

KS2 – Year Three

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
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; vocabulary, grammar and punctuation, linked to foundational skills and knowledge.	Genre: Recount Text(s): <i>The Witches by Roald Dahl</i> Identify and write a prepositional phrase that begins a compound sentence.		Genre: Non-chronological report Text(s): <i>Earthquakes by Jane Considine</i> Identify and write compound sentences with the coordinating conjunction ‘or’. Identify and write compound sentences with the coordinating conjunction ‘so’.		Genre: Narrative Text(s): <i>Arthur and the Golden Rope</i> Identify and write a combination of simple and compound sentences (joined with the conjunctions ‘or’ and ‘so’).		
English- phonics Little Wandle Letters and Sounds	As needed for specific children						
English- spelling Apply	l	m	n	p	r	s	
English- handwriting	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		

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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							
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.	Identify and describe forces as pushes and pulls. Identify the data required to answer the scientific enquiry question.	Explore how surfaces affect the movement of objects. Identify the data required to answer a scientific enquiry question.	Compare how things move on different surfaces. Select appropriate practical equipment to gather data.	Observe how magnets attract or repel each other. Identify how to gather the data required to answer the scientific question.	Describe magnets as having two poles and predict whether two magnets will attract or repel. Identify the data required to answer the scientific enquiry question.	Identify magnetic materials and understand that some metals are magnetic. Suggest the type of scientific enquiry they are using.	
History							
Geography Quakes and Shakes 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	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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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	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 ball moving over the net	Tennis: Perform forehand hits to score points in a competition	
	Swimming- beginners						
RE Enquiry: What do some deities tell Sanatanis about	Explain how people show different aspects of their personalities	Explain the Sanatani belief that Brahman is	Explain what some Sanatanis might believe about Ganesha	Explain what some Sanatanis might believe about Lakshmi	Explain how different aspects of my character	Explain how I could show more of my positive aspects	

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God? Theme: Belief - aspects of one supreme being. Religion: Hinduism/ Sanatana Dharma		one supreme deity with different aspects			help others see who I really am Describe different deities and explain why they may be important to Sanatanis		
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 						