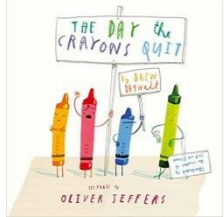
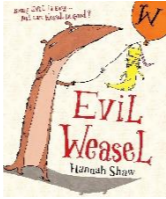
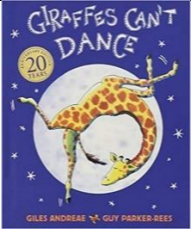
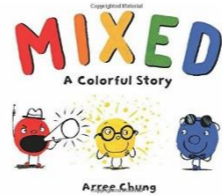



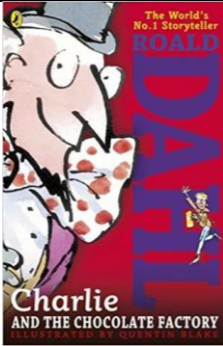
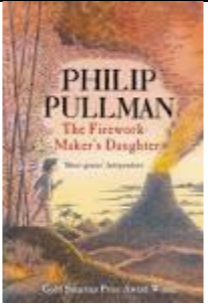


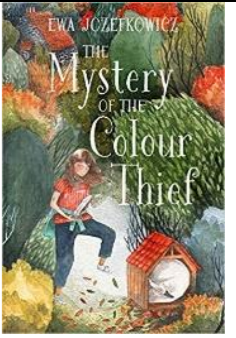

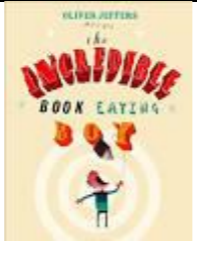
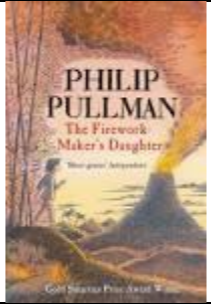
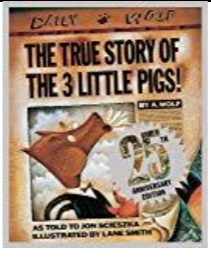

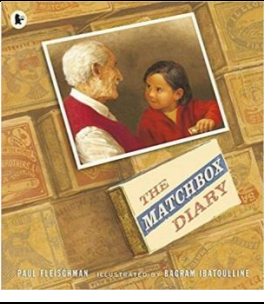




Year Group Curriculum Plan
Year 3

2020/21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community		Peace		Wisdom	
RE Focus	What does it mean to be a Hindu in Britain today? <ul style="list-style-type: none"> - Describe how Hindus show their faith within their families and communities in Britain today 	What is the Trinity? <ul style="list-style-type: none"> - Describe how Christians show their beliefs about God the Trinity in worship 	What do Christians learn from the Creation story? <ul style="list-style-type: none"> - To make clear links between Genesis 1 and what Christians believe about God and Creation. 	Why do Christians call the day Jesus died Good Friday? <ul style="list-style-type: none"> - To offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. 	How & why do believers show their commitment during the journey of life? <ul style="list-style-type: none"> - To identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	
Key P4C Texts						
PHSCE Focus	How can we be a good friend? Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	What keeps us safe? Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products	What are families like? Relationships Families; family life; caring for each other	What makes a community? Living in the wider world Community; belonging to groups; similarities and differences; respect for others	Why should we eat well and look after our teeth? Health and wellbeing Being healthy: eating well, dental care	Why should we keep active and sleep well? Health and wellbeing Being healthy: keeping active, taking rest
British Values Focus	Democracy <ul style="list-style-type: none"> - Campaign to support the crayons 	Individual Liberty <ul style="list-style-type: none"> - Plan to be good - Free to be me 	Rule of Law <ul style="list-style-type: none"> - Games without rules 		Mutual Respect and Tolerance <ul style="list-style-type: none"> - Welcoming new people (Something else) - We are Britain 	
Class Reader(s)						
English Text(s)	Stone Age Boy	The Incredible Book Eating Boy	Firework Maker's Daughter	The True Story of the Three Little Pigs	Matilda	Match Box Diary

