

Year 3 Curriculum Plan



	AUTUMN	SPRING	SUMMER
MATHS	<p>White Rose Planning Units Abacus Active Learn Resources Busy Ant Text Book Target Your Maths Maths No Problem Maths Whizz Online Tutor</p> <p>1-1 same day/group intervention as needed</p> <p>PLACE VALUE Hundreds Represent numbers to 1,000 100s, 10s and 1s Number line to 1,000 Find 1, 10, 100 more or less than a given number Compare numbers to 1,000 Order numbers Count in 50s</p> <p>ADDITION AND SUBTRACTION Add and subtract multiples of 100 Add and subtract to or from 3-digit numbers (ones, tens, hundreds) Add two 3-digit numbers – crossing 10 or 100 Subtract a 3-digit number from a 3-digit number Estimate answers to calculations</p>	<p>White Rose Planning Units Abacus Active Learn Resources Busy Ant Text Book Target Your Maths Maths No Problem Maths Whizz Online Tutor</p> <p>1-1/group intervention as needed</p> <p>MULTIPLICATION AND DIVISION Multiplication – equal groups Multiplying by 3 Dividing by 3 Multiplymultiplying by 8 Dividing by 8 Comparing statements Related calculations Multiply 2-digits by 1-digit Dg by 4 Dividing by 4 Mivide 2-digits by 1-digit Scaling How many ways</p> <p>PERIMETER Measuring and calculating the perimeter of different figures.</p> <p>PROPERTIES OF SHAPES 2D and 3D shapes. Regular and irregular shapes. Properties of shapes.</p>	<p>White Rose Planning Units Abacus Active Learn Resources Busy Ant Text Book Target Your Maths Maths No Problem Maths Whizz Online Tutor</p> <p>1-1/group intervention as needed</p> <p>MONEY Pounds and pence Converting pounds and pence Adding money Subtracting money Giving change</p> <p>FRACTIONS Unit and non-unit fractions. Fractions of numbers and quantities. Equivalent fractions. Mixed number fractions. Adding fractions.</p> <p>STATISTICS Pictograms Bar Charts Tables</p> <p>TIME Analogue, digital and words. O'clock, half past, quarter past and quarter to. Reading the time to 5 minutes/1 minute. Time durations.</p>

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ENGLISH

Read...Explore...Write...

Whole Class Reading:

Daisy and the Trouble with Zoos

Daisy and the Trouble with

Christmas

Polly and the Wolf

Zeraffa Giraffa

Descriptive writing – journey down

the River Nile

Postcard

Party Invite

Letter

Giraffe Fact file

Wordsmith e-book – Was Tutankhamen Killed?

Letter writing

Explanation text to be written in response to the Big Question.

The Christmas story

Re telling The Nativity

Read, write, perform – Letter to

Santa

Weekly EGPS (spelling, punctuation and grammar).

See additional Autumn Spelling Plan.

Response to Live Theatre

Read...Explore...Write...

Whole Class Reading:

Cornflake the Dragon

The Boy Who Grew Dragons

Jake Cake

George and the Dragon

Stone Age Boy

The Cave Baby

Dragon Slayer

Retell story of St George

Compare the features of legends and myths.

Dragon story

Acrostic poem

Written work for class assembly.

Little nose

Write a diary.

Comprehensions.

Dialogue

Write a play script

The Easter story

Re telling the Nativity

Weekly EGPS (spelling, punctuation and grammar).

See additional Spring Spelling Plan.

Public Speaking Competition

Read...Explore...Write...

Whole Class Reading:

Ottoline and the Yellow Cat

Wordsmith e-book -Where in the World?

Letter writing

Instructions

Ottoline

Postcard

Description of Mr Munroe

Lost poster

Poetry Unit

Calligrams

Rhyme and rhythm

Class poem

Weekly EGPS(spelling, punctuation and grammar).

See additional Summer Spelling Plan.

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<p>SCIENCE</p>	<p>Animals including Humans – How can Usain Bolt move so quickly? Identify that animals, including humans, need the right types and amounts of nutrition.</p> <p>Light – How far can you throw your shadow? Recognise that light is needed in order to see and that dark is the absence of light.</p>	<p>Rocks – What do rocks tell us about the way the earth was formed? Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Forces and Magnets – Are you attractive enough? Observe how magnets attract / repel each other, and attract some materials but not others.</p>	<p>Plants – How did that blossom become an apple? Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p>
<p>COMPUTING</p>	<p>Introduction to computers Logging on/off Using a keyboard Saving work Using word/textease Developing a responsible use of computing devices and their contents.</p> <p>Online Safety Lee and Kim (see Online Safety folder) https://www.youtube.com/watch?v=vmqNg-7QrDk Children create Online Safety Poster</p>	<p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are presenters 3.3 <i>Videoing performance</i></p> <p>We are network engineers 3.4 <i>Exploring computer networks, including the internet</i></p> <p>Online Safety Welcome to Hector's World https://www.thinkuknow.co.uk/5_7/hectorsworld/ Colouring in sheets or puzzles</p>	<p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are communicators 3.5 <i>Communicating safely on the internet</i></p> <p>We are opinion pollsters 3.6 <i>Collecting and analysing data</i></p> <p>Online Safety Intellectual Property Logo Mania (Nancy and the Meerkats: Nancy's Musical Box) https://www.youtube.com/watch?v=ttpl2qu5nRc</p>

