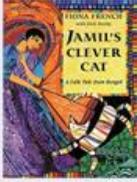
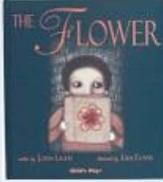
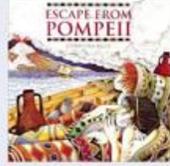


**St. Paul's CE Primary School**

**Year 3 Long Term Curriculum Plan**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Theme</b>	Stone Age (History / Geography focus)		Indus Valley (History focus)	Plants (Science focus)	Ancient Rome (History focus)	Metals (Science focus)	
<b>Quality Texts</b>	<b>Stone Age Boy</b> 	<b>The Boy with the Bronze Axe</b> 	<b>Jamil's Clever Cat</b> 	<b>The Flower</b> 	<b>Escape from Pompeii</b> 	<b>The Iron Man</b> 	
<b>English (possible writing outcomes)</b>	Instructions for creating a stone age tool. Diary entry from the boy. Letter from Om to the boy. Innovate ending as if Om visits modern day.	Non-chronological report on the Stone Age. Re-write the 'catching a whale' scene with more description. Letter from a character to another. Stone Age poetry.	Letter from one character to another. Retell parts of the story from an alternative perspective. Write poetry linked to the characters. Write a play script.	Life cycle of a plant. Fact file on a specific plant/flower. Retell the story with added detail and dialogue. Retell the story from the flowers point of view. Poetry on plant growth	Write in the role of Tranio or Livia. Newspaper report on the eruption. Add more excitement to the plot – What happened if they awoke? Write a eulogy for Tranio's dad. Poem for remembering Pompeii.	Biography of the iron man. Character description using figurative language. Setting description. Write a sequel – how did the iron man end up there? Diary Entry Letters to other characters. Re-write parts of the text.	
<b>Writing skills:</b>	<b>Words/ Vocabulary:</b> Strengthen verbs for use in dialogue: whispered, grunted, yelled Strengthen verbs to give information about characters: Sophie <i>spied</i> an unusual object at the water's edge. Jack <i>stomped</i> along the road and into the park. Technical vocabulary related to topic: Volcano, erupt, lava, flow, magma Formation of nouns using a range of prefixes, such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>  Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i> , <i>an open box</i> ) Word families based on common words, showing how words are related in form and meaning (for example, solve, solution,		<b>Sentence structure:</b> Vary sentence starters: Adverb - Slowly, Rose stepped into the dark tunnel. Adverbial phrases - How – With a heavy heart, Blue Kangaroo hopped down the stairs. Where – On the other side of the forest, wolf was waiting. When – After a short time, she found herself in front of a tiny cottage. Ing starter - Smiling, Jack turned to Rose. Continue to develop use of embedded relative clause: Fibonacci rabbits, who live in fields, like to eat grass. Power of three to add detail: The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees. Topic sentence to open paragraphs: Many different animals live in the rain forest.		<b>Text structure:</b> Use five-part structure for narrative: opening, build-up, problem, resolution, ending which form paragraphs. Non-narrative: Introductory hook to introduce topic and interest reader. Paragraphs organise material with the same theme. Developed end with a personal response or an interesting fact. Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past ( For example, He has gone out to play contrasted with He went out to play)		<b>Punctuation:</b> Comma with adverbial phrases. Introduction to inverted commas to punctuate direct speech