						
English Focus	<p>Non-Chronological Report</p> <ul style="list-style-type: none"> - use simple conjunctions for coordination and subordination - begin to use paragraphs to structure writing - demarcate sentences with capital letters and full stops, question marks,, commas to separate items in a list and apostrophes for contraction and possession - use simple organisational devices (e.g. headings or sub-headings) appropriately 	<p>Letter with a dilemma</p> <ul style="list-style-type: none"> - describe settings and characters using expanded noun phrases - Adverbs for time - demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession 	<p>Narrative with sequential structure</p> <ul style="list-style-type: none"> - describe settings and characters using expanded noun phrases - use a range of co-ordinating and subordinating conjunctions - use prepositions to express place and time - begin to use inverted commas to punctuate speech - use correct tense consistently, including the present perfect tense 	<p>Newspaper</p> <ul style="list-style-type: none"> - begin to use paragraphs to structure writing - use a range of co-ordinating and subordinating conjunctions - use adverbs to express time - use a range of precise vocabulary (nouns, verbs and adjectives) 	<p>Descriptive writing</p> <ul style="list-style-type: none"> - describe settings and characters using expanded noun phrases - use a range of co-ordinating and subordinating conjunctions - maintain Standard English forms, e.g. using a/an correctly - use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly 	<p>List Poems with similes.</p> <ul style="list-style-type: none"> - describe settings and characters using expanded noun phrases - use a range of precise vocabulary (nouns, verbs and adjectives) - use adverbs to express time
Maths Focus	<p>Place Value</p> <ul style="list-style-type: none"> - count from 0 in multiples of 4, 8, 50 and 100 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - add and subtract numbers mentally - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <p>Multiplication and division</p> <ul style="list-style-type: none"> - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	<p>Multiplication and division</p> <ul style="list-style-type: none"> - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <p>Fractions</p> <ul style="list-style-type: none"> - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	<p>Money</p> <ul style="list-style-type: none"> - add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <ul style="list-style-type: none"> - interpret and present data using bar charts, pictograms and tables 	<p>Length and Perimeter</p> <ul style="list-style-type: none"> - measure, compare, add and subtract lengths (m/cm/mm) - measure the perimeter of simple 2-D shapes <p>Time</p> <ul style="list-style-type: none"> - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - know the number of seconds in a minute and the number of days in each month, year and leap year 	<p>Geometry</p> <ul style="list-style-type: none"> - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - Identify right angles <p>Mass and capacity</p> <ul style="list-style-type: none"> - measure, compare, add and subtract mass (kg/g)
Science Focus	<p>What do rocks tell us about the way the Earth was formed?</p> <ul style="list-style-type: none"> - To compare and group together different kinds of rocks 	<p>How far can you throw your shadow?</p> <ul style="list-style-type: none"> - To recognise that they need light in order to see things 	<p>Are you attractive enough?</p> <ul style="list-style-type: none"> - To recognise movement using a push or a pull 	<p>How can Usain Bolt run so quickly?</p> <ul style="list-style-type: none"> - To identify that animals, including humans, need the right types and amount of 	<p>How did that blossom become an apple?</p> <ul style="list-style-type: none"> - To identify and describe the functions of different parts of 	

	<p>on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> - To describe in simple terms how fossils are formed when things that have lived are trapped within rock - To recognise that soils are made from rocks and organic matter. 	<p>and that dark is the absence of light</p> <ul style="list-style-type: none"> - To notice that light is reflected from surfaces - To recognise that light from the sun can be dangerous and that there are ways to protect their eyes - To recognise that shadows are formed when the light from a light source is blocked by an opaque object - To find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> - To compare how things, move on different surfaces - To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - To observe how magnets, attract or repel each other and attract some materials and not others - To compare and group materials based on magnetic properties - To describe magnets as having two poles 	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> - To identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> - To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - To investigate the way in which water is transported within plants - To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
LCC Focus	<p>Who First Lived in Britain?</p> <ul style="list-style-type: none"> - Know and describe how Britain changed between the beginning of the Stone Age and the Iron Age and then from the Iron Age through to Roman times (using dates and terms such as BC and AD) - Through supported research, identify and explain the main similarities and differences between the stone, bronze and iron ages, using a timeline to order events chronologically - Define what is meant by 'hunter-gatherers' - Understand the importance of Stone Age paintings in helping us to understand more about life in these times - 		<p>What Makes the Earth Angry</p> <ul style="list-style-type: none"> - To know and locate volcanoes in each of the continents (Mt Vesuvius – Eur, Krakatoa – Oc, Mt Fuji – As, Kilimanjaro – Af, Villarrica – S Am, Mt St Helens – N Am, Erebus – An) - To understand the similarities and differences between volcanoes in the UK, Europe and South America - To compare and contrast the effects of earthquakes in the UK and North America (Haiti) - To be able to describe the key features noted within a map, such as tectonic plates and the location/frequency of natural disasters 		<p>What Have the Romans Ever Done for Us?</p> <ul style="list-style-type: none"> - Know where the Romans originated from and show this on a map - Define the term 'invasion' and explain the Roman invasion - Understand how Britain changed from the Iron Age to the end of the Roman occupation – using timelines to support an understanding of chronology - Explain how the Roman occupation of Britain helped to advance British society - Describe the resistance to the Roman occupation and have an in-depth knowledge of Boudicca and her place in British history - Using different sources of evidence (including key texts and the internet), research and present key information about a significant Roman emperor 	
Art Focus			<p>Hokusai</p> <p>Create a print piece of art in the style of Hokusai using inspiration from his work, The Great Wave.</p>		<p>Andy Warhol</p> <p>To create a roman inspired digital image in the style of Anthony Warhol using computing techniques.</p>	
DT Focus			<p>Enterprise Week - Mechanical Systems</p> <p>Create a popup book inspired by our English text.</p>		<p>Roman draw string purses</p> <p>To create a draw string purse by selecting from and using a wide range of materials and components according to their functional properties and aesthetic qualities.</p>	
Music Focus	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

