

<p>Long Term Curriculum Plan 2018-2019</p>	<p>Year Group: 3</p>	<p>Teacher/TA team: Dawn Roper/Dawn Wattam</p> 
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Local adventures – The West Melton story	Dungeons and Dragons	Spectacular sculptures (Linked to Picture This work)	Plant detectives	Coast	Gods and Mortals
Engagement “hook”	<p>Geography (local focus) Walk to The Grange Postcards from the past West Melton experts visiting school</p>	<p>History Grimm and Co visit</p>	<p>Creative Yorkshire sculpture park – Impressionists work as sculpture</p>	<p>Science focus – investigation stations</p>	<p>Science Focus Filey visit</p>	<p>Geography (global focus) Time travellers - Ancient Greek feast day</p>
No of Weeks.	8 weeks	7 weeks	6 weeks	7 weeks	4 weeks	8 weeks
Core text – fiction (based on reading spine for year group)	<p><u>The sheep pig</u> <u>Dick King Smith</u></p>	<p><u>Fantastic Beasts and where to find them</u> <u>J. K Rowling</u></p>	<p><u>Romans on the Rampage</u> <u>(Jeremy Strong)</u></p>	<p><u>James and the Giant Peach – Roald Dahl</u></p>	<p><u>Journey to the river sea</u></p>	<p><u>Adventure shed (quest stories) – literacy shed</u> visual literacy texts – The lighthouse</p>
Talk for writing text	Three Billy Goats Gruff – wishing tale (character)	The reluctant dragon – defeating the monster (setting)	The thing in the basement - finding tale (suspense)	Daft Jack – losing tale (openings and endings)	Adventures of Sandy Cove – warning tale (action)	Medusa and Perseus – quest (varying sentence and speech)
Talk for writing text – non-fiction	How to trap a troll (instructions)	Dragons (information)	Should schools have basements? (discussion)	Invitations (persuasion)	The beach trip (recount)	Defeating Medusa (explanation)
Science (highlight in red if taught discretely)	<p><u>Animals: skeletons & nutrition</u> Sc WS 4 Gather, record, classify and present data</p>	<p><u>Soil</u> Sc R 3 Recognise that soils are made from rocks and organic matter. Ge HP 1; Sc WS 3, 5, 7, 8; En SL 5, 7; Ma S 1</p>	<p><u>Classification of rock types</u> □ Simple understanding of fossilisation Sc R 1 Compare and group together different kinds of rocks on the basis of their</p>	<p><u>Plants and growth</u> Plants, incl. parts, lifecycle and requirements for life Sc P 1 Identify and describe the functions of</p>	<p><u>Sources of light: shadows & reflections (linked to Impressionists work Degas beach scene)</u></p>	<p><u>Forces</u> Sc3/4.2a compare how things move on different surfaces Sc3/4.2b notice that</p>

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	<p>Curriculum Plan 2018-2019 help in answering questions.En SL 7</p> <p>Sc A 1 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.DT CN 1; Sc WS 4</p> <p>Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and processes.DT CN 2; DT M 1, 2</p>	<p>Year Group: 3 Sc WS 6 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Ge HP 1; Sc WS 3, 7, 8; En SL 7</p> <p>Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions. Sc A 1; En R C 1b; En SL 6, 7; Co 5, 7</p>	<p>appearance and simple physical properties. Sc WS 4; En SL 11</p> <p>Sc WS 2 Set up simple practical enquiries, comparative and fair tests. Sc WS 1, 3, 4, 5, 7</p> <p>Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Sc R 2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p>different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Sc WS 3, 4, 5; Sc P 2</p> <p>Sc P 3 Investigate the way in which water is transported within plants. Sc P 1, 2; Sc WS 3, 5; En R C 3 Sc P 2</p> <p>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. Sc P 1, 3; Sc WS 5; AD 2</p> <p>Sc WS 7 Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Sc WS 1, 2, 3, 4, 5, 8; En SL 4</p>	<p>Sc L 1 Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Sc L 2 Notice that light is reflected from surfaces. Sc WS 3, 7; En SL 1, 5, 7Sc Recognise that shadows are formed when the light from a light source is blocked by a solid object. Sc L 3 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Sc WS 2, 3, 4, 7, 8, 9; En SL 1, 3Sc L 5 Find patterns in the way that the size of shadows change. Sc WS 2, 3, 5, 7, 9; En SL 1, 1Sc WS 1 Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p>some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
History	British History (taught chronologically)	EHi 6 Study an aspect or theme in British history that extends pupils'	(taught discretely) Hi 2 Learn about the Roman Empire and its impact on Britain.			Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their

