

KS2 – Year Three

Year 3 Morganite and Rubellite	Term 4 Spring 2	Enquiry Theme	Europe
		Enquiry Engagement Question	How does Europe fit together?
Role play	Inside	Travel Agent	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading	To discuss author's choice of words and phrases for effect	To apply their growing knowledge of root words, prefixes and suffixes	Inference and prediction To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	Inference and prediction 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	To identify main ideas drawn from more than one paragraph and summarise these	
English- writing Composition	Genre: Setting description Focus: Innovate	Genre: Setting description Focus: Independent	Genre: Diary Focus: Innovate	Genre: Diary Focus: Independent	Genre: Letter Focus: Innovate	Genre: Letter Focus: Independent	Genre: Focus:
English- phonics <small>Phase ... Little Wandle Letters and Sounds</small>	As needed						
English- spelling	Prefixes	Prefixes	Suffixes	Irregular/exception words	Irregular/exception words	Irregular/exception words	
English- vocabulary, grammar and punctuation	To use subordinate clauses, extending the range of sentence with more than one clause by using a wider range of conjunctions	Use the word 'like' to build a simile	To try and maintain the correct tense (including present perfect tense throughout a piece of writing with accurate subject/ verb agreement	To indicate possession by using the possessive apostrophe with plural nouns	To use subordinate clauses, extending the range of sentence with more than one clause by using a wider range of conjunctions	Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition	

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<p>English-handwriting 15 Introducing ff 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check</p>	15 Introducing ff	16 Introducing rr	17 Introducing ss	18 Introducing qu	19 Revising parallel ascenders and descenders	20 End-of-term check	
<p>Maths Number: Fractions Measurement: Mass and Capacity</p>	Number: Fractions	Number: Fractions	Number: Fractions	Measurement: Mass and Capacity	Measurement: Mass and Capacity	Measurement: Mass and Capacity	
<p>Science: Animals including humans 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.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. To know what a skeleton is. To know the difference between vertebrate and invertebrate. To know whether an animal is an invertebrate or vertebrate.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. To know the difference between bones and muscles. To know that some bones are for support, some for protection and some for movement.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. To know the difference between bones and muscles. To understand how muscles work with bones to create movement.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement To understand how muscles work with bones to create movement. Tabulate, draw graphs and analyse data from a survey of people's diet and use it to answer questions. Make predictions, gather data, discuss, display and interpret findings about whether people have stronger muscles because they use them more. Plan and carry out an investigation to answer a health and fitness question.</p>	<p>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 To know the key food groups. To know what types and amounts of nutrition animals and humans need.</p>	<p>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 To know the difference between bones and muscles. To know that some bones are for support, some for protection and some for movement. To understand how muscles work with bones to create movement. To know the key food groups. To know what types and amounts of nutrition animals and humans need.</p>	
<p>History</p>							
<p>Geography What's Beneath Our Feet?</p>	To explore the importance of tectonic plates	To describe and understand the layers of Earth	To explore the formation of volcanoes	To discuss the process of volcanic eruptions	To explore the impact of volcanoes on humans	To explore volcanic islands around the globe	