<b>Reading skills:</b>	<b>Word reading / Vocabulary:</b> Self-monitoring for understanding is an automatic process. Show interest in reading more challenging texts beyond those used in school and have the stamina to finish them. Interested in words and language used in books, in finding appropriate alternatives, recording them and drawing on them for use in writing. Use dictionaries to check the meaning of words.		<b>Inference / Prediction / Making links:</b> Select non-fiction materials appropriate for the purpose. Compare books and state preferences. When reading, draw on knowledge of other books and genres to consider possible plots and outcomes. Recognise particular character types and the role they may play in a book. Ask questions to improve their understanding. Predicting what may happen from details stated and implied.		<b>Explanation / Comprehension:</b> Show understanding of how the setting of a book can influence the plot and the type of characters. Show understanding of how a writer chooses words and language to create specific effects on the reader. Use words and language from reading to create a specific effect on the reader. Identify themes and conventions. Discuss words and phrases that capture the reader's interest and imagination.	
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions		Number: Fractions Measurement: Time Geometry: Properties of shape Measurement: Mss and Capacity	
	<b>Skills:</b> Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. They will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children will also take part in active maths, involving PE within their lessons.					
<b>Science</b>	Rocks	Light – sources of light, shadows	Forces and magnets	Plants – life cycles, functions of different parts	Animals including humans – nutrition, skeletons and muscles	Continue - working scientifically
	<b>Skills:</b> Make relevant observations Carry out a fair test with support, recognise and explain why it is a fair test Record their observations in written, pictorial and diagrammatic forms, begin to select the appropriate format to record their observations Begin to offer explanations for what they see and communicate in a scientific way what they have found out Measure using given equipment and select equipment from a limited range Begin to identify patterns in recorded measurements					
<b>History</b>	Changes in Britain from Stone Age to the Iron Age		Early ancient civilisations - Ancient Sumer or Indus Valley		Roman Empire	
	<b>Skills:</b> <u>Chronological understanding</u> <input type="checkbox"/> Place the time studied on a time line <input type="checkbox"/> Use dates and terms related to the study unit and passing of time <input type="checkbox"/> Sequence several events or artefacts <u>Range and depth of historical knowledge</u> <input type="checkbox"/> Find out about everyday lives of people in time studied <input type="checkbox"/> Compare with our life today <input type="checkbox"/> Identify reasons for and results of people's actions <input type="checkbox"/> Understand why people may have wanted to do something <u>Interpretations of history</u> <input type="checkbox"/> Distinguish between different sources – compare different versions of the same story <input type="checkbox"/> Identify and give reasons for different ways in which the past is represented <input type="checkbox"/> Look at representations of the period – museum, cartoons etc <u>Historical enquiry</u> <input type="checkbox"/> Use a range of sources to find out about a period <input type="checkbox"/> Observe small details – artefacts, pictures <input type="checkbox"/> Select and record information relevant to the study <input type="checkbox"/> Begin to use the library and internet for research <u>Organisation and communication</u> <input type="checkbox"/> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT...					