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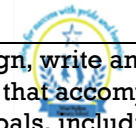


			Teacher/TA team: Dawn Roper/Dawn Wattam				
	<p>Curriculum Plan 2018-2019 Local history study. Hi 6; Co 5, 6, 7; PSHE 4b,</p>	<p>knowledge and 1066.DT CN 1; En R C 1b, 3 □ Stone Age to Iron Age</p>				<p>influence on the western world. En SL 2, 5; En W C 1</p>	
		<p>Britain, including: - hunter-gatherers and early farmers Visual text – Early man</p>				<p>Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. En SL 4; PSHE 4b; Co 5, 6</p>	
<p>Geog.</p>	<p>Use fieldwork to observe, measure & record Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.Ge HP 1, 2; DT CN 3 Describe and understand key aspects of 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.En SL 2 Ge LK 2 Name and locate counties</p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge HP 1, 2; Co 5, 6, 7; En SL 1, 4, 6 Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Ge HP 2; Ge SF 1; Co 5, 7; En R C 1a, 1b, 1c, 3; En SL 6</p>	<p>Ge HP 1 Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Co 6; Ge LK 2 Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge LK 1 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</p>		<p>Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ge HP 1, 2; Co 4; En SL 7 Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Sc A 1; Ge HP 1, 2; En R C 3; Co 5, 6, 7; En SL 5</p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge HP 1; En R C 1d Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Ge LK 1; Co 5, 7</p>	<p>Ge SF 2 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 UK and the wider world. Ge HP 1; En R C 1c; Ma S Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ge HP 1; Ma M 1 Ge LK 3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>



	<p>Curriculum Plan 2018-2019 UK geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Year Group: 3</p>				<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Ge SF 1; Ma S 1</p> <p>Ge HP 2 Describe and understand key aspects of 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. En R C 3; Co 5, 7; En SL 5; PSHE 1a, 2e</p>
<p>Comp.</p>	<p>Collecting and presenting data History of west Melton research Collect and present data appropriately. Put information into powerpoint to share with class. Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<p>Use internet safely and appropriately Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>(Mazes/maps through the sculpture park) Design & write programs to achieve specific goals, including solving problems</p> <p>Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Co 2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Understand computer networks</p> <p>Co 4 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Co 7; PSHE 5b; En SL 1, 2, 6</p>	<p>Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Co 2, 3</p> <p>Co 3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Researching /presenting other countries/cultures Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Co 5, 7; En W C 1b; En SL 1, 5, 6, 9, PSHE 5b, 5f</p>

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	<p>Curriculum Plan 2018-2019 collecting, analysing, evaluating and presenting data and information</p>	<p>Year Group: 3</p>	<p>Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part</p>		<p>Co 1, 2; En SL 1, 6; En W C 1b; PSHE 5f Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
<p>Art</p>	<p>AD 1 Create sketch books to record their observations and use them to review and revisit ideas.En SL 5 AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).En SL 7</p>	<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD 1 Create sketch books to record their observations and use them to review and revisit ideas. AD 2; En SL 1, 2, 6; Co 5, 7; Hi 5, AD 2 Improve their mastery of art and</p>	<p>Use sketchbooks to collect, record and evaluate ideas □ Improve mastery of techniques such as drawing, painting and sculpture with varied materials Find out about great artists, architects and designers in history. En SL 1, 3, 4, 6, 9; En W C 1b, 2b, 2d; Co 6, 7; AD</p>	<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay</p>	<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). DT M 1, 2; Sc A 2; En SL 1, 6; PSHE 5f</p>	<p>AD 3 Find out about great artists, architects and designers in history. Hi 8; AD 1, AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). DT M 1, 2; Sc A 2; En SL 1, 6; PSHE 5f</p>



