

Subject Coverage Expectations Year 3

NC Subject	Expected coverage for the year group over the academic year	Detail the Theme or X-Curricular links	Half Term eg Aut1
English	<p><u>Narrative</u> Story with familiar settings Myths and legends - Romulus and Remus Adventure and mystery- Peter Pan Author and letters - Polar Express Dialogues and plays- Light House Keepers Lunch Fantasy setting comp.</p> <p><u>Non-Fiction</u> Reports Instructions Information texts</p> <p><u>Poetry</u> Poems to perform Shape poems/calligrams Language play</p> <p>At least one book focus per term All children will cover number and place value,</p>	<p>South America Romans Pirates Winter Wonderland Romans South America</p> <p>Romans South America Pirates</p> <p>Winter Wonderland South America Romans</p> <p>Year 3 Medium Term English Plans</p>	<p>Spring1/2 Summer 1 Autumn 1 Autumn 2 Summer 2 Spring 1/2</p> <p>Summer 1 Spring ½ Autumn 1</p> <p>Autumn 2 Spring ½ Summer 1</p>
Maths	<p>addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p>	<p>Year 3 Medium Term Maths Plans</p>	<p>Ongoing</p>
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Romans</p> <p>Romans</p>	<p>Summer 1</p> <p>Summer 1</p>
Geography	<p><i>STIBBINGTON RESIDENTIAL</i></p> <p><u>Locality focus: SOUTH AMERICA (Rainforests)</u></p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (day and night). - Human geography within Brazil – types of settlement, land use and disputes over land use, trade links - Climate zones, Biomes & Vegetation Belts 	<p>Pirates</p> <p>South America</p>	<p>Autumn 1</p> <p>Spring 1/2</p>

	<ul style="list-style-type: none"> - Rivers (Amazon) - **PLUS SKILLS & FIELDWORK area of geography curriculum throughout year** <ul style="list-style-type: none"> - using fieldwork to observe, measure & record physical & human geography in the local area. - Use maps, atlases globes and computer mapping - Use the 8 points of a compass - Use symbols & key (including ordnance survey) 		
<p>MFL (French)</p>	<p>Teachers should aim to teach a weekly 20 minute language lesson. The lesson should be mainly practical focusing on listening and speaking.</p> <p><u>NC Objectives to be covered</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. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p><u>Numbers and Colours</u> Numbers to 10 and simple colours. Taught through songs and games. Children show understanding by listening and joining in.</p> <p><u>All about me</u> Basic greetings, simple statements about name and age, asking simple questions about name and age, expressing preference.</p> <p><u>Games and Songs</u> Numbers 11-20, simple classroom instructions e.g. silence, asseyez vous. Expressing preference Je prefere.</p> <p><u>Celebrations</u> Simple statements about activities, months of the year, asking permission.</p> <p><u>Portraits</u> Simple statements about appearance, simple description of a person.</p> <p><u>Animals</u></p>	<p>(taught discretely)</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>

	Knowing the names of basic animals, basic description of animals, making simple statements about movements.		
Art	Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds or art, craft and design.	Pirates	Autumn 1
	Create sketch books to record observations and use them to review and revisit ideas.	South America	Spring ½
	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	Romans	Summer 1
	Learn about great artists, architects and designers in history.	Romans	Summer 1
Religious Education	Displays There are a number of artefacts, posters and photographs which can be utilised.	Taught discretely	
	<u>Areas that must be covered in teaching.</u> (4 Christianity and 2 Judiasm)		
	- What is the right way to behave in a place of worship? <i>Visit to Werrington Church</i>		Autumn 1
	-Is Christmas a festival of light or love?		Autumn 2
	-How does the torah influence the lives of Jewish people? <i>Visit to the Synagogue.</i>		Spring 1
	- In what ways do Jewish heroes and heroines represent ordinary lives as well as exemplary values?		Spring 2
	-How do some Christians celebrate major festivals and seasons and how are these marked through music, art and story? <i>Local visitor opportunity</i>		Summer 1
-Why do people go on pilgrimages?	Summer 2		
** Whole plans or specific planning guidance can be found in the RE folder on the server**			
Science	Rocks (link with Stibbington) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	Pirates	Autumn 1

Forces and Magnets

(forces between objects, magnetism on contact with other materials, poles)

Compare how things move on different surfaces

Notice that some forces need contact between two objects, but magnetic forces can act at a distance

Observe how magnets attract or repel each other and attract some materials and not others

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

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.

Animals inc. humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Light

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by a solid object

Find patterns in the way that the size of shadows change.