<b>Geography</b>	Settlements in early Britain	Continents, capital cities, British Isles		Rivers of the world		Uk comparison with Europe
	<b>Skills:</b> <u>Direction/Location</u> <input type="checkbox"/> Use 4 compass points to follow/give directions: <input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map. <u>Drawing maps</u> <input type="checkbox"/> Try to make a map of a short route experienced, with features in correct order; <input type="checkbox"/> Try to make a simple scale drawing. <u>Representation</u> <input type="checkbox"/> Know why a key is needed. <input type="checkbox"/> Use standard symbols. <u>Using maps</u> <input type="checkbox"/> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <u>Scale/Distance</u> <input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)			<u>Map knowledge</u> <input type="checkbox"/> Begin to identify points on maps A,B and C <u>Style of map</u> <input type="checkbox"/> Use large scale OS maps. <input type="checkbox"/> Begin to use map sites on internet. <input type="checkbox"/> Begin to use junior atlases. <input type="checkbox"/> Begin to identify features on aerial/oblique photographs. <u>Perspective</u> <input type="checkbox"/> Begin to draw a sketch map from a high view point. <u>Geographical enquiry</u> <input type="checkbox"/> Begin to ask/initiate geographical questions. <input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information. <input type="checkbox"/> Investigate places and themes at more than one scale. <input type="checkbox"/> Begin to collect and record evidence. <input type="checkbox"/> Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.		
<b>RE</b>	3.1 Called by God <b>(UC – 2A.2)</b> 3.6 Harvest <b>Non-Christian Link -Sukkot</b>	3.2 Christmas God is with us	3.3 Jesus the man who changed lives <b>(UC – 2A.4)</b>	3.4 Easter – exploring the sadness and joy of Easter <b>(UC – 2A.5)</b>	3.5 Which rules should we follow? <b>Non-Christian Link – Rules (UC – 2A.3)</b>	3.5 Rules within other religions
	<b>Skills:</b> <b>Throughout the year the main skills taught are:</b> reflection, interpretation, enquiry, investigation, analysis and applying these skills by linking them with own lives. <b>The Christian Concepts taught are:</b> God, People of God, Incarnation, Gospel, Kingdom of God, Salvation, the Fall and Creation. <b>Values are key in the teaching of RE; the main values taught this year are:</b> faith, love, forgiveness, responsibility and thankfulness. <b>These skills and values will be developed through some of the following experiences:</b> exploring the Old Testament stories, interviewing clergy members and Christians, discovering prophets in our modern day world, meditation, listening and retelling stories of Easter, exploring the ten commandments and if all people follow the same rules (rules for living in other faiths), reflecting on their own experiences of Harvest and learning how Harvest is celebrated around the world in other faiths.					
<b>Indoor PE Outdoor PE</b>	Swimming	Swimming	Dance	Dance	Gymnastics	Gymnastics
	Athletics	Athletics	Invasion Games (Rugby)	Invasion Games (Rugby)	Striking and Fielding (Rounders)	Striking and Fielding (Rounders)
	<b>Skills:</b> <b>Dance:</b> Beginning to improvise independently to create a simple dance; beginning to improvise with a partner to create a simple dance; translates ideas from stimuli into movement with support; beginning to compare and adapt movements and motifs to create a larger sequence; uses simple dance vocabulary to compare and improve work. <b>Gym:</b> Applies compositional ideas independently and with others to create a sequence; copies, explores and remembers a variety of movements and uses these to create their own sequence; describes their own work using simple gym vocabulary; beginning to notice similarities and differences between sequences; uses turns whilst travelling in a variety of ways; beginning to show flexibility in movements; beginning to develop good technique when travelling, balancing, using equipment etc. <b>Games:</b> Understands tactics and composition by starting to vary how they respond; vary skills, actions and ideas and link these in ways that suit the games activity; beginning to communicate with others during game situations; uses skills with co-ordination and control; develops own rules for new games; makes imaginative pathways using equipment; works well in a group to develop various games; beginning to understand how to compete with each other in a controlled manner; beginning to select resources independently to carry out different skills. <b>Athletics:</b> Beginning to run at speeds appropriate for the distance e.g. <i>sprinting and cross country</i> ; can perform a running jump with some accuracy; performs a variety of throws using a selection of equipment; can use equipment safely and with good control; <b>Outdoor Adventurous activities:</b> Develops listening skills; creates simple body shapes; listens to instructions from a partner/ adult; beginning to think activities through and problem solve; discuss and work with others in a group; demonstrates an understanding of how to stay safe. <b>Swimming:</b> Swims competently, confidently and proficiently over a distance of at least 25 metres; uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke; performs safe self-rescue in different water-based situations. <b>Evaluation:</b> Watches and describes performances accurately; beginning to think about how they can improve their own work; work with a partner or small group to improve their skills; make suggestions on how to improve their work, commenting on similarities and differences; <b>Healthy Lifestyle:</b> Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.					

