

KS2 – Year Three

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| Year 3 Morganite and Rubellite | Term 5 Summer 1 | Enquiry Theme | May The Force Be With You |
| | | Enquiry Engagement Question | What impact does force have on an object? |
| Role play | Inside | Science Museum | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| English- reading | Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss authors' choice of words and phrases for effect. 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 | Recounts | Recounts | Non-chronological report | Non-chronological report | Narrative | Narrative | Narrative |
| English- phonics <small>Little Wandle Letters and Sounds</small> | As needed for specific children | | | | | | |
| English- spelling <small>Apply</small> | Irregular/Exception words | New meaning/homophones | New meaning/homophones | New meaning/homophones | New meaning/homophones | Alternative graphemes | |
| English- vocabulary, grammar and punctuation | Maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. | Use a range of conjunctions, adverbs and prepositions to show time, place and cause. | Use 'a' or 'an' correctly throughout a piece of writing. | 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. | Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. | Punctuate direct speech accurately, including the use of inverted commas. | Use a range of conjunctions, adverbs and prepositions to show time, place and cause. |
| English- handwriting <small>21 Revising joins: letter spacing</small> | 21 Revising joins: letter spacing | 22 Revising joins: spacing between words | 23 Revising joins: consistency of size | 24 Revising joins: fluency | 25 Revising joins: parallel ascenders | | |


Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

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| 22 Revising joins: spacing between words 23 Revising joins: consistency of size 24 Revising joins: fluency 25 Revising joins: parallel ascenders | | | | | | | |
| Writing Foundational Skills/ Knowledge | Identify and write a prepositional phrase that begins a compound sentence. | Identify and write a prepositional phrase that begins a compound sentence. | Identify and write compound sentences with the co-ordinating conjunction 'or'. | Identify and write compound sentences with the co-ordinating conjunction 'so'. | Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so'). | Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so'). | |
| Maths Number: Fractions Measurement- Money | Number: Fractions | Number: Fractions | Measurement- Money | Measurement- Money | Measurement- Time | Measurement- Time | |
| Maths- Foundational Facts | Count in 8s | Count in 8s | Recall all multiplication and division facts for 8x table | Recall all multiplication and division facts for 8x table | Recall known times tables | Recall known times tables | |
| Science Forces and magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Observe how magnets attract or repel each other and attract some materials and not others | Describe magnets as having two poles | Notice that some forces need contact between two objects, but magnetic forces can act at a distance | Notice that some forces need contact between two objects, but magnetic forces can act at a distance | Compare how things move on different surfaces | Compare how things move on different surfaces | |
| History | | | | | | | |
| Geography Quakes and Shakes Human geography, including: types of settlement and land use, economic activity | Explain how an earthquake occurs | Locate areas where earthquakes may take place | Know how earthquakes are measured | Learn about the effects of an earthquake | Understand the physical process that leads to a tsunami | Understand the impact of a tsunami on human and physical geography | |

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| including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes | | | | | | | |
| Art and design Sculpture Alexander Calder | Discover the work of Alexander Calder: what he is famous for, the different media he used and different sculptures he created Evaluate famous artworks created by Alexander Calder and use artistic vocabulary to articulate critical responses. | Evaluate the work of Calder (and other artists such as Emma Orchardson) using the key vocabulary. Discuss the uses of Calder's sculptures and compare them to Orchardson. | Analyse how Calder's faces sculptures have been made. | Experiment with wire, create form by twisting, bending, rolling and joining for effect. Analyse what worked well and why. | Define who they will make a wire portrait of. Create a line drawing to plan (from a photo) of how they will make their sculpture. Annotate design to show how intend to manipulate and join the wire in their piece. Create their sculpture based on their plans | 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 Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm. | Sing and clap a syncopated rhythm for a ragtime style song | Improvise a call and response | Scat sing using the call and response format | Create a jazz motif | Create a jazz motif | | |
| Computing Unit 5 Creating media- desktop publishing | Recognise how text and images convey information | Recognise that text and layout can be edited | Choose appropriate page settings | Add content to a desktop publishing publication | Consider how different layouts can suit different purposes | Consider the benefits of desktop publishing | |
| PE Tennis Swimming | Tennis: Use the ready position to return a ball | Tennis: Hit the ball to different parts of the court using a forehand hit | Tennis: Perform an underarm serve to start a rally | Tennis: Move towards a ball to return it over a net | Tennis: Play cooperatively with a partner to keep the | Tennis: Perform forehand hits to score points in a competition | |

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| | | | | | ball moving over the net | | |
| | Swimming- beginners | | | | | | |
| RE Theme: Hindu Beliefs Key Question: Does visiting the Ganges make a person a better Sanatani? Religion: Hinduism/ Sanatana Dharma | Explain the importance of water | Explain the Hindu belief that Brahman is one supreme deity who is everywhere and in everything | Identify what actions Hindus might carry out in the river Ganges | Explain why Hindus might carry out certain actions in the river Ganges | Describe a ritual that happens at the Ganges and explain why this is important and significant to Hindus Identify how or why I think these actions might make somebody a better Hindu | Explain the importance of water and how I might protect it | |
| PSHE and Citizenship Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc | Know some of the skills of friendship, e.g. taking turns, being a good listener | Know some strategies for keeping themselves safe online | Know how some of the actions and work of people around the world help and influence my life | Know that they and all children have rights (UNCRC) | Know the lives of children around the world can be different from their own | |
| MfL Fruits | Name and remember 5 fruits in Spanish | Name and remember 5 fruits in Spanish | Name 10 fruits in singular and plural form | Express simple opinions on fruits | Express negative opinions on fruits Perform simple role play | Revise all new language | |
| Visits/ visitors | | | | | | | |
| REAch2 11 before 11 Promises | Culture Vulture  | | | | | | |