Winter
Wonderland

Autumn 2

Rainforests

Spring 1

N.B. Science Week

Rainforests

Spring 2

Romans

Summer 1

<p>P.E.</p>	<p>Key Stage Two</p> <p>Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success</p> <p>Key underlying message in KS2 PE is “Decision Making” within lessons and “competitive elements” – against self and others</p> <p>SWIMMING is compulsory</p> <p>There is an emphasis on the development of skills rather than the learning of specific games. Areas to cover will include: Gymnastics Dance</p> <p>Games Making Games-Problem Solving</p> <p>Athletic Activities</p> <p>Your lessons should cover the following <u>FUNDAMENTAL MOVEMENT SKILLS</u></p> <p>Travel, Turn, Jump and Balance</p> <p>And explored through the following <u>PRINCIPLES</u></p> <p>Space, Time, Weight and Flow</p> <p>Dance incorporates these with the addition of GESTURE</p>	<p>Taught discretely</p>	<p>Summer ½</p> <p>Autumn 1 Spring 2</p> <p>Autumn 2/ summer 1 /2</p> <p>Summer 1/2</p>
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<p>Music</p>	<p>Play and perform in solo contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Taught by Mr Green once a week.</p>	<p>Ongoing</p>																								
<p>Computing</p>	<table border="1"> <tr> <td>Programming an animation</td> <td>Programming</td> </tr> <tr> <td>Finding and correcting bugs in programs</td> <td>Computational thinking</td> </tr> <tr> <td>Videocing performance</td> <td>Creativity</td> </tr> <tr> <td>Exploring computer networks, including the internet</td> <td>Computer networks</td> </tr> <tr> <td>Communicating safely on the internet</td> <td>Communication/Collaboration</td> </tr> <tr> <td>Collecting and analysing data</td> <td>Productivity</td> </tr> </table>	Programming an animation	Programming	Finding and correcting bugs in programs	Computational thinking	Videocing performance	Creativity	Exploring computer networks, including the internet	Computer networks	Communicating safely on the internet	Communication/Collaboration	Collecting and analysing data	Productivity	<table border="1"> <tr> <td>3.1</td> <td>We are programmers</td> </tr> <tr> <td>3.2</td> <td>We are bug fixers</td> </tr> <tr> <td>3.3</td> <td>We are presenters</td> </tr> <tr> <td>3.4</td> <td>We are network engineers</td> </tr> <tr> <td>3.5</td> <td>We are communicators</td> </tr> <tr> <td>3.6</td> <td>We are opinion pollsters</td> </tr> </table>	3.1	We are programmers	3.2	We are bug fixers	3.3	We are presenters	3.4	We are network engineers	3.5	We are communicators	3.6	We are opinion pollsters	<p>Aut 1 Aut 2</p> <p>Spr 1 Spr 2</p> <p>Sum 1 Sum 2</p>
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<p>PSHE Inc SRE</p>	<p>SEAL Focus New Beginnings <i>Celebrating and appreciating differences, rights and responsibilities, feelings.</i></p> <p>Getting On & Falling Out <i>Respect for diversity, co-operation, social skills</i></p> <p>Anti- Bullying Week</p> <p>SEAL Going For Goals <i>Overcoming frustration, responsibility, encouraging self and others</i></p> <p>Good to be Me <i>Responses to a threat, overcoming negative feelings, assertiveness</i></p> <p>Cambs SOW Citizenship 3E - Rules & Rights responsibilities, roles in society 3F - Understanding & Practicing Democracy democracy in classroom situation</p> <p>SEAL Relationships Guilt, put-downs and their effects on others, feelings about loss.</p> <p>Changes Positive changes, apprehension as a normal feeling, self-awareness and empathy.</p> <p>Cambs SOW</p>	<p>Taught discretely</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>																								

	<p>Growing & Changing: 3J – Maintaining Personal Hygiene (SRE) Keeping bodies, teeth and hair clean, taking responsibility for own personal hygiene. 3L – Healthy Lifestyles Healthy eating and food hygiene, effects of exercise, making healthier choices.</p> <p>Seal Units & Cambs SOW file, plus green & blue resource boxes all stored in Group Room</p> <p>See new scheme of work.</p>		
<p>Design Technology</p>	<p>Food – Healthy and Varied Diet. Recap on Romans preparing fruit and veg, taste testing thinking about appearance, smell, flavour, taste, texture. Create and prepare a dish. (e.g. wrap for picnic, sandwich for lunch, pitta for picnic etc.)</p> <p>Structures – Shell Structures - Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (gift boxes, desk tidy, lunchbox, mystery box, cool box)</p> <p>Textiles – 2D shape to 3D product. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. purse, apron, pencil case, soft toy, beach bag)</p>	<p>Pirates</p> <p>South America</p>	<p>Summer 1</p> <p>Autumn 1</p> <p>Spring 1/2</p>