









KS2 – Year Three

| Year group | Enquiry Approach | Autumn | | Spring | | Summer | |
|---|-------------------------------------|---|---------------------------|---|---|---|---|
| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 3 Morganite and Rubellite | Enquiry Theme | From field to plate Food, Glorious Food | | The Stone Age to the Iron Age | Europe | May the Force Be With You | Ancient Egyptian Achievements |
| | Enquiry Initial Engagement Question | Why does farming matter? | | What secrets are hidden in the stone? | How does Europe fit together? | What impact does force have on an object? | How were the Egyptians creative? |
| | Prior knowledge | Y2 T4 Y2 T4, T5, T6 | Y2 T4, T5, T6 Y2 T3 | Y2 T1, T2 Y2 T3 | Y2 T3 | Y3 T4 Y2 T1, T2 | Y2 T3; Y3 T2, T3 |
| | Future knowledge | Y2 T2 Y4 T3 | Y4 T1, T3 Y3 T6; Y4 T4 | Y6 T5, T6 Y3 T6; Y4 T4 | Y2 T2 Y3 T5 | Y4 T2 Y5 T3 | Y4 T5; Y6 T3 Y4 T1, T3, T4; Y5 T6 |
| | Visits/ Visitors | Visit: Country Trust Farm | | | | | Visitor: Drama workshop |
| Role play | Inside | Farm shop/ farm café | | Cave | Travel Agent | Science Museum | Egyptian Tomb |
| Exceptional Futures- I am a... | |  | |  |  |  |  |
|  | | Seeds to supper  | | Culture Vulture  | | | |

| Subject area | Autumn | | Spring | | Summer | | Schemes / resources used |
|-----------------|--|--------|--------|--------|--------|--------|---------------------------|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
| English-reading | <p>Decoding and decoding To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud</p> | | | | | | Pie Corbett-Reading Spine |

| | | | | | | | |
|--------------------------------|--|--|-----------------------|--|---------|--------------------------|------------------------------|
| | <p>Common exception words To begin to read Y3/Y4 exception words.*</p> | | | | | | |
| | <p>Comparing, contrasting and commenting To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To identify main ideas drawn from more than one paragraph and summarise these. To use appropriate terminology when discussing texts (plot, character, setting). To identify how language, structure and presentation contribute to meaning.</p> <p>Words in context and authorial choice To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p> | | | | | | |
| | <p>Inference and prediction To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.</p> <p>Poetry and performance To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p> <p>Nonfiction To retrieve and record information from non-fiction texts.</p> | | | | | | |
| | Texts | | | | | | |
| English-writing-genres | Narrative Instruction Diary | Recount Narrative Non-chronological report | Poetry Explanation | Setting description Diary Letter | Recount | Non-chronological report | Pie Corbett-Talk for Writing |
| Writing-Composition | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> | | | | | | |
| Writing transcription-spelling | <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary. To spell many of the Y3 and Y4 statutory spelling words correctly.</p> | | | | | | |

| | | | | |
|--|---|--|--|----------------|
| <p>Vocabulary, grammar and punctuation</p> | <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> | | | |
| <p>English-phonics <small>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</small></p> | <p><i>Little Wandle Letters and Sounds – for those children working withing this- below age-related</i></p> | | <p>Letters and Sounds - Little Wandle</p> | |
| <p>English-spelling</p> | <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> | | | |
| <p>English-handwriting <small>To use a neat, joined handwriting style with increasing accuracy and speed. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</small></p> | <p>1 Practising joining through a word in stages: no ascenders or descenders 2 Practising joining through a word in stages: parallel ascenders 3 Introducing joining from s to ascender: sh, sl, st, sk 4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq 6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt 7 Introducing joining from r, no ascender: ri, ru, rn, rp 8 Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro</p> | <p>11 Introducing joining to f: if, ef, af, of 12 Introducing joining from f to an ascender: fl, ft 13 Introducing joining from f, no ascender: fe, fi, fu, fr, fy 14 Introducing joining from f to an anticlockwise letter: fo, fa 15 Introducing ff 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check</p> | <p>21 Revising joins: letter spacing 22 Revising joins: spacing between words 23 Revising joins: consistency of size 24 Revising joins: fluency 25 Revising joins: parallel ascenders 26 Revising joins: parallel ascenders and descenders 27 Revising horizontal join from r to an anticlockwise letter: r>[28 Revising break letters 29 Assessment 30 Revising capital letters</p> | <p>PenPals</p> |

