

Year 3

Yearly Planner 2017 - 2020

Context	Autumn 1 Here come the Romans	Autumn 2 Here come the Romans	Spring 1 Earths Treasures	Spring 2 Earths Treasures	Summer 1 Exciting Egypt	Summer 2 Exciting Egypt
Kagan/Talk For Writing	WOW week for start of term/year Geography focus		Anti-bullying or Growth Mindset Week Key Texts - Volcano in my Tummy or The Dot		Great Women who changed the world- History Non fiction writing focus week	
English	Spelling – Year 3/4 NC spelling list Handwriting - Letterjoin, Punctuation and Grammar from Year 3 appendix		Spelling- Twinkl Plan it , Handwriting -Letterjoin, Punctuation and Grammar from Year 3 appendix			
	<p>Romulus and Remus Illion-Diary of a slave girl</p> <p>Folk Tales Recounts: Diaries Classic Poetry for Performance</p>	<p>Eagle of the 9th 'The Long Wait' (Literacy Shed)</p> <p>Mystery story Setting descriptions Recounts: Diaries</p>	<p>Pebble in my pocket Cave Baby</p> <p>Poems with a structure Poems on a theme Adventure story Character description</p>	<p>'Treasure' (Literacy Shed) The Tin Forest</p> <p>Persuasive letter writing Discussion texts Setting descriptions Biographies Folk Tales</p>	<p>Rosa Parks 'Geri' (Literacy Shed) Cinderella The Egyptian Cinderella</p> <p>Character descriptions Play scripts Traditional Tales Tales from other cultures</p>	<p>'How to Mummify a Pharaoh' We're sailing down the Nile Flat Stanley</p> <p>Explanation Texts Non-chronological Reports Novels on a theme Character description</p>
Grammar and Punctuation	<p>Time conjunctions Inverted commas Paragraphs Adverbs Nouns, pronouns and proper nouns Tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</p>	<p>Place or cause conjunctions Noun phrases Adverbs Fronted adverbials Rhetorical questions Inverted commas Tenses Paragraphs (Pre and post modification of noun phrases pulled from texts)</p>	<p>Subordinate clauses Subordinating conjunction (that) and adverbs. Inverted commas Adverbial phrases Apostrophes for possession (Brackets for parenthesis Hyphens, Metaphors, Similes pulled from texts)</p>	<p>Time conjunctions Inverted commas Paragraphs Adverbs Nouns, pronouns and proper nouns Tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</p>	<p>Inverted commas An or A Adverbial phrases Paragraphs Adverbs Nouns, pronouns and proper nouns Tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</p>	<p>Present perfect tense Heading and sub headings Imperative verbs Commas in a list Colons Subordination for reason using because, so Place or cause conjunctions</p>

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Spelling	Words off the Year 3/4 NC Spelling list	Words off the Year 3/4 NC Spelling list	Long vowel 'a'- 'ie', 'ey' /ur/ spelt ear	Homophones and near homophones Creating adverbs using suffix -ly	Vowel Suffixes- er, ed, en, ing in words with more than 1 syllable /i/ spelt 'y' Prefix mis- Prefix dis- /k/ spelt 'ch'	Adding prefix bi- Adding prefix re- /g/ spelt 'gue' /k/ spelt 'que' /sh/ spelt 'ch'
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Pupils should be taught to:

### Writing

- Plan to write based on familiar forms
- Discuss ideas for writing
- Rehearse sentences orally for writing
- Organising paragraphs around a theme
- Create simple characters, settings & plot In non-narrative use organisational devices
- Assess effectiveness of own and others' writing

### Reading

- Discuss understanding and meaning of words in context
- Asking questions to improve their understand of a text
- Use knowledge to read 'exception' words
- Read range of fiction & non-fiction
- Use dictionaries to check meaning
- Prepare poems & plays to perform
- Check own understanding of reading
- Draw inferences & make predictions
- Retrieve & record information from non-fiction books

### Handwriting

- Use handwriting joins appropriately

### Speaking & Listening

- Discuss reading with others
- Give structured descriptions
- Participate activity in conversation

