

**YEAR 3 CURRICULUM PLAN**

|   | AUTUMN   |   |   | SPRING  |  |   | SUMMER                            |  |
|---|--|---|---|---|--|---|-----------------------------------|--|
| <b>Theme</b>  | Early Britons  |   |   | America   |  |   | Ancient Egypt                     |  |
| <b>English</b>  | Fiction (myths, legends, fables and traditional tales)<br>Non - fiction (recount - Diary)<br>Non-Fiction (Explanation – Scientific Report)                           | Non – fiction (Instructions - Recipe)<br>Poetry (Haiku) | Fiction (Adventure and mystery)<br>Non – fiction (Information – The Americas)   | Non-fiction (Persuasive letter – Hotel Visit)<br>Poetry (Personification)   | Fiction (Extended narrative)<br>Fiction (scripts)  | Fiction (Stories by Significant Authors)<br>Poetry (Extended personification – Magic Box)   |                                   |  |
| Ongoing - Reading (word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language |  |   |   |   |  |   |                                   |  |
| <b>Maths</b>  | Addition and Subtraction<br>Statistics   | Multiplication and Division<br>Shape                    | Fractions<br>Measurement  | Addition and Subtraction<br>Statistics  | Multiplication and Division<br>Shape   | Fractions<br>Measurement  |                                   |  |
| Ongoing – Number and Place value  |  |   |   |   |  |   |                                   |  |
| <b>Science</b>  | Animals including humans<br>-Investigate nutritional needs of humans and animals<br>-Identify how physical make up of humans and animals affects growth and movement |   | Forces and magnets<br>-Test how things move on different surfaces<br>-Magnetism | Rocks<br>-Identify and classify rocks on physical properties<br>-Simple descriptions of rock formation<br>-Soil formation | Plants<br>-Explore functions of parts of plants<br>-Plant reproduction<br>-Explore requirements for healthy plants | Investigation Skills<br>Light<br>-Recognise light needed for seeing<br>-Explore shadows and how they change<br>-Recognise dangers of sunlight |                                   |  |
| <b>Computing</b>  | Space Sisters  | Maze Explorers 2  | Human Crane   | Coding Kingdoms   | Sculpture Designers  | Digital Artists   |                                   |  |
| <b>Humanities</b>   | Early Britons – (History)  | Settlements, houses and homes (Geography)               | North America – Comparing to the UK (Geography)                                 |   | Ancient Egyptians (History)  |   |                                   |  |
| <b>RE</b>   | Who is Jesus?  | What can we learn from Wisdom?                          | How do Advent and Epiphany show us what Christmas is really about?              | What is the importance of symbols, beliefs and teaching in Hinduism?  | How do Christians believe following Jesus' commandments makes a difference?  | Easter People – Who is the most important person in the Easter story?   | What does it mean to be a Muslim? | What is the Bible's 'Big Story' and what does it reveal about having faith in God? |

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| <b>Art</b>   |   | Drawing and painting<br>(Nick Sharratt – we are illustrators)   | Printing<br>(Rangoli patterns – Batik)  |  | Mixed media<br>(Egyptian art)   |  |
| British Artist – Nick Sharratt<br>Key Artist/Designer – Henri Rousseau |   |   |   |  |   |  |
| <b>D &amp; T</b>   | Food and nutrition<br>(Prehistoric recipes:<br><ul style="list-style-type: none"> <li>• Stewed fruit</li> <li>• Barley bread</li> <li>• Oat cakes)</li> </ul> |   |   | Electrical systems<br>(Light up signs)   |   | Mechanisms<br>(Moving animals/monsters)  |
| <b>Music</b>   | British Composer - Edward Elgar   |   |   |  |   |  |
|  | <b>Let Your Spirit Fly</b><br>Historical context of musical styles<br><br>Singing/playing in two parts<br><br><b>Style: R&amp;B</b>                           | <b>Glockenspiel Stage 1</b><br>Introduction to the language of music, theory and composition.<br><br>Playing the Glockenspiel | <b>Three Little Birds</b><br>Animals, Jamaica, poetry and the historical context of musical styles<br><br><b>Style: Reggae and Bob Marley</b> | <b>The Dragon Song</b><br>Singing in two parts<br><br><b>Style:</b> A little bit funky and music from around the world | <b>Bringing Us Together</b><br>Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.<br><br><b>Style: Disco</b> | <b>Reflect, Rewind and Replay</b><br>Putting history of music in context placing in their correct time and space. Consolidate the foundations of the language of music.<br><b>Style: Western Classical Music</b> – the language of music |
| <b>PSHE</b>  | Drugs, alcohol and tobacco education<br><br>Tobacco is a drug   | Keeping safe and managing risk<br><br>Bullying- see it, say it, stop it.  | Mental health and emotional well-being<br><br>Strengths and challenges  | Identity, society and equality<br><br>Celebrating differences  | Careers, financial capability and economic well-being<br><br>Saving, spending and budgeting   | Physical health and well-being<br><br>What helps me choose?  |
| <b>PE</b>  | Football<br>Tag Rugby   | Hockey skills<br>Court based games  | Indoor ball games<br>Dance  | Fitness<br>Gymnastics  | Athletics<br>Bats / Rackets   |  |
|  | All classes will have 10 weeks of swimming lessons during the school year.  |   |   |  |   |  |
| <b>MFL</b>   | Phonetics 1<br>I'm Learning French  | Animals   | Fruits  | Musical Instruments  | Ancient Britain   | I can...   |