	<p>Curriculum Plan 2018-2019</p>	<p>design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>En SL 1, 2, 4, 5, 6, 11; Co 6, 7; PSHE 2e, 4f, 5c, 5gAD 3</p>					
<p>DT</p>	<p>Understand seasonality; prepare & cook mainly savoury dishes</p> <p>DT E 1 Investigate and analyse a range of existing products.DT CN 2; Ma S 1</p> <p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.Ma M 1; DT M 1, 2</p> <p>DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing</p>		<p>DT M 2 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>DT TK 2 Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). DT E 2; DT M 1, 2; Ge HP 1, 2</p> <p>DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. En SL 11; DT M 1, 2; DT E 1, 2; DT D 1,</p>	<p>DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. DT D 2; DT M 1; En SL 1, 6</p>	<p>DT D 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. DT M 1, 2; DT E 2; En W C 2d</p> <p>DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. DT D 2; DT M 1; DT E 2; AD 2; En SL 7</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks</p>	

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fit for purpose,
aimed at particular
individuals or

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(e.g. cutting, shaping,
joining and finishing),
accurately.

groups.En W C 1a;
Co 6; DT D 2, DT E
1

DT M 1 Select from
and use a wider
range of tools and
equipment to
perform practical
tasks accurately.
En R C 2a

Music
Taught by WPT specialist teacher

PE
And
additional
PE
Taught by
WPT
specialist
teacher

Leadership skills
Multi skills

Quicksticks Hockey

Tag Rugby

Tudor Dance

Athletics

Gymnastics

Self defence

Cricket

Rounders

RE
SMSC
(Rotherham
scheme
of work)

- Food from different cultures
- Christian Stories:**
What makes Jesus an inspiring leader?
- understand some reasons why Christians think Jesus is inspirational;
 - describe and explain some examples of the life and teaching of Jesus;
 - identify links between events and key Christian festivals;
 - begin to understand how Christians express their ideas about Jesus in worship, the arts and music..

Hinduism – Hindu worship Home and Mandir

AT 1: Learning about Religion

- Beliefs, Values and Teaching
- Religious practices and ways of life AT 2: Learning from Religion
- Questions of Identity, Diversity and Belonging
- Questions of Values and Commitments

Christian Worship: How and why do some people find peace and strength by belonging to a Church?

Visit to the church

- Pupils have opportunities to consider the concept of worship: different people worship in different ways
- Pupils will be able to visit a place of worship and learn thoughtfully there
- Pupils will be able to understand the idea of the spiritual dimension of life
- From the study of different ways of worship, children develop their awareness of diversity

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	<p>Curriculum Plan 2018-2019</p>	<p>Year Group: 3</p>			<p>about special places and what makes a place holy. • From the study of holy communion pupils will be enabled to think about the importance of remembrance in worship and in wider human life • Pupils will be able to think about their own experiences and views in relation to questions of what is spiritual, and in relation to peace, calmness and strength</p>	
<p>PSHCE You, me and PSHE Islington Scheme of work</p>	<p><u>Drug, alcohol and tobacco</u> education: Tobacco is a drug Pupils learn: • the definition of a drug and that drugs (including medicines) can be harmful to people • about the effects and risks of smoking tobacco and secondhand smoke • about the help available for people to remain smoke free or stop smoking Asthma lesson for Year 2, 3 or 4 • that medicines can be used to manage and treat medical conditions such as asthma, and that it</p>	<p><u>Keeping safe and managing risk:</u> Bullying – see it, say it, stop it Pupils learn: • to recognise bullying and how it can make people feel • about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying</p>	<p><u>Mental health and emotional wellbeing:</u> Strengths and challenges Pupils learn: • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs</p>	<p><u>Identity, society and equality:</u> Celebrating difference Pupils learn: • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by commun</p>	<p><u>Careers, financial capability and economic wellbeing:</u> Saving, spending and budgeting Pupils learn: • about what influences people’s choices about spending and saving money • how people can keep track of their money • about the world of work</p>	<p><u>Physical health and wellbeing:</u> What helps me choose? Pupils learn: • about making healthy choices about food and drinks • about how branding can affect what foods people choose to buy • about keeping active and some of the challenges of this</p>

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Curriculum Plan
2018-2019
instructions for
their use

Year Group: 3

Lang. – French
(scheme)

Taught by WPT specialist teacher