- Consider & evaluate different viewpoint

<p><b>Maths</b></p>	<p><b>Number</b> Count on from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number Recognise place value of each digit in 3 digit number Compare and order numbers to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 Solve number problems &amp; practical problems</p>	<p><b>Addition and Subtraction</b> Add and subtract numbers mentally Add and subtract numbers with up to three digits using formal written methods Use estimation and inverse operations to check answers Solve problems – missing numbers, number facts, place value.</p>	<p><b>Multiplication and Division</b> Know multiplication and division facts for 3, 4 and 8 times table Multiply two digit by one digit numbers using mental and progressing to formal written methods Solve multiplication and division number problems Use positive integer scaling problems</p>	<p><b>Multiplication and Division</b> Know multiplication and division facts for 3, 4 and 8 times table Multiply two digit by one digit numbers using mental and progressing to formal written methods Solve multiplication and division number problems Use positive integer scaling problems</p>	<p><b>Measurement</b> Measure &amp; calculate with metric measures Measure simple perimeter Add/subtract using money in context Use Roman numerals up to XII to tell time Estimate and read time to nearest minute Know number of days in each month Calculate using simple time problems</p>	<p><b>Shape</b> Draw 2D shapes and make 3D shapes Identify and use angles including right angles Identify horizontal, vertical lines, parallel and perpendicular lines  <b>Fractions &amp; decimals</b> Use &amp; count in tenths Recognise, find &amp; write fractions of sets of objects Recognise and use fractions as numbers Recognise some equivalent fractions Add/subtract fractions up to &lt;1 Order fractions with common denominator  <b>Statistics</b> Interpret and present data using bar charts, pictograms and tables Solve one step and two step questions</p>
<p>Science</p>			<p>Rocks and Soil</p>	<p>Forces</p>	<p>Plants</p>	<p>Light</p>
			<p>Compare and group together different kinds of rocks based on their appearance and simple physical properties.  Describe in simple terms how fossils are</p>	<p>Compare how things move on different surfaces  Know magnets have poles · Know magnetic forces act at distance · Observe how magnets attract or repel</p>	<p>identify and describe the functions of different parts of flowering plants  Explore the requirements of plants for life and growth  Investigate the way in which water is transported in</p>	<p>Recognise that they need light in order to see  Notice that light is reflected from surfaces  Recognise that light from the sun can be dangerous  Recognise that shadows</p>

			<p>formed.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><u>Investigations</u></p> <p>How are rocks formed?</p>	<p><u>Investigations</u></p> <p><u>Sorting and classifying</u></p> <p>Which objects are attracted to magnets? Which magnets are the strongest?</p>	<p>plants</p> <p>Explore the part that flowers play in the life cycle</p> <p><u>Investigations</u></p> <p><u>Observations over time</u></p> <p>What does each part of a flowering plant look like? Dissection of a flower</p> <p>Observation overtime- where does the water go?</p> <p>Can a plant grow without soil?</p>	<p>are formed when light is blocked</p> <p><u>Investigation</u></p> <p>Pattern Seeking</p> <p>Are there patterns in the way the size of shadows change?</p>
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Pupils should be taught to:

Use the following practical scientific methods, processes and skills through the teaching of the programme of study content across year 3 and 4:

- 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

ICT	Internet safety	Using presentation apps- 50 hands,	Use search engines to research information	Use search engines- link with Easter in the	Purple Mash- Coding chimp	
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# Year 3

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		piccollage and importing photos	related to topics	local community (Holy week) Purple Mash- Coding chimp		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs to achieve specific goals, including solving problems</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Use logical reasoning</li> <li>• Understand computer networks</li> <li>• Use search technologies effectively</li> <li>• Select use and combine a variety of software</li> <li>• Use technology safely and appropriately</li> </ul>						
PSHCE	Jigsaw Being Me in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
R.E School follows the Locally Agreed Statutory RE Curriculum, revised for September 2013	<p>WHY SHOULD WE CARE FOR THE WORLD? What are some Creation Stories? Link with Romulus and Remus- discover the Roman creation story. CHRISTMAS: Focus on Advent. Use Cumbria Christmas doc.</p>		<p>WHY DO SOME PEOPLE THINK JESUS IS INSPIRATIONAL? EASTER: Focus on Joy &amp; Sadness.</p>		<p>WHAT DOES IT MEAN TO BE BUDDHIST? HOW HARD IS IT TO FORGIVE? WHAT IS IT LIKE TO BE FORGIVEN?</p>	
Art/Design	Mixing colours to create mood- Halloween pictures	Roman Mosaics Roman pots	Pencil sketches- Castlerigg		Georgia O'Keeffe Nature brushes (on residential)	
<p>Pupils should be taught to:</p> <p>Critical skills:</p> <ul style="list-style-type: none"> <li>• Pupils can discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</li> <li>• Pupils can compare the work of different artists</li> <li>• Pupils can create a piece of work in response to another artist's work</li> </ul> <p>Sketchbook:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to plan, collect and develop ideas.</li> <li>• Pupils can suggest improvements to their work by keeping notes in their sketchbook</li> </ul>						