PE Focus	<p>Spatial Awareness & Movement</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. Changing direction, speed and stopping quickly. <p>Athletics</p> <ul style="list-style-type: none"> - Use their bodies to develop flexibility, strength and technique. To use a variety of equipment with greater control and co-ordination. - Develop skills with increasing accuracy and velocity: to run at fast, medium and slow paces. - To learn and take part in a relay, remembering how to execute a hand changeover. 	<p>Spatial Awareness & Movement</p> <ul style="list-style-type: none"> - To move confidently and safely in their own and general space, on and off apparatus. Making decisions to explore and travel safely. <p>Gymnastics</p> <ul style="list-style-type: none"> - To develop strength and suppleness to improve performance across apparatus, height, and travelling movements. - Explore and perform gymnastic shapes, along with travelling. - Copy, create and link gymnastic sequences to suit different types of apparatus and criteria. - Can compare and contrast gymnastic sequences. 	<p>Spatial Awareness & Movement</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. Changing rhythm, speed, levels and direction. <p>Dance</p> <ul style="list-style-type: none"> - Improvise freely and explore ideas, then translate from a stimulus into movement. - To dance with control and coordination - To use dance to show mood and feelings. - Compose and link movements to make simple beginnings, middles and ends, working with a partner. 	<p>Spatial Awareness & Movement</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. Changing direction, dodging and stopping quickly. <p>Invasion Team Games</p> <ul style="list-style-type: none"> - Participate in team games and be aware of space and use it to support team-mates and cause problems for the opposition - To engage in competitive (individually and team) and know the rules of the game and apply them fairly. 	<p>Spatial Awareness & Movement</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. Changing direction, terrain and obstacles. <p>Outdoor and Adventure</p> <ul style="list-style-type: none"> - To follow a map in familiar context. - To use clues to follow a route. - To make decisions and check that a route is safe to follow. 	<p>Spatial Awareness & Movement</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. Changing from a stationery position, to moving forwards, backwards, left, right and diagonally. <p>Striking & Fielding & Net Wall</p> <ul style="list-style-type: none"> - To increase accuracy when aiming and throwing an object to a target or for catching. - Using hands and stance to balance and control objects, prior to striking an object. - Introduce specific games terminology: back hand and forehand etc. - Playing short games that involve control and scoring points.
Computing Focus	<p>Coding</p> <ul style="list-style-type: none"> - To review coding vocabulary that relates to Object, Action, Output, Control and Event. - To design and write a program that simulates a physical system. - To create a program with an object that repeats actions indefinitely - To debug simple programs. 	<p>Online Safety</p> <ul style="list-style-type: none"> - To know what makes a safe password. Methods for keeping passwords safe. - To understand how the Internet can be used in effective communication. - To understand how a blog can be used to communicate with a wider audience. - To consider the truth of the content of websites. 	<p>Spread Sheets</p> <ul style="list-style-type: none"> - To use the symbols more than, less than and equal to, to compare values. - To use spreadsheet program to collect data and produce a variety of graphs. <p>Typing</p> <ul style="list-style-type: none"> - Introduce typing terminology. - To understand the correct way to sit at the keyboard. - To practice typing with the left and right hand. 	<p>Email</p> <ul style="list-style-type: none"> - To think about different methods of communication. - To open and respond to an email using an address book. - To learn how to use email safely. - To add an attachment to an email. To explore a simulated email scenario. <p>Branching Database</p> <ul style="list-style-type: none"> - To sort objects using just 'yes' or 'no' questions. - To complete a branching database. 	<p>Simulations</p> <ul style="list-style-type: none"> - To consider what simulations are, explore a simulation and analyse and evaluate a simulation. 	<p>Graphing</p> <ul style="list-style-type: none"> - To enter data into a graph and answer questions. <p>To solve an investigation and present the results in graphic form</p>
MFL Focus (French)	<p>Core Unit 1</p> <ul style="list-style-type: none"> - Basic greetings - Information about name, age and family 	<p>Core Unit 2</p> <ul style="list-style-type: none"> - Colours - Counting to 20 - Countries - Likes and dislikes 	<p>Core Unit 3</p> <ul style="list-style-type: none"> - Parts of the body - Counting to 31 - Clothes - Months of the year 	<p>Animals</p> <ul style="list-style-type: none"> - Farm animals - Pets - Describing pets - Locational language 	<p>Food</p> <ul style="list-style-type: none"> - Food vocabulary - Food likes and dislikes - Cutlery - Ingredients 	<p>At School</p> <ul style="list-style-type: none"> - Travel to school - Subjects - School rooms - What time is it? - Pencil case contents
Curriculum Enhancement	<ul style="list-style-type: none"> - Stone Age Enhancement Day - Creating our own dens (English Hook) 	<ul style="list-style-type: none"> - Creating edible books (English hooks) 	<p>Art week – Focus on Hokusai (LC and English Hook)</p>	<p>Dress up as a Roald Dahl character (English Hook)</p>	<ul style="list-style-type: none"> - Roman enhancement day (LC hook) 	

