

KS2 – Year Three

Year 3 Morganite and Rubellite	Term 3 Spring 1	Enquiry Theme	The Stone Age to the Iron Age
		Enquiry Engagement Question	What secrets are hidden in stone?
Role play	Inside		Cave

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading	Poetry and performance – prepare and perform poems, use appropriate intonation and volume	Inference and prediction – to ask and answer questions appropriately including some simple inference questions based on characters’ feelings, thoughts and motives	Identify how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning	Themes and conventions – recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		
English- writing Composition	Genre: Poetry Foci: Independent writing	Genre: Narrative Foci: Innovate	Genre: Narrative Foci: Independent writing	Genre: Explanation Foci: Innovate	Genre: Explanation Foci: Independent writing	Genre:	Genre:
English- phonics <small>Phase ... Little Wandle Letters and Sounds</small>	As needed						
English- spelling	Plurals	Plurals	Plurals	Suffixes	Prefixes		
English- vocabulary, grammar and punctuation	To use the full range of punctuation - commas in a list	To maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement	To use preposition to express time, place and cause	Specific technical vocabulary to add detail	To use adverbs to express time, place and cause		
English- handwriting	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	15 Introducing ff		

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<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</p>				anticlockwise letter: fo, fa			
<p>Maths Number: Multiplication and Division Measurement: Length and Perimeter</p>	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Measurement: Length and Perimeter	Measurement: Length and Perimeter	Measurement: Length and Perimeter	
<p>Science Rocks 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.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To observe rocks closely and discover that they have different qualities and features To group rocks in different ways according to their observable features To be able to name 6 common rocks</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Devise their own fair test for the hardness of rocks and put a group of samples in rank order of hardness Devise a fair test for permeability and record results and observations in tabular form Test rocks with acid (vinegar) to discover if they are made of the shells of dead creatures</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Take part in an active quiz game to assess and reinforce prior learning on rocks Undertake a rock survey of the local area to answer questions on the local bedrock and other rocks seen Determine why particular rocks and man-made rocks were used for particular purposes</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock To discover the contribution to science of the great 19th century fossil hunter Mary Anning To understand the process of fossil formation and be able to describe it in simple terms</p>	<p>Recognise that soils are made from rocks and organic matter. To investigate, discover and classify the different components of soil To gather evidence on how different soils can vary and suggest reasons for this</p>		
<p>History Tribe Tales 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:</p>	<p>To understand the concept and time period of the Bronze Age</p>	<p>To understand and learn about Bronze Age settlements</p>	<p>To learn about the life of the Amesbury Archer as a significant individual of the Bronze Age</p>	<p>Understand the beginning of Iron Age in Britain, using evidence to identify similarities and changes</p>	<p>To explore and understand the differences between later prehistoric art and earlier styles</p>	<p>To understand how evidence helps us to learn about two opposing views of Britons to the Romans coming to Britain</p>	

tribal kingdoms, farming, art and culture							
Geography							
Art and design Textiles Gunter Stolz	Discover the work of Gunta Stolzl: what she is famous for, the different media she used and different styles she is associated with.	Evaluate famous artworks created by Gunta Stolzl and use artistic vocabulary to articulate critical responses.	Noting and sketching of examples of textiles in different culture and history.	Practising weaving, knotting and plaiting using different materials. Understand how the appearance of materials is changed.	Design fabric square, using a range of joining and dyeing techniques.	Know how to use feedback from evaluation to improve their textile piece and create a final piece. Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology You've Been Framed (Structures) Ikea							
Music Ballads 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.	To use musical vocabulary to explain the stylistic features of a ballad.	To explore how actions can impact performance.	To plan a musical structure inspired by a story.	To create lyrics that match a melody.	To show awareness of style, structure and features to perform a ballad.		
Computing Unit 3 Programming A-sequencing sounds	To explore a new programming environment	To identify that commands have an outcome	To explain that a program has a start	To recognise that a series of commands can have an order	To change the appearance of my project	To create a project from a task description	
PE Tag rugby Dance	To perform a dance phrase inspired by the ocean's depths Create a short dance inspired by the ocean's depth	To use improvisation to create a longer movement phrase Explain and perform improvisation Show different movements to	To use dynamics in a short group dance to show travelling on the ocean Work with a group to show three ways of travelling	To perform as a class to show the damage that can be caused to the ocean Can dance as part of a group, on my own and with a partner	To work as a group to develop a dance representing the ocean Create a new dance inspired by their understanding of the ocean	To prepare our group dance for a final performance Link movement phrases Perform a group dance using start and finish positions	