<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Pupils will experiment with the potential of various pencils and use different grades to show tone and texture</li> <li>• Pupils can use close observation and view finders to record with increasing detail</li> <li>• Pupils produce accurate drawings of people – particularly faces</li> <li>• Pupils experiment with using printed images (including pictures taken themselves) and combine them with other media to produce artwork.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Pupils explore colour mixing to make colour wheels and can say where the primary and secondary colours sit on the wheel</li> <li>• Pupils begin to understand the difference between tint, tone and shade and mix appropriately</li> <li>• Create backgrounds using a wash technique.</li> <li>• Introduction of different types of brushes (including homemade)</li> <li>• Pupils explore using colour and application knowledge to use different techniques- dotting, scratching, splashing</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Pupils explore techniques to alter fabrics- tie dying, batik/ colour resist</li> </ul> <p><b>Form and Pattern:</b></p> <ul style="list-style-type: none"> <li>• Pupils are given the opportunity to shape, form, model and construct using malleable and rigid materials</li> <li>• Use papier-mâché to create a rigid object.</li> <li>• Explore using mosaic to create a piece of art including a repeating pattern</li> <li>• Pupils can cut, roll and coil materials such as clay, dough or plasticine to create a simple pot</li> </ul>
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<b>History</b>	<p>Spread of the Roman Empire</p> <p>Gods and Goddesses</p> <p>Homes</p> <p>Roman pastimes- Gladiators</p> <p>The structure of the Roman army</p> <p>The importance of Hadrian’s Wall</p> <p>The Roman impact on the local area</p> <p>What did the Roman’s do for us? Legacy- heating, calendar, roads, aqueducts</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>How the Neolithic hunter-gatherers got their food</p> <p>Stone Age Cumbria and it’s impact on our landscape</p> <p>The importance and significance of Stonehenge</p>	<p>The achievements of the Ancient Egyptian Civilization</p> <p>Where the Ancient Egyptians lived</p> <p>When the Ancient Egyptians lived</p> <p>Ancient Egyptian beliefs- Mummies and the afterlife</p> <p>Egyptian writing and the Rossetta Stone</p> <p>What the lives of the Ancient Egyptians was like- farming</p> <p>The importance of the River Nile to Ancient Egyptian life</p> <p>Key Pharaohs and their impact</p>
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			Howard Carter and why we remember him			
	Pupils should be taught to: <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</li> </ul>					
Geography			Volcanoes What are they? What causes them? Locations of famous ones around the world		Egypt- map work	Egypt- Key geographical features Compare Cairo now and in the past- how has it changed? What remains the same?
	Pupils should be taught to: <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including: volcanoes Use maps, atlases, globes and digital mapping to locate countries affected by natural disasters</li> <li>Locate the world’s countries using maps to focus on Europe – naming major cities</li> <li>Name and locate cities of the United Kingdom identifying human and physical characteristics</li> <li>Understand how cities have changed over time</li> <li>Identify the position and significance of the equator, Northern Hemisphere, Southern Hemisphere Understand geographical similarities and differences between a region in the UK and one in a European country</li> </ul>					
P.E	Gymnastics Dance	Gymnastics/ Dance/ Hockey	Tennis Invasion Games	Tennis Invasion Games	Football Athletics	Football Athletics
D.T.	Pupils should be taught to: <u>Design</u> Understand and gather information about what a particular group or people want from a product Describe the purpose of their product and how it will work Identify design features that will appeal to intended users Explain how parts of their product works Generate realistic ideas that meet needs of user Share and discuss ideas with others Order the main stages of making					

	<p>Choose materials to use based on suitability of their properties Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</p> <p><u>Making</u> Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components with some accuracy Join, assemble and combine materials and components with some accuracy Use finishing techniques, including skills learnt in Art with some accuracy</p> <p><u>Knowledge and Skills</u> Pupils need to understand and use mechanical systems in products, e.g. gears, pulleys, cams, levers, linkages. Pupils given opportunity to investigate and analyse famous designers and inventors and ground-breaking products.</p> <p><u>Mechanisms and Structure</u> Air Hydraulics- making a moving object (Mummy) Creating a simple box mitre joint using 2 pieces of wood to create a free-standing structure (Stone Circle) Safe woodworking practices</p> <p><u>Textiles</u> Explore natural dyes Felt making Link with topics (Stone Age/ historical clothes)</p> <p><u>Food</u> Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely, where needed with a heat source <b>Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking</b></p>
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

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Trips/Visits	Roman Feast Senhouse Roman Museum	Vindolanda and Roman Army Museum	Steven Wright- geologist/volcanologist Dino Diner Keswick Museum and Castlerigg Stone Circle		Eskdale residential <i>Archery</i> <i>Rock climbing</i> <i>Bird Watching</i> <i>Exploring the natural environment</i> <i>Developing resilience</i> <i>Taking risks</i>	Zoolab
French	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Ask &amp; answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words &amp; phrases</li> <li>• Appreciate stories, songs, poems &amp; rhymes</li> <li>• Broaden vocabulary</li> </ul>					