

Curriculum Year Plan 2018-19 Year 3

Autumn 2018

Topic	Theme launch- Transport, Trade & Language	The Stone Age- travel by foot or simple plank-constructed boats. Trade- tools, knowledge and experience. Oral communication within small groups.		The Bronze Age- travel by foot or in wheeled vehicles or boats. Trade- tin, copper and gold exported, amber and scrap bronze imported. Oral communication expanded to society-based.		The Iron Age- travel by foot, ponies and dugout canoes. Brythonic spoken- stories and poetry passed down. Some wrote in Greek and Latin.		The Roman Invasion- travel on roads by donkeys, mules, horses and foot. Trade- wool, tin, lead, salt, oysters and grain exported. Latin and Greek commonly spoken, mime was popular. Only 22 letters in alphabet.		The Anglo-Saxons- travel by ox-drawn wagons, pack horses, two-wheeled chariots, boats. Trade- wool traded internationally and bartering as a form of trade. Present-day spoken language.		The Vikings- ox/horse-drawn wagons, long ships. Trade- cloth, wheat, silver also slaves, silk, glass and ivory. Old Norse was spoken. Picture stones.		Ancient Egypt- donkeys, horses, chariots. Trade (lots). Oral and written 2 forms.		
Maths	<i>Baseline Assessment</i>	Place value: Counting in 2s, 3s, 4s, 5s, 8s, 10s 50s and 100s.	Place value: - Recognise the PV of each digit in a 3 digit number - Finding 10/100 more and less	Place value: Ordering and comparing numbers up to 1000	Place value: Identify, represent and estimate numbers using different representations	Place value: Read and write numbers up to 1000	Addition/ Subtraction: Add/subtract numbers mentally	Addition/ Subtraction: Column addition	Addition/ Subtraction: Column subtraction	Addition/ Subtraction: Estimating and using inverse to check calculations	Multiplication/ Division: Grid multiplication – including 2 digit numbers multiplied by 1 digit	<i>Assessment Week</i>	Multiplication/ Division: Division by grouping	Revision of calculations	Revision of calculations	
English	<i>Baseline Assessment</i> Entertain – Narrative	Entertain- Narrative – Adventure Story Incidental writing opportunities: setting description, character description, comic strip conversation Focuses: paragraphs, adverbs, conjunctions and inverted commas.			Entertain- Narrative – Traditional Tales Incidental writing opportunities: setting description, character description, comic strip conversation, story with a different ending, story with a different character Focuses: paragraphs, adverbs, conjunctions and inverted commas.		Entertain- Shape Poetry – Extreme Weather Incidental writing opportunities: different types of poetry, descriptive texts Focuses: paragraphs, adverbs, conjunctions and inverted commas.		Inform- Non-fiction Text – Incidental writing opportunities: setting description, diary entry, information leaflet Focuses: headings/sub-headings, present perfect verb form, ‘a’ or ‘an’ and prepositions.			<i>Whole School Text – Assessment Piece</i>		Inform- Instructions – Incidental writing opportunities: recipe, instructions Focuses: headings/sub-headings, present perfect verb form, ‘a’ or ‘an’ and prepositions.	Inform- Newspaper Report – Christmas Elf Incidental writing opportunities: diary entry, setting description, character description Focuses: headings/sub-headings, present perfect verb form, ‘a’ or ‘an’ and prepositions.	
Science	<i>Baseline Assessment of Working Scientifically</i>	Working Scientifically: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.						Forces & Magnets: Start of topic assessment. Compare how things move on different surfaces	Forces & Magnets: Observe how magnets attract or repel each other and attract some materials and not others.	Forces & Magnets: Compare and group together materials that are magnetic.	Forces & Magnets: Describe magnets as having two poles and predict whether they will attract or repel.	Forces & Magnets: Magnet experiment- write up.	Forces & Magnets: End of topic assessment.	Animals incl. Humans: Start of topic assessment. How humans get their nutrition.	Animals incl. Humans: How animals get their nutrition.	
Continuous Provision	Geography -	Locating the world’s countries using a map.	Physical geography: volcanoes and earthquakes.	Physical geography: mountains and rivers.	Physical geography: the water cycle		Locational knowledge: equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Artic and Antarctic circle.		Name and locate countries, capitals and cities in the UK.		Creating a map of the North Pole with use of a key.					
	History -	Chronology- Stone Age timeline.	Evidence- use evidence to ask and answer questions about the Bronze Age.	Similarities/Differences- Stone Age to Iron Age.	Overview- Write an overview of Britain during Roman times.		Evidence- selecting suitable and reliable evidence to support findings.		Chronology- Viking timeline.		Compare- Compare Britain to Egypt.					

	Spelling- Baseline Assessment	Y2 Prefixes + Suffixes.	Prefix 'Dis' + Y2 contractions.	Strategies for learning.	Rarer GPCs: eigh, aigh or ey.	Homophones.	Homophones.	Strategies / Y2 prefixes and suffixes.	Prefixes: 'mis' and 're'.	Strategies for learning.	'l' sound spelt 'y'.	<i>End of Term Assessment</i>	Proofreading.	Words ending with: 'gue' and 'que'.	
	Music -.	Scheme followed from Charanga- "Let your spirit fly"						Scheme followed from Charanga- "Let your spirit fly"							
	Art-	Focusing on famous artists and the techniques in their work.		Shading- creating a masterpiece using different shading techniques (hatching/cross-hatching).		Paint- using colour to create a mood.		Focusing on famous artists and the techniques in their work.		Shadows- using shading to create shadows in drawings.		Drawing- using techniques used by familiar artists to create own masterpiece.		Commenting on art works- likes, dislikes, improvements etc.	
	D&T-			Research 'Art Bots'.		Design- design 4 Art Bots.		Design- decide on final design. Create a detailed design.		Make- make Art Bot based on design.			Evaluate- evaluate Art Bot.		
ICT	<ul style="list-style-type: none"> • Online Safety • Basic computer skills- Create, save and load documents using a range of software (e.g. word, pages, PowerPoint, keynote) • We are programmers (Switched on Computing) 														
PSHE	Keeping/Staying Safe Staying Safe Leaning Out of Windows							Keeping/Staying Healthy Brushing Teeth Medicine							
French	Number														
PE	Skipping + fitness														
RE	Exploring living by rules: explore rules for living found in sacred writings and teachings and ask questions about their impact on behaviour.							Religion in the home: compare and contrast the practice of different religion in the home in different religious communities.							