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

| | | | | | | | |
|-----------|---|--|--|---|--|---|---------------------|
| | 9 Introducing joining from r to e: are, ere, ure, ore, ire 10 Introducing break letters: g, j, y, f, b, p, x, z | | | | | | |
| Maths | Number: Place Value; Addition and Subtraction | Number: Multiplication and Division | Number: Multiplication and Division Measurement: Length and Perimeter | Number: Fractions Measurement: Mass and Capacity | Number: Fractions Measurement- Money | Geometry: Shape Statistics | White Rose NCETM |
| Science | Plants – parts of a plant | Plants – seed dispersal | Rocks | Animals Including Humans | Forces and Magnets | Light | REAch2 |
| | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. | Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. | |
| History | Timeline building and key knowledge recap | Flint, Fire and Forage | Tribe Tales | | | Ancient Egyptians | REAch2 |
| | | Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture | Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture | | | The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt | |
| Geography | Countries, Counties and Cities to See! | | | What's Beneath Our Feet? | Shakes and Quakes | | REAch2 |
| | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources | | | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region | Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes | | |

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

| | | | | | | | |
|-----------------------|--|--|---|--|--|--|---|
| | including energy, food, minerals and water | | | in a European country, and a region within North or South America Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | |
| Art and design | Cubism (Collage) Picasso | | Textiles Gunter Stolzl | | Sculpture Alexander Calder | | REAch2 |
| Design and Technology | Ready to Pop (Mechanical Systems) Matthew Reinhart | | You've Been Framed (Structures) Ikea | | I'm in Love with My Car (Mechanical/Electrical) Henry Ford | | REAch2 |
| Music | Creating compositions in response to an animation (Theme: Mountains) | Developing singing technique (Theme: the Vikings) | Ballads | Pentatonic melodies and composition (Theme: Chinese New Year) | Jazz | Traditional instruments and improvisation (Theme: India) | Kapow |
| | Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture. | The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. | Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. | Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies. | Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm. | Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class. | |
| Computing | Unit 1 Computing systems and networks- connecting computers | Unit 2 Creating media- stop frame animation | Unit 3 Programming A- sequencing sounds | Unit 4 Data and information- branching databases | Unit 5 Creating media- desktop publishing | Unit 6 Programming B- events and actions in programmes | NCCE |
| PE | Handball | Hockey | Tag Rugby | Football | Tennis | Athletics | The PE Hub |
| | Dance Unit 1 | Gymnastics Unit 1 | Dance Unit 2 | Gymnastics Unit 2 | Swimming- beginners | Rounders | |
| RE | Theme: Divali Key Question: Would celebrating Divali at home and in the community | Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? | Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were | Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? | Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? | *Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel | Pan- Berkshire SACRE Discovery RE |

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

| | | | | | | | |
|-----------------------------|---|--|--|---|--|---|----------------------------|
| | <p>bring a feeling of belonging to a Hindu child? Religion: Hinduism</p> <p>Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism</p> | <p>Religion: Christianity</p> | <p>these miracles or is there some other explanation? Religion: Christianity</p> | <p>Religion: Christianity</p> | <p>Religion: Hinduism</p> <p>*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism</p> | <p>special to a non-Hindu? Religion: Hinduism</p> <p>*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> | |
| <p>PSHE and Citizenship</p> | <p>Being Me Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> | <p>Celebrating Differences Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> | <p>Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> | <p>Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p> | <p>Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> | <p>Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> | <p>Jigsaw</p> |
| <p>MfL</p> | <p>Greetings Los Saludos - E</p> | <p>I can Puedo- E</p> | <p>Transport Los Transportes - E</p> | <p>The family La Familia -I</p> | <p>My home Mi Casa- I</p> | <p>The seasons Las Estaciones- E</p> | <p>Language Angels</p> |