

Year 3 Curriculum Plan

Beechwood Primary School



Term Theme	Autumn		Spring		Summer	
Reading	Stone Age Boy Life in the Stone Age, Bronze Age and Iron Age	The Stolen Spear	Rainforests in 30 seconds.	My name is river.	Non - fiction ancient Greek core knowledge. Greek newspaper text Mousassaka recipe - 1 week.	Atticus and the ancient Greeks.
English	Instructions and Narrative- How to wash a woolly mammoth Biography- Mary Anning Information Text- Stone Age Beasts	Newspaper Report- Fire Fire! Narrative- The First Drawing Recount- Butser Ancient Farm	F3: Information Text/Brochure NF4: Persuasive Letter	NF5: Stories from different cultures F4: Stories that raise an issue P2: Poetry	F5: Create a mythical creature NF6: Travel Brochure/persuasive writing	NF7: Newspaper Report F6: Greek Myths P3: Greek Poetry
Maths	Number: Place Value, comparing and ordering. Number: Addition & Subtraction	Number: Addition & Subtraction Number: Multiplication & Division A	Number: Multiplication & Division B Measurement: Length and perimeter	Number: Fractions A Measurement: Mass and capacity	Number: Fractions B Measurement: Money Measurement Time	Geometry: Shapes Measurement: Statistics
Science	Animals including humans. Group food types together. To identify human and animal structure	Light Group light sources Observe how shadows are formed Find patterns in the way that the size of shadows changes.	Plants Identify and describe the functions of different parts of flowering plants. investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Forces and Magnets compare how things move on different surfaces observe how magnets react to different materials compare and group different materials	Materials and their properties - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Animals including humans continued
Computing	Computing systems and networks - Connecting computers -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work	Creating media - Stop-frame animation -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation	Programming A - Sequencing sounds -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start	Data and information - Branching databases -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database	Creating media - Desktop publishing -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database	Programming B - Events and actions in programs -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context

	<ul style="list-style-type: none"> -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network 	<ul style="list-style-type: none"> -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation 	<ul style="list-style-type: none"> -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description 	<ul style="list-style-type: none"> -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool 	<ul style="list-style-type: none"> -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool 	<ul style="list-style-type: none"> -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge
Online safety	Online Relationships and Online Reputation <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly 	Online Bullying <ul style="list-style-type: none"> -Recognise acceptable/unacceptable behaviour -Identify a range of ways to report concerns about content and contact 	Managing Online Information <ul style="list-style-type: none"> -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 -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	Health, Well-being and Lifestyles <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly 	Copyright and Ownership <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly 	Self-Image and Identity <ul style="list-style-type: none"> -Use search technologies effectively -Use technology safely, respectfully and responsibly
Geography		What are the key geographical features of the UK and how does that impact how we live? (Human and Physical Geography) <p>What are the countries and regions of the UK?</p> <p>What are the key human and physical features of the south east?</p> <p>What are the key topographical features of the UK?</p> <p>How have land use patterns changed over time in the UK?</p>	How can I record and evaluate the effectiveness of bee conservation in my school? (Environment) <p>What can we learn about bees?</p> <p>What are the key issues affecting bees?</p> <p>How can our school environment help bees?</p> <p>How can we plan and carryout effective ways to help conserve bees?</p>		Why is Ukraine one of the biggest trade partners of the world? (Geographical skills and field work) <p>Where is Ukraine and what is are its physical features?</p> <p>What are the key land uses of Ukraine and how does this effect their trade?</p> <p>What are the key trades of Ukraine and what countries do they trade with?</p>	

