

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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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				anticlockwise letter: fo, fa			
Writing Foundational Skills/ Knowledge	Identify and write compound sentences with the co-ordinating conjunction 'yet'.	Distinguish between simple and compound sentences.	Distinguish between simple and compound sentences.	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet').	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet').	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet').	
Maths Number: Multiplication and Division Measurement: Length and Perimeter	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Measurement: Length and Perimeter	Measurement: Length and Perimeter	Measurement: Length and Perimeter	
Maths- Foundational Facts	Double and halve (even) numbers to 20	Double multiples of 5	Double and halve multiples of 10	Count in 50s	Recall all multiplication and division facts for 3x table	Recall all multiplication and division facts for 3x table	
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.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	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.		
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:	Understand the concept and time period of the Bronze Age	Understand and learn about Bronze Age settlements	Know about the life of the Amesbury Archer as a significant individual of the Bronze Age	Understand the beginning of Iron Age in Britain, using evidence to identify similarities and changes	Explore and understand the differences between later prehistoric art and earlier styles	Understand how evidence helps us to learn about two opposing views of Britons to the Romans coming to Britain	

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tribal kingdoms, farming, art and culture							
Geography							
Art and design Textiles Gunter Stolz	Discover the work of Gunta Stolz: what she is famous for, the different media she used and different styles she is associated with.	Evaluate famous artworks created by Gunta Stolz 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 dying 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							
Music Developing singing technique (Theme: the Vikings)	Sing in time with others	Sing in time with others	Recognise simple rhythmic notation by ear and by sight	Use simple rhythmic notation to compose a Viking battle song	Perform music with confidence and discipline		
Computing Unit 3 Programming A-sequencing sounds	Explore a new programming environment	Identify that commands have an outcome	Explain that a program has a start	Recognise that a series of commands can have an order	Change the appearance of my project	Create a project from a task description	
PE Tag rugby Dance	Dance: Perform a dance phrase inspired by the ocean's depths	Dance: Use improvisation to create a longer movement phrase	Dance: Use dynamics in a short group dance to show travelling on the ocean	Dance: Perform as a class to show the damage that can be caused to the ocean	Dance: Work as a group to develop a dance representing the ocean	Dance: Prepare our group dance for a final performance	
	Tag rugby: Use speed to run past defenders	Tag rugby: Use a short pass in a game	Tag rugby: Use agility to evade being tagged	Tag rugby: Understand and apply the tag protocol in game situations	Tag rugby: Close down an attacker's space as a defender	Tag rugby: Perform a backwards pass to continue an attack	
RE Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?	Explain what I think a miracle is	Explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper)	Explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man)	Explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man)	Talk about some of things in the world that people think of as miracles and whether there might be another explanation	Talk about a miracle I would like to see happen in the world today	

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<p>Religion: Christianity</p> <p>PSHE and Citizenship</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>Know about specific people who have overcome difficult challenges to achieve success</p>	<p>Know what dreams and ambitions are important to them</p>	<p>Know how they can best overcome learning challenges</p>	<p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p>	<p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p>	<p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	
<p>MfL</p> <p>Instruments Los instrumentos - E</p>	<p>Name (with accurate pronunciation) and remember five instruments in Spanish with the correct definite article/ determiner</p>	<p>Name (with accurate pronunciation) and remember five more instruments in Spanish with the correct definite article/ determiner</p>	<p>Consolidate all ten nouns for instruments in Spanish and will start to attempt to spell these words in Spanish</p>	<p>Revise and consolidate all ten instrument nouns and learn more about the role of articles/ determiners in Spanish</p>	<p>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</p>	<p>To revise all language covered so far To complete the end of unit assessment</p>	
Visits/ visitors							
<p>REAch2 11 before 11 Promises</p>	<p>Culture Vulture</p> 						