

**St Andrew's CE Primary School Curriculum Plan – Y3**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	See National Curriculum Guidance for English and Maths, as well as plans below					
<b>Literacy</b>						
<b>Science</b>	<b>Forces and Magnets</b>	<b>Rocks</b>	<b>Animals, including humans</b>	<b>Plants</b>	<b>Light</b>	<b>Recap all</b>
<b>RE</b>	<b>Hinduism</b>	<b>Creation/ Incarnation</b>	<b>Fall</b>	<b>Salvation</b>	<b>Sikhism</b>	<b>Journey of Life</b>
<b>PSHME</b>	<b>Recovery curriculum</b>	<b>Families and their differences</b>	<b>Difficult challenges and achieving success</b>	<b>Exercise</b>	<b>Family roles and responsibilities</b>	<b>Family stereotypes</b>
<b>Computing</b>	<b>Using data</b> – skills to be taught during maths and science lessons at any time in the year. <b>Using the Internet</b> – skills to be taught during cross curricular lessons and/or literacy at any time of the year. <b>E-safety</b> – sessions must be taught regularly throughout the year.					
	<b>Using Technology</b>	<b>Digital media</b>	<b>Modelling and simulations</b>	<b>Creating and publishing</b>	<b>Communicating and collaborating online</b>	<b>Programming and control</b>
<b>Geography</b>	<b>Our World And Its History</b> To locate and name the continents on a World Map. To locate and name the countries making up the British Isles, with their capital cities. To identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. To study human geography including trade links in the Pre-roman and Roman era. To study types of settlements in Early Britain linked to History and answer questions e.g. Why did early people choose to settle there?		<b>Europe</b> To locate the main countries of Europe inc. Russia. To identify the capital cities of Europe. To compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. To use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		<b>Rivers, Deserts and Mountains</b> To identify the longest rivers in the world and compare with the UK. To identify the largest deserts in the world and (compare with the UK). To identify the highest mountains in the world and compare with the UK. To describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration. To have a brief introduction to Volcanoes and earthquakes, linking to Science: rock types.	

**St Andrew's CE Primary School Curriculum Plan – Y3 (Continued)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	<b>Changes in Britain from the Stone Age to the Iron Age.</b> This could include: 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.		Can continue with Stone Age and Iron Age or start Romans		<b>Roman Empire and its impact on Britain.</b> This could include: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's wall. British resistance e.g. Boudica Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	
<b>PE</b>	<b>Ball skills</b>  Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Team Games</b> Football  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Team Games</b> Netball  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Athletics</b>  Use running, jumping, throwing and catching in isolation and in combination  Compare their performances with previous ones and demonstrate improvement to achieve their personal best
<b>Art</b>	<b>Animal Stories, Poetry:</b> To use sculpture, collage and materials to show my ideas. To think of ideas for art from stories and poetry To review work after discussion.		<b>Monet, Renoir:</b> To learn about famous artists. To link the artist with own work. To record what I like about an artist.		<b>Aboriginal Art:</b> To look at the aboriginal art To use drawing and painting to show my ideas about the art. To work as a group to make a large collage.	
<b>DT</b>	<b>Cooking and Nutrition</b> - All key stage 2 children should: understand the principles of a healthy and varied diet; prepare and cook savoury dishes using a range of cooking techniques. understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.					
	<b>Rainforest</b> To 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		<b>Where the Wild Things are (Enterprise):</b> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		<b>Culture (cooking):</b> To investigate and analyse a range of products	
<b>Music</b>	<b>Let your spirit Fly</b>	<b>Glockenspiel - stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind and Replay</b>
<b>Languages</b> French	<b>A New Start</b>	<b>The Calendar and Celebrations</b>	<b>Animals</b>	<b>Carnival</b>	<b>Fruit</b>	<b>Going on a Picnic</b>

	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
	Present ideas and information orally to a range of audiences* Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
<b>Languages</b> Intercultural understanding	E-mail to school abroad	Write letter to pen-pal with some basic language in it	Google Earth tourist attractions of different countries that speak French	Video conferencing – try to speak French to native speakers	Letter to pen pal	Write a postcard in French

 <b>ST ANDREW'S CE PRIMARY SCHOOL</b> <b>ENGLISH LTP</b> <b>YEAR 3</b>						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Fiction	Theme - Rainforests Adventure Story Retelling a well known story	Theme - Ice Monster Adventure Story - David Walliams	Theme - Extreme Earth Adventure Story	Theme - Charlie and the Chocolate Factory Story Newspaper	Theme - The Romans Story with historical setting Diary	Theme - Healthy Bodies and Lifestyles Story
Non-Fiction	Non-chronological report Description	Biography Recount Instructions	Non-chronological report Explanation Recount	Letter Description	Instructions Newspaper	Non-chronological report Diary entry Instructions
Poetry skills taught each half term covering a range of different forms.						
<p>Grammar: Year Group skills taught through writing alongside the explicit teaching of skills.</p> <p>Spelling: Assertive Mentoring spelling lists used for weekly spellings alongside Year 5/6 statutory spellings.</p> <p>Handwriting: Penpals handwriting scheme followed and in Year 6 children basic handwriting issues are revised and speed and fluency improved.</p> <p>Reading: Books that appear on the LTP are used in reading lessons, as well as supplementary reading materials to provide fiction and non-fiction reading opportunities. Children also have access to a library class reading book and resource materials. KS2 SAT reading materials are also used.</p> <p>Please also refer to the objectives in the English National Curriculum for Year 5/6.</p>						

## **Maths**

### **Autumn 1**

**Number** - Place value

**Number** - Addition and Subtraction

### **Statistics**

### **Autumn 2**

**Number** - Addition and Subtraction

**Number** - Multiplication and Division

### **Spring 1**

**Number** - Multiplication and Division

**Measurement** - Money

### **Spring 2**

**Measurement** - Length and Perimeter

**Number** - Fractions

### **Summer 1**

**Number** - Fractions

**Measurement** - Time

### **Summer 2**

**Geometry** - Properties of Shape

**Measurement** - Mass and Capacity