	<ul style="list-style-type: none"> - Making Stone Age dens (LC) 				<ul style="list-style-type: none"> - Creating houses with tooth picks and sweets (English Hook) 	
Home Learning Opportunities	<ul style="list-style-type: none"> - RE - Visit a Hindu Temple - RE – BBC Bitesize (learn & revise) KS2 Religious Education – Hinduism – 7 video clips on Diwali, Lakshmi, Ganesh etc - PHSCE – BBC Bitesize (learn & revise) KS2 PSHE and Citizenship – clips on many topics in PHSCE Focus across the terms - LCC – Visit Cliffe Castle to look at Stone Age Artefacts - Science – Visit Whitby and if the tides are safe go fossil hunting on Yorkshire's Jurassic coast - Science – Visit the Yorkshire Museum in York to see 'Yorkshire's Jurassic World' exhibition 	<ul style="list-style-type: none"> - Computing Focus – Practice safe online working - RE - Find examples of the trinity in a children's bible - RE – BBC Bitesize KS2 Religious Education – Christianity – 4 guides & 28 video clips - LCC – BBC Bitesize KS2 History – Prehistoric – Guides and clips on Stone Age - Science – BBC Bitesize KS2 Science – Guides and clips on the topics covered through the year including forces/motion, human body, magnets, light, plants and materials etc - MFL – French – BBC Bitesize KS2 French – video clips on the topics in French Focus 	<ul style="list-style-type: none"> - LCC – BBC Bitesize KS2 Geography – Natural World – Volcanoes – video, definitions and quiz on volcanoes - LCC – BBC Bitesize KS2 Geography – Natural World – Earthquakes – facts & quiz about earthquakes 	<ul style="list-style-type: none"> - English - Watch the Matilda Film (after prediction phase) - English – BBC Bitesize KS2 English – games & guides on the topics in English Focus - Maths – BBC Bitesize KS2 Maths – Games, video clips etc on the topics In Maths Focus across the terms 	<ul style="list-style-type: none"> - Maths – Practise telling the time frequently at home - LCC – BBC Bitesize KS2 History – Roman Britain – guides & video clips on the Romans - LCC – Visit the Yorkshire Museum in York to see Roman artefacts and Roman life in York - LCC – Visit the Royal Armouries Museum - Leeds - LCC – Visit Hadrian's Wall 	<ul style="list-style-type: none"> - Reading of appropriate articles to aid English - Science – Plants – see BBC Bitesize KS2 Science – The Living World - plants