History	<p>What were the key changes over time during the Stone Age? (Change over time)</p> <p>Sticky Knowledge</p> <p>What was life like in the Palaeolithic and Mesolithic?</p> <p>What changed from the Palaeolithic and Mesolithic?</p> <p>What did people eat in Palaeolithic and Mesolithic?</p> <p>How did the search for food change in the Neolithic?</p> <p>What tools were used in the Neolithic?</p>			<p>How did the Bronze Age move into the Iron Age? (Change over time)</p> <p>Sticky Knowledge</p> <p>What was life like in Greater London during the Stone Age?</p> <p>Who were the Beaker People?</p> <p>How did tools change after the Neolithic?</p> <p>How did the Bronze Age move into the Iron Age?</p>		<p>What were the greatest achievements of the Ancient Greeks?(cause and effect)</p> <p>Sticky Knowledge</p> <p>1) How did the city-states overcome Persian invasion?</p> <p>2) What was it like in the cities after Persian retreated?</p> <p>3) Who was Alexander the Great and what made him a significant leader?</p> <p>4) What are the greatest achievements of the Ancient Greece?</p>
Art	<p>Stone Age Art</p> <p>Famous Artists - Lascaux Cave, Chauvet Cave</p> <p>Medium</p> <p>Cave painting - natural resources, chalks and pastels</p> <p>Skill Development</p> <p>Draw with expression, shading, textures, colour shades and tones</p>		<p>Famous Artist: John Dyer - Eden Project</p> <p>Medium</p> <p>Acrylic and pastels</p> <p>Skill Development</p> <p>To build up a picture through layering and patterns.</p>		<p>Ancient Greeks</p> <p>Medium</p> <p>Clay</p> <p>Skill Development</p> <p>To manipulate clay to create a Grecian urn/pot or plate</p>	
DT	<p>Making Stone age village Design</p> <p>Design a gift box using a net, design the outside and the box net.</p> <p>Make</p> <p>Draw, cut out and assemble a box net and decorate the outside using their design.</p> <p>Sticky knowledge</p> <p>Shape nets.</p> <p>Assembling process.</p> <p>Handling scissors safety</p>		<p>Pneumatic moving animals Design</p> <p>A bee or bee hive that moves using a pneumatic system (deflated balloon and pump)</p> <p>Make</p> <p>Draw, cut out and assemble bee or bee house and attach balloon and pump so that animal moves in some way when the balloon is inflated/deflated.</p> <p>Sticky knowledge</p> <p>Knowledge of how pneumatics work</p> <p>Handling scissors</p> <p>Process of assembling in order.</p>		<p>Making Greek Ciabatta Bread Design</p> <p>What shape will their bread be?</p> <p>What topping will they put on their bread?</p> <p>Make</p> <p>Mix bread and add yeast, observe the bread rising and the change as it cooks.</p> <p>Sticky knowledge</p> <p>Different foods.</p> <p>Not all breads are the same.</p>	
RE	<p>Theme:</p> <p>Divali</p> <p>Key Question:</p> <p>Would celebrating Divali at</p>	<p>Theme:</p> <p>Christmas</p> <p>Concept: Incarnation</p> <p>Key Question:</p>	<p>Theme:</p> <p>Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question:</p>	<p>Theme:</p> <p>Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question:</p>	<p>Theme:</p> <p>Hindu Beliefs</p> <p>Key Question:</p>	<p>Theme:</p> <p>Pilgrimage to the River Ganges</p> <p>Key Question:</p>

	home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Has Christmas lost its true meaning? Religion: Christianity	Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	What is 'good' about Good Friday? Religion: Christianity	How can Brahman be everywhere and in everything? Religion: Hinduism Humanism lesson	Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
PE	Indoor - Fundamentals Outdoor - Fitness	Indoor - Dance Outdoor - Ball skills	Indoor - Outdoor - Gymnastics Netball	Indoor - Yoga Outdoor - Tag Rugby	Indoor - Golf Outdoor - Cricket	Indoor - Tennis Outdoor - Athletics
Music	Stone Age Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, $\frac{1}{2}$, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.	Volcanoes Using the topic of 'Volcanoes', this unit allows pupils to explore and compose their own music with consideration to the inter-related dimensions of music. The unit has strong links to literacy and could be combined with poetry and artwork to produce a rich cross-curricular topic. There is a focus on the musicality in words to create rich tapestries of words, inspiring music and verse. Pupils have opportunities to record ideas as a graphic score and could be extended into artwork or illustration.	In the Garden This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing, performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.	Castles In this unit pupils will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills. They will move on to embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.	Greek Myths Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.	Mayans In this unit pupils explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect using the ancient Mayan civilisation as a stimulus for listening, performing and composing. Towards the end of the unit the pupils will be performing from simple given rhythms and melodies.
MFL	Cultural Unit - Where is France? Children will learn: • Where is France? • What major cities are there in France? • What is Paris like? Numbers and Alphabet Children will learn: • Numbers to 30 • The alphabet • Correct pronunciation All About Me Initial recap of basic greetings. Children will then learn: • Various ways of greeting each other • Introducing yourself and	Colours Children will learn: • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links - are any colours the same or different in English? My Home Children will learn: • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live	Animals Children will learn: • Family pets • Likes and dislikes • Introducing your pet Calendar Children will learn: • Days of the week • Months of the year • Correct pronunciation	Food Children will learn: • Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers Clothing Children will learn: • Basic items of clothing • School uniform • Introduce body parts - main limbs. Shopping Children will learn: • Currency • Asking how much something is	Holidays and Celebrations Children will learn: • Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays My Town Children will learn: • Words to describe their town • Words to describe shops and features of their town • Transport in their town - including transport	The Weather Children will learn: • What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places Sports Children will learn: • Simple sports • Simple phrases to describe what sports they play. I play football School • Introduction to school days in France •

	asking questions such as 'ça va?'				vocabulary • Asking where you live	Lessons • Likes and dislikes of lessons • Different jobs • The classroom
PSHE	Being me in the world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating difference Families and their differences -Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it. -Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals -Difficult challenges and achieving success Dreams and ambitions New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Trips		Topic trip - Butser ancient farm		The Living Rainforest		Ashmolean museum trip