technology</p>
<p><b>My Happy Mind</b></p>	<p><b>Meet the brain</b> – focusing on understanding my emotions and the emotions of others, children learn to regulate their emotions and develop a growth mindset.</p>	<p><b>Celebrate –</b> celebrating who they are and building self-esteem in other children learn to focus on their unique character strengths.</p>	<p><b>Appreciate –</b> appreciating themselves and others, children develop gratitude and a greater sense of well-being</p>	<p><b>Relate-</b> building their relationships and relating to others, children focus on diversity</p>	<p><b>Engage –</b> pursuing their dreams and helping to facilitate others’ dreams, children learn about goal setting, their accomplishments and how to build resilience</p>	<p><b>Consolidate</b></p>
<p><b>Music</b></p>	<p><b>Charanga</b> Let your spirit fly</p>	<p><b>Charanga</b> Glockenspiel Stage 1</p>	<p><b>Charanga</b> 3 little birds</p>	<p><b>Charanga</b> The dragon song</p>	<p><b>Charanga</b> Bring us together.</p>	<p><b>Charanga</b> Reflect rewind and replay</p>

<p><b>History</b></p>		<p><b>European history: Prehistoric Britain [Aut 2]</b> How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>		<p><b>African history: Ancient Egypt</b>  The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>		<p><b>European history: Ancient Greece [Sum 2]</b> The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>
<p><b>Geography</b></p>	<p><b>United Kingdom [Aut 1]</b> Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.</p>		<p><b>Volcanoes</b> Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>		<p><b>Looking at Europe and Tourism [Sum 1]</b> Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p>	

<p><b>DT</b></p>	<p><b>Picture Frames</b> Picture frames that would be made and sold in a commercial context.</p>		<p><b>Keeping it Contained</b> A solution for users who struggle to keep possessions safe in their bag.</p>		<p><b>FOOD</b> <b>Sandwiches and Packed Lunches</b> Making sandwiches with a balance of proteins fats &amp; carbohydrates</p>	
<p><b>Art</b></p>		<p><b>Why Do We Make Art?</b> Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. <b>Satoshi Kitamura</b> <b>Pablo Picasso</b></p>		<p><b>Clay Fairy Tales</b> Using clay to produce a collaborative visual representation of a fairy tale crime. <b>Anthony Browne</b> <b>Quentin Blake</b></p>		<p><b>Mythology</b> Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. <b>Raphael</b> <b>Van Gogh</b> <b>Frank Auerbach,</b> <b>Chris Ofili</b></p>