










KS2 – Year Three

Year group	Enquiry Approach	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b> <b>Morganite and Rubellite</b>	Enquiry Theme	From field to plate Food, Glorious Food		The Stone Age to the Iron Age	Europe	May the Force Be With You	Ancient Egyptian Achievements
	Enquiry Initial Engagement Question	Why does farming matter?		What secrets are hidden in the stone?	How does Europe fit together?	What impact does force have on an object?	How were the Egyptians creative?
	Prior knowledge	Y2 T4 Y2 T4, T5, T6	Y2 T4, T5, T6 Y2 T3	Y2 T1, T2 Y2 T3	Y2 T3	Y3 T4 Y2 T1, T2	Y2 T3; Y3 T2, T3
	Future knowledge	Y2 T2 Y4 T3	Y4 T1, T3 Y3 T6; Y4 T4	Y6 T5, T6 Y3 T6; Y4 T4	Y2 T2 Y3 T5	Y4 T2 Y5 T3	Y4 T5; Y6 T3 Y4 T1, T3, T4; Y5 T6
	Visits/ Visitors	Visit: Country Trust Farm					Visitor: Drama workshop
<b>Role play</b>	Inside	Farm shop/ farm café		Cave	Travel Agent	Science Museum	Egyptian Tomb
Exceptional Futures- I am a...							
		Seeds to supper 		Culture Culture 			

Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
English-reading	<b>Decoding and decoding</b> To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud <b>Common exception words</b>						Pie Corbett-Reading Spine

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	To begin to read Y3/Y4 exception words.*						
	<b>Comparing, contrasting and commenting</b> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To identify main ideas drawn from more than one paragraph and summarise these. To use appropriate terminology when discussing texts (plot, character, setting). To identify how language, structure and presentation contribute to meaning. <b>Words in context and authorial choice</b> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors’ choice of words and phrases for effect.						
	<b>Inference and prediction</b> To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. To justify predictions using evidence from the text. <b>Poetry and performance</b> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. <b>Nonfiction</b> To retrieve and record information from non- fiction texts.						
Texts							
English-writing-genres	Narrative Instruction Diary	Recount Narrative Non-chronological report	Poetry Explanation	Setting description Diary Letter	Recount	Non-chronological report	Pie Corbett-Talk for Writing
Writing-Composition	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.						
Writing transcription-spelling	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary. To spell many of the Y3 and Y4 statutory spelling words correctly.						
Vocabulary, grammar and punctuation	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use ‘a’ or ‘an’ correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).						
English-phonics	Little Wandle Letters and Sounds – for those children working withing this- below age-related						Letters and Sounds -

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).							Little Wandle
English-spelling	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).						
English-handwriting <small>To use a neat, joined handwriting style with increasing accuracy and speed. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</small>	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 6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt 7 Introducing joining from r, no ascender: ri, ru, rn, rp 8 Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro 9 Introducing joining from r to e: are, ere, ure, ore, ire 10 Introducing break letters: g, j, y, f, b, p, x, z		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 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check		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 26 Revising joins: parallel ascenders and descenders 27 Revising horizontal join from r to an anticlockwise letter: r>[ 28 Revising break letters 29 Assessment 30 Revising capital letters		PenPals
Writing Foundational Skills/ Knowledge	Distinguish between and write statements and exclamations.  Identify and write different adjectives and adverbs.	Identify and write adverbial phrases of manner, time and place within and at the start of sentences. Identify and write compound sentences.	Distinguish between simple and compound sentences. Identify and write a combination of simple and compound sentences.	Identify and write personal pronouns to replace nouns repeated as subjects or objects in the second main clause of a compound sentence.	Identify and write prepositional phrases in a sentence. Identify and write compound sentences.	Identify and write adverbs and adverbial phrases of time, place and manner. Identify and write apostrophes for singular possession. Convert spoken word into direct speech.	
Maths	Number: Place Value; Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions Measurement- Money	Geometry: Shape Statistics	White Rose NCETM
Maths-Foundational Facts	Read and write numbers to 1000	Recall number bonds to 100 and 1000	Double and halve (even) numbers to 20 as well as multiples of 5 (double) and 10 (halve and double)	Recall all multiplication and division facts for 4x table	Recall all multiplication and division facts for 8x table	Recognise all coins and notes Convert between pounds and pence	

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	Count forwards and backwards beyond 100 in various steps Find 10/100 more or fewer than a given number Recall number bonds of all numbers up to 10 and 20	Recall all multiplication and division facts for 2x, 5x and 10x table	Count in 50s Recall all multiplication and division facts for 3x table			Recall days of the week and months of the year Recall time conversions Recall bonds to 60 (calculate minutes to the next hour)	
Science	Plants – parts of a plant	Plants – seed dispersal	Rocks	Animals Including Humans	Forces and Magnets	Light	REAch2
	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 transported within plants	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	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.	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.	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.	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.	
History	Timeline building and key knowledge recap	Flint, Fire and Forage	Tribe Tales			Ancient Egyptians	REAch2
		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: tribal kingdoms, farming, art and culture	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: tribal kingdoms, farming, art and culture			The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	
Geography	Countries, Counties and Cities to See!			What's Beneath Our Feet?	Shakes and Quakes		REAch2
	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			Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a	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 Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes		

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	including energy, food, minerals and water			region of the United Kingdom, a region in a European country, and a region within North or South America Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
Art and design	Cubism (Collage) Picasso		Textiles Gunter Stolzl		Sculpture Alexander Calder		REAch2
Design and Technology	Ready to Pop (Mechanical Systems) Matthew Reinhart		You've Been Framed (Structures) Ikea		I'm in Love with My Car (Mechanical/Electrical) Henry Ford		REAch2
Music	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)	Kapow
	Learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using 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.	Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	Developing singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.	Listening to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	
Computing	Unit 1 Computing systems and networks- connecting computers	Unit 2 Creating media- stop frame animation	Unit 3 Programming A- sequencing sounds	Unit 4 Data and information- branching databases	Unit 5 Creating media- desktop publishing	Unit 6 Programming B- events and actions in programmes	NCCE
PE	Handball	Hockey	Tag Rugby	Football	Tennis	Athletics	The PE Hub
	Dance Unit 1	Gymnastics Unit 1	Dance Unit 2	Gymnastics Unit 2	Swimming- beginners	Rounders	
RE	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism	Pan- Berkshire SACRE Discovery RE

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	<p>Hindu child? Religion: Hinduism</p> <p>Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism</p>		<p>other explanation? Religion: Christianity</p>		<p>*Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share? Religion: Sikhism</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p>	
PSHE and Citizenship	<p><b>Being Me</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p><b>Celebrating Differences</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p><b>Dreams and Goals</b> 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><b>Healthy Me</b> 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><b>Relationships</b> 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</p>	<p><b>Changing Me</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	Jigsaw
	<p>Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is</p>	<p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this</p>	<p>Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know how exercise affects their bodies Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe Know why their hearts and lungs are such important organs Know a range of strategies to keep themselves safe Know that their bodies are complex and need taking care of</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life</p>	<p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers</p>	

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

					Know the lives of children around the world can be different from their own	Know some of the changes that happen between being a baby and a child	
MfL	Greetings Los Saludos - E	I know how Sé	Transport Los Transportes - E	The family La Familia -I	My home Mi Casa- I	The seasons Las Estaciones- E	Language Angels