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	<p>Work independently to create movement phrases</p> <p>Work with a partner to use feedback to extend a movement phrase</p>	<p>represent storm waves, gentle, calm waters and water currents</p> <p>Create and perform longer movement phrases</p>	<p>Explain what dynamics are and use them in my dance</p> <p>Use dynamics to improve the quality of my short dance phrase</p>	<p>Dance as an individual, a pair and a group</p> <p>Demonstrate awareness of issues through dance</p>	<p>Use group dynamics to create an interesting dance sequence</p> <p>Create a longer dance sequence with a group</p>	<p>Use key vocabulary to describe the dance theme and story</p>	
	<p>To use speed to run past defenders</p> <p>Grasp the principle of moving forwards to score over a line</p> <p>Judge when to move to evade taggers</p> <p>Select when to use speed to score points</p>	<p>To use a short pass in a game</p> <p>Perform an effective short pass</p> <p>Explore ways of passing within a team</p> <p>Apply passing skills to a game</p>	<p>To use agility to evade being tagged</p> <p>Explore a range of techniques to avoid being tagged</p> <p>Evade players to score points</p> <p>Communicate with others to score points</p>	<p>Understand and apply the tag protocol in game situations</p> <p>Pass when prompted</p> <p>Pass when tagged</p> <p>Play in a sportsmanlike way</p>	<p>To close down an attacker's space as a defender</p> <p>When defending, get close to the ball carrier</p> <p>Work together as defenders</p> <p>Explain what is meant by closing down space</p>	<p>To perform a backwards pass to continue an attack</p> <p>Implement learnt skills to a game situation</p> <p>Pass the ball backwards</p> <p>Listen to and work with others in a team</p>	
<p>RE</p> <p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>I can explain what I think a miracle is</p>	<p>I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper)</p> <p>I can apply this knowledge to the enquiry question</p>	<p>I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man)</p> <p>I can apply this knowledge to the enquiry question</p>	<p>I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man)</p> <p>I can apply this knowledge to the enquiry question</p>	<p>I can talk about some of things in the world that people think of as miracles and whether there might be another explanation</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracle</p> <p>I can start to say whether I think Jesus actually healed people or not</p>	<p>I can talk about a miracle I would like to see happen in the world today</p>	
<p>PSHE and Citizenship</p> <p>Dreams and Goals</p> <p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Stay motivated when doing something challenging</p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I respect and admire people who overcome</p>	<p>Keep trying even when it is difficult</p> <p>I can identify a dream/ambition that is important to me</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p>	<p>Work well with a partner or in a group</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can break down a goal into a number of steps</p>	<p>Have a positive attitude</p> <p>I can be motivated and enthusiastic about achieving our new challenge</p> <p>I know that I am responsible for my own learning and can use my strengths as a</p>	<p>Help others to achieve their goals</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>I know how to manage the feelings of frustration that may</p>	<p>Are working hard to achieve their own dreams and goals</p> <p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I can confident in sharing my success with others can store</p>	

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	obstacles and achieve their dreams and goals		and know how others could help to achieve it	learner to achieve the challenge	arise when obstacles occur	my feelings in my internal treasure chest	
MfL Instruments Los instrumentos - E	Name (with accurate pronunciation) and remember five instruments in Spanish with the correct definite article/ determiner	Name (with accurate pronunciation) and remember five more instruments in Spanish with the correct definite article/ determiner	Consolidate all ten nouns for instruments in Spanish and will start to attempt to spell these words in Spanish	Revise and consolidate all ten instrument nouns and learn more about the role of articles/ determiners in Spanish	Learn how to conjugate the regular –ar verb ‘tocar’ (to play) in first person singular ‘toco’ (I play) and will use this knowledge to form short sentences in Spanish about which instruments they play	To revise all language covered so far To complete the end of unit assessment	
Visits/ visitors							
REAch2 11 before 11 Promises	Culture Vulture 						