

**Year 3 - Long-Term Curriculum Plan Overview 2017-2018**

Year 3	Term 1a: 8 weeks	Term 1b: 7 weeks	Term 2a: 6 weeks	Term 2b: 5 weeks	Term 3a: 6 weeks	Term 3b: 7 weeks
Term dates/weeks						
Theme/Topic	<u>Beatrix Potter</u>	<u>Our Capital City</u>	<u>Extreme Earth</u>	<u>Time Travelling</u>	<u>Globe Trotters</u>	<u>Wildlife</u>
*Enquiry Focus						
First-hand Learning Opportunities e.g. visits / fieldwork / visiting speakers		<u>Talk from a travel agent.</u>	<u>Make a volcano</u>	<u>Sandal Castle (Free) or Castleton</u>	---	<u>Fieldwork trip? Wildlife Park</u>
English Skills / Text type studied	Narrative Beatrix Potter AA Milne Non Fiction Non-chronological report. Poetry	Narrative Leaflets Instructions	Information Texts (Leaflets and posters) Narrative Diary Entry  Story using immersive classroom strategies	Newspapers  Diary entry  Letter  Narrative	Narrative  Descriptions  Letters and emails	Narrative Non-Chronological report Newspaper report
Texts / Authors to be used	Peter Rabbit Winnie the Pooh	Paddington Instructions for fooling adults Guide of the Tower of London	Stone Age Boy Little Wolf's Book of Badness.	Ug Cave baby	Angry email to the council  Stig of the Dump  BFG	Charlotte's Web Wind in the Willows
Mathematics Skills / Focus	Place value Addition by partitioning and column methods. Jigsaw numbers Subtraction using a number line and column methods. 2D and 3D shape. Angles 3x table	Multiplication Division Fact families Fractions of shapes and amounts. Fraction calculations Measuring distance and mass. Time. Data 3x table	Place value Addition by partitioning and column methods. Subtraction using a number line and column methods. Money Symmetry 2D and 3D shapes Grid references. 4x table	Multiplication and division using times table facts. Fact families Capacity Time Angles Fractions and decimals. Bar charts 4x table	Place value Addition by partitioning and column methods. Subtraction using a number line and column methods. Angles within shapes Perimeter Time 24-hour clock 8 x table	Multiplication and division using times table facts. Multiplication and division column methods. Fact families. Add and subtract fractions. Ratio Data 8 x table

Enterprise links – purpose for the work.	<u>Jewellery</u>		<u>Cookery/Baking</u>		<u>Bags</u>	
RE foci:	<u>Domestic Church Baptism &amp; Confirmation</u>	<u>Advent</u>	<u>Eucharist</u>	<u>Lent</u>	<u>Pentecost</u>	<u>Reconciliation Universal Church</u>
<b>Science Content and skills:</b>	<p><u>Rocks and Fossils</u></p> <p>Compare and group together different kinds of rocks on the basis of their simple physical properties.</p> <p>Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p>	<p><u>Lights</u></p> <p>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes notice that light is reflected from surfaces associate shadows with a light source being blocked by something.</p> <p>Find patterns that determine the size of shadows.</p>	<p><u>Materials</u></p> <p>Comparing the properties of a variety of materials.</p> <p>To use scientific vocabulary.</p>	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>Forces and Magnets</u></p> <p>Notice that some forces need contact between two objects and some forces act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p>	<p><u>Animals &amp; Humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.</p> <p>They get nutrition from what they eat describe the ways in which nutrients and water are transported within animals, including humans identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>

