

KS2 – Year Three

Year 3 Morganite and Rubellite	Term 1 Autumn 1	Enquiry Theme	From Field to Plate/Food, Glorious Food
		Enquiry Engagement Question	Why does farming matter?
Role play	Inside	Farm Shop/ Cafe	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading	<p>Guided reading rotation</p> <p>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.</p>						
English-writing Composition	Narrative Character descriptions	Narrative Setting descriptions	Narrative Imitation Write a narrative	Narrative Innovation Write a narrative	Instructions Imitation	Instructions Innovation	Diary Create a diary.
English-phonics	Phonics assessments (for those who need it)	Rapid Catch Up (3x weekly, for those who need it)					
English-spelling Apply	Suffix -ly	Suffix -il -al Suffix -ure Contractions	Pronunciation ow- cow; ow- blow Suffix -tion -sion	Suffix- sion -cian Contraction apostrophe Long vowel l graphemes Soft/ hard c	Long vowel i graphemes Contraction apostrophe- homophone awareness in use Long vowel e-e	Prefixes dis- un- Alphabetical order Synonyms	Contraction apostrophe Y short vowel i
English-vocabulary, grammar and punctuation	Expanded noun phrases. Prepositions for effect.	Speech	Consolidation of previous weeks	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Fronted adverbials / Use prepositions in writing	Use conjunctions to express time place and cause e.g. when, before, after, while, so, because	Proof-reads for spelling and punctuation errors

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English-handwriting 1 Practising joining through a word in stages: no ascenders or descenders 2 Practising joining through a word in stages: parallel ascenders 3 Introducing joining from s to ascender: sh, sl, st, sk 4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq	1 Practising joining through a word in stages: no ascenders or descenders	2 Practising joining through a word in stages: parallel ascenders	3 Introducing joining from s to ascender: sh, sl, st, sk	4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su	5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq		
Writing Foundational Skills/ Knowledge	Distinguish between statements and exclamations.	Identify and write exclamations.	Identify and write comparative adjectives.	Identify and write superlative adjectives.	Identify and write adverbs that modify adjectives.	Identify and write adverbs of place within a simple sentence.	
Maths Number: Place Value; Addition and Subtraction	Number: Place Value;	Number: Place Value;	Number: Place Value;	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Consolidation
Maths-Foundational Facts	Read and write numbers to 1000	Count forwards and backwards beyond 100 in various steps (2s, 5, 10s)	Count forwards and backwards beyond 100 in various steps (10s, 25s, 100s)	Find 10 more or fewer than a given number	Find 100 more or fewer than a given number	Recall number bonds of all numbers up to 10 and 20	
Science: Plants- plant parts Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is	Identify and describe the different parts of a flowering plant.	Explore the requirements of plants for life and growth.	Explore the requirements of plants for life and growth.	Investigate the way in which water is transported within plants.	Investigate the way in which water is transported within plants.		

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

transported within plants							
History							
Geography Counties, Countries and Cities to see! Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Use an 8 point compass.	Recognise the characteristics of different UK counties	Explore characteristics of different counties	Investigate the major cities of the UK	Name and locate European countries	Locate landmarks in famous European cities	
Art and design Cubism (Collage) Picasso	Understand what Picasso was inspired by, where he got his ideas from and the media he used.	Evaluating the work of Picasso using key vocabulary. Understand what collage is and how artists create collages.	Know how to tear, cut, scrunch and fold materials. Know how to arrange the material for different effects. Evaluate which layouts they prefer and why.	Know how to experiment with different materials, textures and layouts and annotate their work to evaluate how effective their choices have been. Evaluate and appreciate each other's work using artistic vocabulary. Know which types of adhesive works best for different materials; how different materials be used for different effects. Describe the texture from tearing, cutting, scrunching and folding.		Know how to use feedback from evaluation to improve their collages and create a final piece. Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology							
Music Ballads Learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using	Use musical vocabulary to explain the stylistic features of a ballad.	Explore how actions can impact performance.	Plan a musical structure inspired by a story.	Create lyrics that match a melody.	Show awareness of style, structure and features to perform a ballad.		

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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.							
Computing Unit 1 Computing systems and networks- connecting computers	Explain how digital devices function.	Identify input and output devices.	Recap the ability to safely log off and on to a computer.	Recognise how digital devices can change the way we work.	Explain how a computer network can be used to share information.	Explore how digital devices can be connected.	Recognise the physical components of a network.
PE Handball Dance	Handball Use the ready position to catch effectively	Handball Perform accurate passes in different situations	Handball Move with the ball using the 3 step rule	Handball Prevent the ball from being passed by blocking and intercepting	Handball Use quick, effective passes to attack as a team	Handball Develop accurate passing and move into space in a game	
	Dance Unit 1 Perform a jazz square and use in a dance	Dance Unit 1 Perform a dance showing two contrasting characters	Dance Unit 1 Develop movements using improvisation	Dance Unit 1 Use props in a dance sequence	Dance Unit 1 Use facial expressions to bring life and emotion to a dance	Dance Unit 1 Take on the director role to help others improve their dance	
RE Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	Understand what it means to 'belong' and can talk about the feelings a sense of belonging brings.	Recall the story of Rama and Sita and begin to identify what Sanatanis and others learn from it	Describe how the story of Rama and Sita helps Sanatanis understand right and wrong	Describe how the story of Rama and Sita informs some elements of Sanatana Dharma practice.	Describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita	Tell you why belonging is important to me	Understand what it means to 'belong' and can talk about the feelings a sense of belonging brings
PSHE and Citizenship Being Me Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and	Know that the school has a shared set of values	Know what a personal goal is Understanding what a challenge is	Know why rules are needed and how these relate to choices and consequences .	Know that actions can affect others' feelings	Understand that they are important	Know that others may hold different views	

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

responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives							
MfL Greetings Los Saludos - E	Use short greetings for 'hello'	Introduce myself	Ask other how they are feeling	Respond to questions how they are feeling	Use short greetings for 'goodbye'	Consolidate language in short conversations	
Visits/ visitors				Talk from Hindu, with clothing to try			
REAch2 11 before 11 Promises	Seeds to supper 						