<b>Art</b>	Painting – cave painting on school yard		Digital art - mosaics	Clay – create royal seals	Painting - 'Portraits – impressionism, fauvism, pointillism and pop art	
	<b>Skills:</b> To think about their artwork and collect and think about images (pictures) objects and other information linked to ideas and the particular task. To use a sketch book to make a record of things observed, to plan work and to experiment and to improve ideas. To develop drawing painting and other art skills by experimenting with them and looking at the qualities of different materials and techniques. To choose and use (in sensible ways) a range of different materials and techniques to create art work. To take the time to think carefully about what is liked and disliked about their artwork in order to improve it. To know about and describe the work of some artists, craftspeople, architects and designers. To describe what they have created.					
<b>Design Technology</b>		Food - Fruit stew – Stone Age	Food - Bread making – Indus Valley			Design and create a robot – Recycled materials
	<b>Skills:</b> To generate ideas with growing confidence for an item, considering its purpose and the user/s. To identify a purpose and establish criteria for a successful product. To understand how well products have been designed, made, what materials have been used and the construction technique. To learn about inventors, designers, engineers, chefs and manufacturers, who have developed ground-breaking products. To make drawings with labels when designing and when planning; explain their choice of materials and components including function and aesthetics. To select a wider range of tools and techniques for making their product: i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. To start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. To measure, mark out, cut, score and assemble components with more accuracy and start to work safely and accurately with a range of simple tools. To start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. To start to evaluate their product against original criteria e.g. how well it meets its intended purpose. To start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. To begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, baking and to cook hygienically. To start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted on 'the eat well plate'.					
<b>Music</b>	Djembe Workshop	Djembe Workshop	Djembe Workshop	Djembe Workshop	Djembe Workshop	Djembe Workshop
	<b>Skills:</b> Sing with confidence and in tune. Sing expressively with awareness and control. Identify phrases that could be used as an introduction, interlude and ending. Recognise and perform rhythmic patterns. Explore and perform different types of accompaniment. Create textures by combining sounds in different ways. Improvise simple rhythms. Create an accompaniment to a known song. Perform in different ways with an awareness of different parts. Recognise how much can reflect different intentions.					

<b>Computing</b>	Programming – Hour of Code (E-Safety)	Programming – Hour of Code (E-Safety)	Multimedia – MS Word/Google docs (E-Safety)	Multimedia – MS Word/Google docs (E-Safety)	Handling Data – Akinator (E-Safety)	Handling Data – Akinator (E-Safety)
	<p><b>Skills:</b>  <b>Text and multimedia:</b> Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back.  <b>Digital images:</b> Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.  <b>Sound and Music:</b> Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.  <b>Electronic Communication:</b> Understand the need to abide by school e-safety rules.  <b>Research and E-Safety:</b> Use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Discuss using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. Demonstrate an understanding that not all information on the internet is accurate. Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy.  <b>Control and Algorithms:</b> Create a short sequence of instructions and plan ahead when programming devices on and off screen. Engage problem solving activities that require children to write procedures etc. and to predict, test and modify. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming.  <b>Handling Data:</b> Use a simple database to enter and save and save information on a given subject. Follow straight forward lines of enquiry to search their data for their own purposes. Discuss experiences of using ICT to process data compared with other methods. Create a data collection sheet and use it to setup a straight forward database to answer questions. Enter information and interrogate it (by searching, sorting, graphing etc.).  <b>Modelling Simulation:</b> Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheet to store data and produce graphs.  <b>Data Logging:</b> Begin to use a data logger to sense physical data (sound, light, temperature). Interpret the results and use these in their investigations. Realise the advantages of using ICT to collect data that might otherwise be problematic.  <b>Understanding Technology:</b> Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made. Make choices about the devices and tools they use for specific purposes and explain them in relation to the context.  <b>Understanding Networks:</b> Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents). Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)  <b>Understanding the internet:</b> Show an awareness that not all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs. Show an awareness of the need for accuracy in spelling and syntax to search effectively.</p>					
<b>PSHE</b>	Settling in	Focus on feelings	Making friends	Keeping safe in school	In someone else's shoes	People and their work
	<p><b>Skills:</b>  Make responsible choices.  Develop opinions and explain points of views on personal and social issues.  See others' points of view by understanding that actions affect others and begin resolving differences and face challenges positively.  Create an awareness of types of relationships including marriage, friends and family.  Recognise the consequences of aggressive behaviours on individuals and communities.  Know where to get support.  Recognise that similarities and differences arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.  To be able to develop skills to make their own contribution in the future.</p>					
<b>Spanish</b>	Vocabulary and conversations using numbers to 100	Vocabulary and conversations about colours	Learn Spanish number rhymes	Vocabulary and conversations using a variety of greetings	Learn Spanish songs	Building vocab into conversation
	<p><b>Skills:</b>  <u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  <u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.</p>					

	<p><u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>
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