Art and design Describing							
Design and Technology <i>Design</i>	<p>Explore examples of different types of photo frames and explore materials and joins used and what makes the frame functional.</p> <p>Identify the target market for a photo frame.</p> <p>Introduce Ikea as an interior design company with many designers working to develop their products. Evaluate what makes a successful photo frame.</p>	<p>Explore samples of different types of wood (e.g. hardwood, softwood, MDF, balsa wood), noting features and suggest possible functions.</p> <p>Introduce the types of tools necessary for the project e.g. saw, clamp, nails and share experiences with these, including how risk can be managed when using tools</p>	<p>Measure dimensions.</p> <p>Create a scaled exploded drawing, focussing on key elements such as how the corners will be joined and what mechanism will be used to hang the frame.</p> <p>Create a step by step plan of the processes that will be used.</p>	<p>Use their annotated sketch and exploded drawing to create scale prototype</p>	<p>Evaluate prototype according to their determined design criteria</p> <p>Make adaptations for their final wooden design.</p> <p>Introduce the idea of market research and how frame could be made more appealing to its target market.</p> <p>Create a survey to conduct with family members to develop decoration ideas.</p>	<p>Know how to produce a final piece, taking on board feedback and self-evaluation, using selected tools.</p> <p>Understand how to ask a consumer for feedback on final product.</p>	
Music Pentatonic melodies and composition (Theme: Chinese New Year)	<p>To learn about the music used to celebrate the Chinese New Year festival</p>	<p>To play a pentatonic melody</p>	<p>To write and perform a pentatonic melody</p>	<p>To perform a group composition</p>	<p>To perform a piece of music as a group</p>		
Computing Unit 4 Data and information-branching databases	<p>To create questions with yes/no answers</p>	<p>To identify the attributes needed to collect data about an object</p>	<p>To create a branching database</p>	<p>To explain why it is helpful for a database to be well structured</p>	<p>To plan the structure of a branching database</p>	<p>To independently create an identification tool</p>	
PE Football Gymnastics	<p>Use the inside of the foot to pass the ball Pass and receive the ball around the playing area showing some control</p> <p>Work collaboratively to keep possession by passing accurately</p>	<p>To trap a ball that is moving along the ground with control Control the ball and pass unchallenged Move into space to receive the ball unchallenged Work together as a team to score points</p>	<p>To pass the ball accurately into space over short distances Using short passes to keep possession Work as a team to move towards the goal Look to 1 shoot, 2 pass, 3 dribble</p>	<p>To identify and move into space to receive the ball Recognise where there is space in a game Move into space to receive the ball Send the ball and move into a new space</p>	<p>To use the outside of the foot to control the ball and dribble Control the ball at your feet and dribble unchallenged Receive the ball and dribble into space Use control of the ball to keep possession in a game</p>	<p>To cushion the ball when receiving it Use short passes and dribbling to build an attack Determine when to run into space to receive the ball Suggest ways to improve the skills they have learnt</p>	

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	<p>To perform a Japana Recap front support and rolling from dish to arch Introduce leaning towards 'Japana' Link smoothly Japana-arch-front support-lower to ground</p>	<p>To use bounces and broad jumps in a sequence Identify the primary muscles used for jumping Engage muscles to jump high, straight and far Bouncing and broad jumping in sequence</p>	<p>To attempt a half lever Mirror and match actions with a partner Move in unison with a partner Perform a leg raise dish and half leaver with a partner</p>	<p>To transition from a Japana to another shape with control Revisit previous learning on front support and arch Introduce Japana and its progressions Link smoothly from Japana-front support-lower to ground</p>	<p>Stretches while moving and when we are still to increase our flexibility Introduce box splits; full, right and left Introduce shoulder flexibility shape Perform some dynamic and static stretches to improve range of movement</p>	<p>To show strength, flexibility and control in a sequence To perform showing flexibility To perform showing strength To perform showing good body control and extension</p>	
<p>RE Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity</p>	<p>I can explain how somebody might rescue or help others in a difficult situation</p>	<p>I can start to tell you why Jesus' death might be important to Christians because of what happened at the Last Supper I can apply this knowledge to the enquiry question</p>	<p>I can start to tell you why Jesus' death might be important to Christians because of what happened after the Last Supper I can apply this knowledge to the enquiry question</p>	<p>I can start to tell you why Jesus' death might be important to Christians because of what happened on Good Friday I can apply this knowledge to the enquiry question</p>	<p>I can reflect on what I think might or might not be good about the story of Easter as a rescue I can tell you why Christians might see Jesus' death as important I can reflect on the Easter story and explain what might be good about Good Friday to a Christian</p>	<p>I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing</p>	
<p>PSHE and Citizenship 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>Have made a healthy choice I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge</p>	<p>Have eaten a healthy balanced diet I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice</p>	<p>Have been physically active I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs</p>	<p>Have tried to keep themselves and others safe I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels</p>	<p>Know how to be a good friend and enjoy healthy friendships I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe</p>	<p>Know how to keep calm and deal with difficult situations I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me</p>	

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MfL Animals	Recognise, recall and spell 5 different animals with their indefinite article/determiner	Recognise, recall and spell further 5 different animals with their indefinite article/determiner	Consolidate the pronunciation and spelling of all 10 animals	Consolidate the pronunciation and spelling of all 10 animals with a particular focus on indefinite article/determiner	Introduced to high frequency irregular verb 'to be' in the first person singular to form short sentences	Revise and consolidate all language Complete end of unit assessment	
Visits/ visitors							
REAch2 11 before 11 Promises	Culture Vulture 						