

KS2 – Year Three

Year 3 Morganite and Rubellite	Term 1 Autumn 1	Enquiry Theme	From Field to Plate/Food, Glorious Food
		Enquiry Engagement Question	Why does farming matter?
Role play	Inside	Farm Shop/ Cafe	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading	<p style="text-align: center;">Guided reading rotation</p> <p style="text-align: center;">To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. To retrieve and record information from non- fiction texts.</p>						
English-writing Composition	Narrative Character descriptions	Narrative Setting descriptions	Narrative Imitation Write a narrative	Narrative Innovation Write a narrative	Instructions Imitation	Instructions Innovation	Diary Create a diary.
English-phonics	Phonics assessments (for those who need it)	Rapid Catch Up (3x weekly, for those who need it)					
English-spelling <small>Apply</small>	Suffix -ly	Suffix -il -al Suffix -ure Contractions	Pronunciation ow- cow; ow- blow Suffix -tion -sion	Suffix- sion -cian Contraction apostrophe Long vowel l graphemes Soft/ hard c	Long vowel i graphemes Contraction apostrophe-homophone awareness in use Long vowel e-e	Prefixes dis- un- Alphabetical order Synonyms	Contraction apostrophe Y short vowel i
English-vocabulary, grammar and punctuation	Expanded noun phrases. Prepositions for effect.	Speech	Consolidation of previous weeks	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Fronted adverbials / Use prepositions in writing	Use conjunctions to express time place and cause e.g. when, before, after, while, so, because	Proof-reads for spelling and punctuation errors

<p>English-handwriting</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, sl, se, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq</p>	<p>1 Practising joining through a word in stages: no ascenders or descenders</p>	<p>2 Practising joining through a word in stages: parallel ascenders</p>	<p>3 Introducing joining from s to ascender: sh, sl, st, sk</p>	<p>4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su</p>		<p>5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq</p>	
<p>Maths</p> <p>Number: Place Value; Addition and Subtraction</p>	<p>Number: Place Value;</p>	<p>Number: Place Value;</p>	<p>Number: Place Value;</p>	<p>Addition and Subtraction</p>	<p>Addition and Subtraction</p>	<p>Addition and Subtraction</p>	<p>Consolidation</p>
<p>Science:</p> <p>Plants- plant parts 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</p>	<p>Identify and describe the different parts of a flowering plant.</p>	<p>Explore the requirements of plants for life and growth.</p>	<p>Explore the requirements of plants for life and growth.</p>	<p>Investigate the way in which water is transported within plants.</p>	<p>Investigate the way in which water is transported within plants.</p>		
<p>History</p>							
<p>Geography</p> <p>Counties, Countries and Cities to see!</p>	<p>To use an 8 point compass.</p>	<p>To recognise the characteristics of different UK counties</p>	<p>To explore characteristics of different counties</p>	<p>To investigate the major cities of the UK</p>	<p>To name and locate European countries</p>	<p>To locate landmarks in famous European cities</p>	

<p>Art and design Collage</p>	<p>Understand what Picasso was inspired by, where he got his ideas from and the media he used.</p>	<p>Evaluating the work of Picasso using key vocabulary. Understand what collage is and how artists create collages.</p>	<p>Know how to tear, cut, scrunch and fold materials. Know how to arrange the material for different effects. Evaluate which layouts they prefer and why.</p>	<p>Know how to experiment with different materials, textures and layouts and annotate their work to evaluate how effective their choices have been. Evaluate and appreciate each other's work using artistic vocabulary. Know which types of adhesive works best for different materials; how different materials be used for different effects. Describe the texture from tearing, cutting, scrunching and folding.</p>		<p>Know how to use feedback from evaluation to improve their collages and create a final piece. Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.</p>	
<p>Design and Technology</p>							
<p>Music Creating compositions in response to an animation (Theme: Mountains) 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.</p>	<p>Lesson 1: Telling stories through music To tell a story from a piece of music through movement</p>	<p>Lesson 2: Creating a soundscape To create a soundscape using percussion instruments</p>	<p>Lesson 3: Story sound effects To create a range of sounds to accompany a story</p>	<p>Lesson 4: Adding rhythm To compose and perform a rhythm to accompany a story</p>		<p>Lesson 5: Musical mountain To compose and notate a short melody to accompany a story</p>	
<p>Computing Unit 1 Computing systems and networks- connecting computers</p>	<p>To explain how digital devices function I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process</p>	<p>To identify input and output devices I can classify input and output devices I can design a digital device I can describe a simple process</p>	<p>To recap the ability to safely log off and on to a computer.</p>	<p>To recognise how digital devices can change the way we work I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and non-digital tools</p>	<p>To explain how a computer network can be used to share information I can recognise different connections I can explain how messages are passed through multiple connections</p>	<p>To explore how digital devices can be connected I can recognise that a computer network is made up of a number of devices I can demonstrate how information can be passed between devices</p>	<p>To recognise the physical components of a network I can identify how devices in a network are connected together I can identify networked devices around me I can identify the benefits of computer networks</p>

				I can suggest differences between using digital devices and non-digital tools	I can discuss why we need a network switch	I can explain the role of a switch, server, and wireless access point in a network	
PE Handball Dance	Handball To use the ready position to catch effectively	Handball To perform accurate passes in different situations	Handball To move with the ball using the 3 step rule	Handball To prevent the ball from being passed by blocking and intercepting	Handball To use quick, effective passes to attack as a team	Handball To develop accurate passing and move into space in a game	
	Dance Unit 1 To perform a jazz square and use in a dance	Dance Unit 1 To perform a dance showing two contrasting characters	Dance Unit 1 To develop movements using improvisation	Dance Unit 1 To use props in a dance sequence	Dance Unit 1 To use facial expressions to bring life and emotion to a dance	Dance Unit 1 To take on the director role to help others improve their dance	
RE Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	I can understand what it means to 'belong' and can talk about the feelings a sense of belonging brings.	I can recall the story of Rama and Sita and begin to identify what Sanatanis and others learn from it	I can describe how the story of Rama and Sita helps Sanatanis understand right and wrong	I can describe how the story of Rama and Sita informs some elements of Sanatana Dharma practice.	I can describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita	I can tell you why belonging is important to me	I can understand what it means to 'belong' and can talk about the feelings a sense of belonging brings
PSHE and Citizenship 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	Getting to know each other Recognise my worth and identify positive things about myself and my achievements. Set personal goals and know how to use my Jigsaw Journal. Value myself and know how to make someone	Our Nightmare School Face new challenges positively, make responsible choices and ask for help when I need it. Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.	Our Dream School Understand why rules are needed and how they relate to rights and responsibilities. Know how to make others feel valued.	Rewards and Consequences Understand that my actions affect myself and others and I care about other people's feelings. Understand that my behaviour brings rewards/consequences	Our Learning Charter Make responsible choices and take action. Work cooperatively in a group	Owning our learning charter Understand my actions affect others and try to see things from their points of view. Choose to follow the Learning Charter	

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	else feel welcome and valued.						
MfL Greetings Los Saludos - E	Use short greetings for 'hello'	Introduce myself	Ask other how they are feeling	Respond to questions how they are feeling	Use short greetings for 'goodbye'	Consolidate language in short conversations	
Visits/ visitors				Talk from Hindu, with clothing to try			
REAch2 11 before 11 Promises	Seeds to supper 						