

KS2- Year Three

Year 3 Morganite and Rubellite	Term 2 Autumn 2	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	Guided reading To discuss authors’ choice of words and phrases for effect 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						
English- writing Composition; vocabulary, grammar and punctuation, linked to foundational skills and knowledge.	Genre: Recount Text(s): <i>Sheep Pig by Dick King-Smith</i> Identify and write adverbial phrases of manner, time and place within simple sentences.		Genre: Poetry Text(s): <i>Sheep Pig by Dick King-Smith</i> Identify and write adverbial phrases of manner, time and place that begin simple sentences.		Genre: Non-chronological report. Text(s): <i>Real life experiences.</i> Identify and write compound sentences with the coordinating conjunction ‘and’. Identify and write compound sentences with the coordinating conjunction ‘but’.		
English- phonics	Rapid Catch up programme (for those who need it)						
English- spelling	u	yoo	ar	air	aw	ear	er
English- handwriting	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		

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10 Introducing break letters: g, j, y, f, b, p, x, z							
Maths Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division
Maths- Foundational Facts	Recall number bonds to 100	Recall number bonds to 1000	Recall all multiplication and division facts for 2x table	Recall all multiplication and division facts for 5x table	Recall all multiplication and division facts for 10x table	Recall all multiplication and division facts for 2x, 5x and 10x table	
Science: Light 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.	Recognise that we need light in order to see things and that darkness is the absence of light. Make systematic and careful observations, using sensors to take measurements.	Recognise that light from the Sun can be dangerous and describe ways to protect our eyes. Make systematic and careful observations, using sensors to take measurements.	Notice that light is reflected from surfaces including mirrors. Make systematic and careful observations; measure length in standard units using rulers (angle and beam path).	Recognise that shadows are formed when a light source is blocked by an object. Make systematic and careful observations using sensors to take measurements.	Find patterns in the way that the size of shadows change. Measure length in standard units using rulers.	Explore how light behaves when it passes through different materials. Make systematic and careful observations using sensors to take measurements.	
History Flint, Fire and Forage 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	Understand the three main periods in the Stone Age.	Understand how the evidence of the Red Lady of Paviland builds a picture of what life was like during the Palaeolithic and Mesolithic periods	Understand the significance of the Neolithic Revolution	Use understand the evolution of prehistoric art.	Understand Neolithic religion and the significance of Stonehenge.	Understand how to synthesise and present historical research in different ways Presenting their historical and archaeological findings.	
Geography							
Art and Design							
Design and Technology	Identify key features of pop-up books- how do	Identify materials and mechanisms used and	Understand how to survey a target	Know how to create and test a prototype.		Know how to produce a final piece, taking on	

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Ready to Pop (Mechanical Systems) Matthew Reinhart	they move and what mechanisms enable this. Understand what a consumer is. Know the work by Matthew Reinhart, as well his biography. Create class criteria for a successful pop-up book	how they work e.g. levers, sliders, rotating wheels, spring Identify how the moving feature impacts the story/illustration.	audience and use this information / data to inform a design.	Understand how a mechanism can be made more durable. Use success criteria to evaluate a product.	board feedback and self-evaluation, using selected tools. Understand how to ask a consumer for feedback on final product.	
Music Creating compositions in response to an animation (Theme: Mountains) 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.	Tell stories through music Tell a story from a piece of music through movement	Create a soundscape Create a soundscape using percussion instruments	Create a range of sounds to accompany a story	Compose and perform a rhythm to accompany a story	Compose and notate a short melody to accompany a story	
Computing Unit 2 Creating media- stop frame animation	Explain that animation is a sequence of drawings or photographs.	Relate animated movement with a sequence of image.	Plan an animation.	Identify the need to work consistently and carefully.	Review and improve an animation.	Evaluate the impact of adding other media to an animation.
PE Hockey Gymnastics	Keep close control of the ball using the flat side of the stick	Control a ball and pass it into space	Use a defensive body position	Consistently stop a moving ball ready to pass or shoot	Improve agility and apply it to a game situation	Avoid our feet contacting the ball and apply basic rules to the game
	Show full extension during a balance	Move in and out of contrasting shapes with fluency	Perform a sequence using different types of rolls	Perform powerful jumps from low apparatus	Perform in unison with a partner to mount apparatus	Create a group performance using contrasting actions
RE Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning?	Talk about what the Christmas celebrations or holidays mean to me	Start to explain why certain Christmas items or symbols might be meaningful to Christians	Start to explain why kindness might be meaningful to Christians at Christmas	Start to consider how a Christian might explain why Jesus was sent to Earth	Explain what Christmas means to me and talk about whether this involves giving and receiving gifts	Explain what Christmas means to me and talk about what gift I would like to give to the world

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Religion: Christianity PSHE and Citizenship Celebrating Differences 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	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	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 that some words are used in hurtful ways and that this can have consequences	
MfL I know how Sé	Recognise and recall five different verbs	Learn how to recognise and recall a further five verbs in the foreign language	Consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'sé'	Learn how to use the negative structure so they can say what they cannot do as well as what they can.	Pupils will be introduced to the conjunctions 'and' and 'but'	Revise and consolidate all language covered in the unit and complete the end of unit assessment	Consolidation across both units so far.
Visits/ visitors	Trip to Farm						
REAch2 11 before 11 Promises	Seeds to supper 						