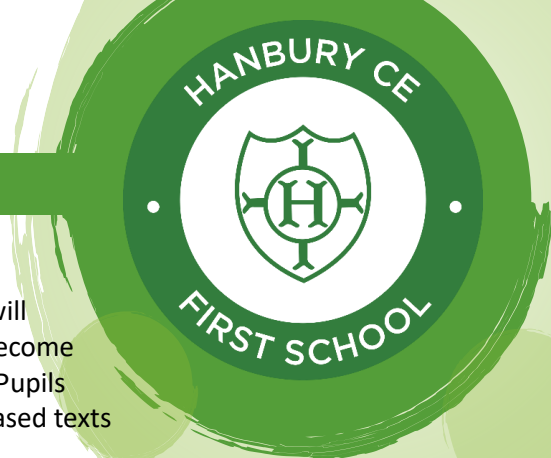


Year 3 Curriculum Planner



Year 3

Year 3 is the start of Key Stage 2. When pupils move up to Year 3 they will start to take on a more sentio role in our school. They may choose to become a Play Leader, a Wellbeing Champion or a member of our Sports Crew. Pupils start to learn history in chronological order and study longer chapter based texts in English.

	Autumn Term	Spring Term	Summer Term
English	<p><u>Stone Age Boy</u> <i>Satoshi Kitamura</i> Own version narrative</p> <p><u>The First Drawing</u> <i>Mordecai Gerstein</i> Own Historical Narrative</p> <p><u>Cloud Tea and Monkeys</u> <i>Mal Peet & Elspeth Graham</i> Non Chronological reports</p> <p><u>The BFG</u> <i>Roald Dahl</i> Own version fantasy narratives</p>	<p><u>The Tear Thief</u> <i>Carol Ann Duffy</i> Letters of explanation</p> <p><u>How To Live Forever</u> <i>Colin Thompson</i> Prequels</p> <p><u>The Last Garden</u> <i>Rachel Ip</i> Own version extended narratives</p> <p><u>Sparky!</u> <i>Jenny Offil</i> Own traditional tales.</p>	<p><u>Escape From Pompeii</u> <i>Christina Balit</i> Newspaper Reports</p> <p><u>The Pied Piper of Hamelin</u> <i>Michael Morpurgo</i> Own version myths & legends</p> <p><u>Jim, A Cautionary Tale</u> <i>Hillaire Belloc</i> Narrative poems</p> <p><u>The Mystery of Harris Burdick</u> <i>Chris Van Allsburg</i> Extended fantasy narratives</p>
Maths	<p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p>	<p>Multiplication and division</p> <p>Measurement: Length and perimeter</p> <p>Number: Fractions</p> <p>Measurement: Mass and Capacity</p>	<p>Number: Fractions</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Geometry: Shape</p> <p>Statistics</p>
Science	<p><u>Rocks and Soils:</u> How are they formed and What are they made from? Forces and magnets: What is a force? How is friction made? What is a magnet? What are the magnetic poles and what do they do?</p>	<p><u>Animals including humans:</u> Why is nutrition important? Why do we have bones? Do we all animals have the same skeletons?</p> <p><u>Plants:</u> The different parts of a flowering plant? What are the main stages of the life cycle of a flowering plant?</p>	<p><u>Light and shadows:</u> What is a light source? How are shadows formed?</p> <p><u>Scientists and inventors:</u> Plant hunters -Marie Curie -George Washington Carver -Mary Anning - Invention concave and convex mirrors.</p>
RE	<p>What do Christians learn from the Creation story?</p> <p>What is it like for someone to follow God?</p>	<p>How do festivals and worship show what matters to a Muslim?</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>What kind of world did Jesus want?</p> <p>How and why do people try to make the world a better place? (Christians, Muslims, Jews, non-religious worldviews)</p>