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HISTORY	<p>Ancient Egypt What were the wonders of Ancient Egypt?</p>	<p>Stone Age – (Bronze Age) - to Iron Age How did the lives of ancient Britons change during the Stone Age?</p> <p>What is the secret of the standing stones?</p> <p>How do artefacts help us understand the lives of the people in Iron Age Britain?</p> <p>Visit to Creswell Crags & History Van in school</p>	
GEOGRAPHY	<p>Jungles Why are jungles so wet and deserts so dry?</p>		<p>Earthquakes Why do the biggest earthquakes not always cause the most damage?</p> <p>Beyond the Magic Kingdom: What is the Sunshine State really like?</p>
PE	<p>Real PE – Unit 1 Personal Unit 2 Social</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions.</p>	<p>Real PE – Unit 3 Cognitive Unit 4 Creative</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions.</p>	<p>Real PE – Unit 5 Physical Unit 6 Health and Fitness</p> <p>Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and</p>

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	<p>Plan and demonstrate tactics for attacking and defending. To accept losing.</p>	<p>Plan and demonstrate tactics for attacking and defending. To accept losing.</p> <p>Dance To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency.</p> <p>Outdoor and Adventurous</p> <ul style="list-style-type: none"> • School based. <p>To follow a map in a familiar context. To use clues to follow a route. To follow a route safely.</p>	<p>sports. Communicate, collaborate and compete with each other.</p> <p>Gymnastics To adapt sequences to suit different types of apparatus and criteria. To explain how strength and suppleness affect performance. To compare and contrast gymnastic sequences.</p>
<p>RE</p>	<p>Key Question 1 about beliefs: What do different people believe about God?</p> <p>Key Question 2 about beliefs: Why is Easter (or Christmas) so important for Christians?</p> <p>Range of challenge questions linked to British Values and World Religions</p>	<p>Key Question 3 about expressing beliefs: What is the purpose and value of a sacred space? (Church visit)</p>	<p>Key Question 4 about demonstrating beliefs: What do religions teach about the natural world and why should we care about it?</p> <p>Cultural Diversity Day Focus Work – What do I know about my culture?</p> <p>Derby Open Centre</p>
<p>FRENCH</p>	<p>Unit 1: Moi (All about me) Unit 2: Jeux et chansons (songs and games)</p>	<p>Unit 3: On fait la Fête (Celebrations) Unit 4: Portraits (Portraits)</p>	<p>Unit 5: Les quatres amis (The Four Friends) Unit 6: Ça pousse! (Growing things)</p>

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<p>MUSIC</p>	<p>Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory ready for a class performance to parents at the end of the term and at Christmas as an ensemble, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including Ten Pieces and Young Voices.</p> <p>Teaching recorders – introduce notation, rhythm and basics of playing the recorder.</p>	<p>Children will develop an understanding of the history of music</p> <p>Children will begin to use and understand staff and other musical notations through recorder lessons.</p>
<p>PSHE</p>	<p>PSHE Matters</p> <p>TERM 1 Being Healthy Lower KS2</p> <p>TERM 2 Difference and Diversity Lower KS2</p>	<p>Term 3 Exploring Emotions Lower KS2</p> <p>TERM 4 Relationships Lower KS2</p> <p>NSPCC Speak Out</p> <p>Road Safety Workshops</p>	<p>TERM 5 Being Responsible Lower KS2</p> <p>TERM 6 Bullying Matters Lower KS2</p> <p>Open Water Safety Workshops & RNLI Workshops</p>
<p>ART</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p>	<p>What Makes the Earth Angry?</p> <p>Papier mache earth</p> <p>Jagged and smooth patterns</p>	<p>European country</p> <p>Hot and cold colours – mixing and shading</p> <p>Painting:</p>

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	<p>Bee Art Project – whole school</p> <p>Zeraffe Giraffe Jazzy giraffes using a mixture of mediums – chalk, pastel, paint Sketching still life - Jason Heppenstall Giraffe puppets</p> <p>Ancient Egypt Make feluccas Marbelling</p> <p>Christmas cards art work – whole school. Nativity art work – shoe box art.</p>	<p>Dragons Drawing: Use line to represent something real or imaginary Explore using mixed black and white media to make different marks Be able to draw proportionally accurate figures Introduce a sketchbook as a notebook facility annotating work and gathering ideas</p> <p>Draw dragon eyes</p> <p>Stone Age to Iron Age Claywork Be able to roll a ball in order to make a thumb-pot Decorate by pressing in objects for texture Felt cave men</p>	<p>Understand primary colours and discuss hot and cold colours Mix and match colours using the double primary system Use a variety of tools to paint with and consider the effect</p>
<p>D&T</p>	<p>Food Technology</p>	<p>KNEX WORKSHOPS</p>	<p>Pneumatic Dragon Challenge: I Can Create a Pneumatic Monster using air pressure!</p>