

KS2 – Year Three

Year 3 Morganite and Rubellite	Term 6 Summer 2	Enquiry Theme	Ancient Egyptian Achievements
		Enquiry Engagement Question	How were the Egyptians creative?
Role play	Inside		Egyptian Tomb

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading	Retrieve and record information from non- fiction texts Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify main ideas drawn from more than one paragraph and summarise these Use appropriate terminology when discussing texts (plot, character, setting) Identify how language, structure and presentation contribute to meaning						
English- writing Composition	Non-chronological report	Non-chronological report	Explanation	Explanation	Explanation	Recount	Recount
English- phonics <small>Phase ... Little Wandle Letters and Sounds</small>	As needed						
English- spelling <small>Apply</small>	Alternative spellings	Homophones	Syllables	Word families	Syllables	Syllables	
English- vocabulary, grammar and punctuation	To use 'a' or 'an' correctly throughout a piece of writing.	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	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 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 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.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
English- handwriting <small>26 Revising joins: parallel ascenders and descenders</small>	26 Revising joins: parallel ascenders and descenders	27 Revising horizontal join from r to an anticlockwise letter	28 Revising break letters	29 Assessment	30 Revising capital letters		

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27 Revising horizontal join from r to an anticlockwise letter 28 Revising break letters 29 Assessment 30 Revising capital letters							
Maths Geometry: Shape Statistics	Geometry: Shape	Geometry: Shape	Geometry: Shape	Statistics	Statistics	Statistics	
Science Light 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.	Recognise that they need light in order to see things and that dark is the absence of light Understand what light is. Understand how light travels.	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 Understand that light is reflected from surfaces. Understand that light from the Sun can be dangerous. Know how to protect my eyes from the Sun.	Understand that light is reflected from surfaces, including mirrors.	Recognise that shadows are formed when the light from a light source is blocked by an opaque object Describe the difference between opaque, translucent and transparent objects. Explain how shadows are formed.	Find patterns in the way that the size of shadows change. Understand the relationship between the distance of a torch and the size of a shadow.	Understand how coloured light beams mix and what it's like to look through different coloured filters.	
History Ancient Egyptians	Understand who the Ancient Egyptians were	Understand the life of an archaeologist through the eyes of Howard Carter	Understand the purpose of a Egyptian burial tombs	Understand the process and importance of mummification	Learn about the Egyptian Gods and Goddesses	Compare the Egyptian civilisation to the Bronze Age	
Geography							
Art and design Describing							
Design and Technology Design	Explore the mechanism of cars which enable them to move.	Explore how mechanisms of toy cars work. Investigate movement on different surfaces (friction).	Analyse the different materials used to create the axles and wheels of a car. Create an ordered exploded drawing of	Plan and create their design using the range of mechanisms and tools shown to them previously.	Children to test their initial designs on the different materials and change anything before creating their final design, explaining why changed anything.	Know how to produce a final piece, taking on board feedback and self-evaluation, using selected tools.	

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	<p>Understand what Henry Ford did for the car industry.</p> <p>Explore how car design impacts on function.</p>		<p>the car and label the different parts of the mechanisms.</p> <p>Identify which techniques are used to make the mechanisms fit together accurately.</p>			<p>Understand how to ask a consumer for feedback on final product.</p>	
<p>Music</p> <p>Traditional instruments and improvisation (Theme: India) 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.</p>	<p>Explain an opinion of Indian music</p>	<p>Improvise using given notes</p>	<p>Improvise using given notes</p>	<p>Create a piece of music using a drone, rag and tal</p>	<p>Perform a piece of music using musical notation</p>		
<p>Computing</p> <p>Unit 6 Programming B-events and actions in programmes</p>	<p>Explain how a sprite moves in an existing project</p>	<p>Create a programme to move a sprite in four directions</p>	<p>Adapt a programme to a new context</p>	<p>Develop my program by adding features</p>	<p>Identify and fix bugs in a program</p>	<p>Design and create a maze based challenge</p>	
<p>PE</p> <p>Athletics Rounders</p>	<p>To use jumping and hopping in a sequence</p> <p>Jump in a variety of ways</p> <p>Beat previous distances when jumping using feedback</p> <p>Describe what others have done by measuring, counting and timing</p>	<p>To run at different speed</p> <p>Adjust pace of running quickly and accordingly</p> <p>Accelerate and decelerate</p> <p>Change direction when running at speed</p>	<p>To approach and jump hurdles</p> <p>Decide which foot to jump off with</p> <p>Jump over hurdles of varying distances with control and balance</p> <p>Run at speed while jumping over hurdles</p>	<p>To throw a javelin using the pull throw technique</p> <p>Demonstrate a pull throw with accuracy</p> <p>Throw over a distance</p> <p>Recognise which throw to use in different situations</p>	<p>To use a variety of skipping techniques</p> <p>Perform different types of skipping and jumping</p> <p>Link skipping and jumping</p> <p>Skip with a rope or hoop</p>	<p>To keep score accurately over a range of events</p> <p>Correctly count and record points scored</p> <p>Participate in running, throwing and jumping activities</p> <p>Work with others to improve each activity</p>	
	<p>To get into the best body position to field a ball</p> <p>Hit the ball into an area where there are no fielders</p> <p>Collect a ball and send it to the desired target, bowler or base</p>	<p>To bowl with some consistency in a game</p> <p>Recognise where to bowl a ball and that it ends up where they desire more often than not</p> <p>Throw the ball consistently at the desired target during a game</p>	<p>To hit a moving ball with one hand</p> <p>Hit a bowled ball</p> <p>Recognise the correct areas where to hit a ball to achieve maximum runs</p> <p>Keep count of runs scored</p>	<p>To stop a moving ball using the long barrier technique</p> <p>Repeatedly field balls travelling towards or away from themselves</p> <p>Explain and implement tactics as a team to field the ball optimally</p>	<p>To throw longer distances using overarm technique</p> <p>Use an overarm technique</p> <p>Throw over longer distances</p> <p>Throw to appropriate bases based on the scenario of each game</p>	<p>To select and apply new skills in a competition</p> <p>Return the ball from the field in a game situation</p> <p>Explain why a backstop is needed in a game of rounders</p>	

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	Set up fielding positions in relation to the batter	Explain how to get a ball back to the bowler by working as a team		Perform a long barrier to stop a ball in isolation		Suggest ideas to improve my performance	
RE Religion: Sikhism	Discuss why it is important to share even though it is not always easy	Talk about why Sikhs might choose to share	Begin to explain an example of sharing in Sikhi history which may impact on a believer today	Talk about why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality	Discuss why it is important to share even though it is not always easy Describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs Begin to tell you if I think sharing is important or not to Sikhs and which actions I think may be more or less important	Say how it feels to share and explain how this contributes to a sense of belonging	
PSHE and Citizenship Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby	Understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	Start to recognise stereotypical ideas I might have about parenting and family roles	Identify what I am looking forward to when I move to my next class	
MfL Ice creams	Name 5 ice-cream flavours	Name 5 ice-cream flavours	Say which ice cream they would like and the word 'and' (y)	Ask for a cone or small tub/ pot of ice cream	Perform a short role plat where ice cream is bought	Revise all content	
Visits/ visitors							
REAch2 11 before 11 Promises	Culture Vulture 						