	Autumn Term		Spring Term		Summer Term	
History	<p><u>Changes in Britain from the Stone Age to the Iron Age</u> Pupils will learn how people in prehistoric times lived nomadic lives in caves as hunter-gatherers, and progressed from this to simple tents and then to roundhouses. They will learn how animal husbandry began and the advent of farming as a way of life. They will learn how humans developed tools and utensils and began growing crops and keeping animals. They will study sources such as the cave paintings of Lascaux, the hill forts of British Camp in Malvern and recreations of Skara Brae to understand how life changed over the 10,000 years between the Palaeolithic time and the Iron Age.</p>		<p><i>This term will concentrate more on Geography, due to the intensive History focus in the Autumn and Summer terms.</i></p>		<p><u>The Roman Empire and its Impact on Britain.</u> Pupils will learn about Julius Caesar's attempted invasion of 55-54BC, and Claudius' subsequent successful invasion. They will learn about the building of Hadrian's Wall and about British resistance. They will study Boudicca and Caractacus, and learn about the differences in the way they were treated by the Empire. Pupils will study the impact of Roman technology, culture and beliefs on life in Britain, and the legacy left behind by it today.</p>	
	Geography	<p><u>Human Geography: Land Use and Settlements</u> Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water. They will study key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time from prehistory to the modern day.</p>		<p><u>Contrasting World Locations: The Rainforest Biome</u> Pupils will locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They will study the locations of volcanic eruptions and major earthquakes, understand geographical similarities and differences through the study of human and physical geography of a rainforest biome in North America and contrast it to life in the UK.</p>		<p><u>Human Geography: Land Use and Settlements</u> Pupils will use maps and atlases to learn about the countries of Europe (including Russia). They will map the spread of the Roman Empire and recognise the importance of key topographical features in guiding or slowing the spread of it. They will study how features such as natural springs and mountain ranges led to the rise of cultural centres such as Bath or gave rise to mythology.</p>
Art		<p><u>Drawing</u> Drawing portraits of themselves, their classmates, and the local landscapes. Producing their own pigments from natural materials and using them in their work. <u>Focus: Prehistoric Art</u> - Studying the drawings found in the caves at Lascaux and creating works inspired by them.</p>		<p><u>Painting:</u> Learning about hue and shade, and ways to adapt paint colours to show a range of shades within the same colour palette. <u>Artist Focus: Henri Rousseau</u> - Studying his work "<i>Tiger in a rainstorm</i>" and making their own artwork inspired by his style.</p>		<p><u>Sculpture:</u> Using simple wire frames and mod-roc modelling compounds to create their own portrait sculptures of a chosen ancient Roman or character from classical mythology. <u>Artist Focus: Michelangelo</u> - Studying the way he portrayed figures such as the "<i>David</i>"</p>
	D & T	<p><u>Iron Age Stew (Food Technology)</u> Inspired by their learning on life in the Iron Age, pupils will learn about seasonal vegetables and native plants. Pupils will use this to design an Iron Age style soup or stew. They will use the knife skills they learned in Key Stage 1 and learn to use a stove to heat the ingredients to make their stew. Pupils will evaluate their work when they have completed the project.</p>		<p><u>Rainforest Canopy Puppet (Textiles)</u> Building on their sewing skills from Key Stage 1, pupils will select materials for, design, cut and sew a simple glove puppet or stuffed toy inspired by their learning about animals of the rainforest canopy. They will add embellishments using sequins, beads, and buttons to show the detail on their animal. Pupils will evaluate their work when it is complete..</p>		<p><u>Model Roman Buildings (Resistant Materials)</u> Linked to their work on roman buildings, pupils will design a model Roman building. They will learn to cut, shape, and join wood to create a model Roman building. They will add decoration to the finished model using paints and evaluate the finished piece against their original design.</p>
ICT		<p><u>Sequencing Sounds</u> Create sequences to make music using different forms of input.</p>	<p><u>Be internet smart</u> Know how to be safe by exploring the information we should share.</p>	<p><u>Programming</u> Write algorithms and programs that use a range of events to trigger sequences of actions.</p>	<p><u>Big Bird Watch</u> Collect, organise and sort data in a database and use simple graphs and formulae to make calculations.</p>	<p><u>Animation</u> Explore different types of animation before planning a storyboard and creating stop-time animation.</p>
	Music	<p><u>Let Your Spirit Fly</u> - An R&B Song</p>	<p><u>Glockenspiel 1</u> and multiple songs</p>	<p><u>SEVERN ARTS – FAME Music</u> Instrument lessons led by peripatetic music teacher</p>		<p><u>Three Little Birds</u> Bob Marley – A Reggae Song</p>
PSHE		<p><u>Me and My Relationships</u></p>	<p><u>Valuing Difference</u></p>	<p><u>Keeping Safe</u></p>	<p><u>Rights and Respect</u></p>	<p><u>Being My Best</u></p>