<b>History Focus and skills</b>	<p>The Life of Beatrix Potter</p> <p>Time lines Historical research Biography.</p>	<p><b><u>Study a region of the UK (not local area)</u></b></p> <p>Geography link – study of London</p> <p>Look at the history and key events in time i.e. Great fire of London (1666), Guy Fawkes (1606), London Olympics (1948 and 2012)</p> <p>Create a booklet: 'The History of London'</p>	<p><b><u>The Stone Age</u></b></p> <p>Humans evolved into homo sapiens from Neanderthals.</p> <p>People were hunter-gatherers. In the Mesolithic – people's lives changed and they began to hunt for fish as well as animals.</p> <p>In the Neolithic – began to settle into farming communities and started to domesticate animals and grow their own crops.</p> <p><b><u>The Bronze Age</u></b></p> <p>Advancement in agricultural materials. Begin to produce jewellery and weapons. Burial of important objects and bodies in round barrows.</p> <p><b><u>The Iron Age</u></b></p> <p>Iron replaced bronze as the main metal. People lived in tribes and which were often at war with each other. During this time, became more sophisticated and people produced art and music.</p> <p>Period ends with the invasion of the romans in AD 43.</p> <p><b><u>Stone age to Iron age</u></b> Order events and objects</p> <p>Make distinctions between aspects of their own lives. Recognise some of the similarities and differences between these periods.</p>			<p><b><u>Romanisation</u></b></p> <p>Roman rule of Britain begins.</p> <p>Similarities and difference between the Romans and Celts.</p> <p>To describe some of the main events.</p> <p>I can suggest the consequences of the Roman rule.</p>
<b>Geography Focus and skills</b>	<p><b><u>Lake District and National Parks</u></b> Physical and human features.</p> <p>Attractions</p> <p>Map reading,</p>	<p><b><u>Study a region of the UK (not local area)</u></b></p> <p>London</p> <p>Locate London and identify its human and physical characteristics and</p>	<p><b><u>Name and locate counties and cities</u></b></p> <p>Volcanoes Earthquakes Hurricanes Storms Flooding</p>	<p><b><u>Local Geography</u></b> <i>To describe the physical and human features of local areas.</i> <i>Use Google Maps and Google Earth to look at the different features.</i></p>	<p><b><u>. Topography, map reading</u></b></p> <p>To use geographical vocabulary to communicate findings.</p>	<p><b><u>Natural Disasters</u></b></p> <p>Africa/Antarctica</p> <p>Compare habitat &amp; climate</p> <p><b><u>Deforestation &amp; oil spill. Discuss</u></b></p>

		<p>understand how some of these aspects have changed over time.</p> <p>Look at London's attractions, e.g. Buckingham Palace and Big Ben.</p>		<p><i>Comparison of old and new maps.</i></p>		<p><b><u>rescuing animals and environment for them.</u></b></p> <p><b><u>Vets and the different roles that RSPCA have.</u></b></p> <p><b><u>David Wild (Talk)</u></b></p>
<b>Art skills</b>	<p><b><u>Sketching</u></b> To show control when using pencil skills. Investigating and use the methods to improve my skills.</p>	<p><b><u>Collage</u></b> To explore ideas in different ways.  Use a range of materials to make a collage based on London  Magazines, newspapers and pictures of London</p>	<p><b><u>Painting</u></b> Investigating and use the materials and methods to develop my skills.  ICT – Characterisation &amp; animation  Film their own plasticine, lego models. STOP START ANIMATION</p>	<p><b><u>Printing and cave painting.</u></b>  Exploring ideas in different ways. I can suggest ways to improve my own work when making images.  Use of symbols as a way of communicating.</p>	<p><b><u>Sewing</u></b>  Using running stitch, over sewing, back stitch  Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)</p>	<p><b><u>Sculpture</u></b> To adapt and improve my own work.</p>
<b>DT skills</b>	<p><b><u>Design and build a theme park ride.</u></b></p>	<p>Use annotated sketches and prototypes to explain ideas.</p>	<p><b><u>Design</u></b>  Volcanoes (science)</p>	<p><b><u>Cooking</u></b>  Pizza – fractions Cookies – decimals Meat tasting</p>		<p>Designed &amp; created a toy for a zoo animal.</p>

<b>PSHE skills and resources</b>	New beginnings	Getting on and Falling Out	Going for goals	Good to be me	GRT Week Relationships	Changes
Other links to the curriculum e.g. Sustainability Music PE		Christmas	Easter Play	Gardening/allotment	Forces- striking and fielding games	Music & P.E
Role play	Creating a Disney themed cartoon episode.	Nativity & Scrooge	Act out their own Disney story.	What would it be like to be a cave man?	Paddington – Act out a scene  Music – create song with actions.	How would you feel if you were an animal cooped up in a zoo?