

Long Term Curriculum Plan 2022-23

Year 3 – Mr R Young

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	SPECTACULAR SPAIN	STONEAGE TO IRON AGE	STONEAGE TO IRON AGE	NORTH AMERICA	BRADFORD LOCAL STUDY TITUS SALT	BRADFORD LOCAL STUDY TITUS SALT
Spelling phonics	<p>Statutory word list for half term</p> <p>Actual Actually Address Answer Appear Arrive Breath Build Busy Caught</p> <p>I can use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>I can use the suffix -ly.</p> <p>Revision of Year 2 spelling words</p>	<p>Statutory word list for half term</p> <p>Centre Century Certain Circle Continue Consider Decide Describe Difficult Earth</p> <p>I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat,</p>	<p>Statutory word list for half term</p> <p>Early Eight Enough Extreme Famous February Forward Fruit Guard Guide</p> <p>I can spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>I can add suffixes</p>	<p>Statutory word list for half term</p> <p>Group Heard Heart Height History Increase Imagine Island Learn Length</p> <p>I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p>	<p>Statutory word list for half term</p> <p>Library Material Mention Minute Notice Often Perhaps Quarter Recent Though</p> <p>I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p>	<p>Statutory word list for half term</p> <p>Personal spelling lists to revise words not learnt</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know</p>

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		<p>peace/piece, plain/plane.</p> <p>I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p>	<p>beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p>			
English writing and SPAG	<p>List poems 2 weeks (vocabulary building)</p> <p>Stories from familiar settings (3 weeks)</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I</p>	<p>Diary entry/recount 2 weeks</p> <p>Traditional tales (alternative endings) 3 weeks</p> <p>Limericks 1 week</p> <p>I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.</p> <p>I can use more of the diagonal and horizontal strokes I need to join letters and know which</p>	<p>Vocabulary building poetry limericks 1 week</p> <p>Report 2 weeks</p> <p>Adventure stories 3 weeks</p> <p>Use headings and subheadings to aid presentation</p> <p><i>Plan his/her writing by discussing and recording ideas within a given structure</i></p> <p><i>I can draft and write material such as instructions, using</i></p>	<p>Different stories by the same author 2 weeks</p> <p>Haiku, tanka and kennings poems 2 weeks</p> <p>Explanations</p> <p>I can draft and write descriptive work that creates settings, characters and plots.</p> <p>I can use paragraphs to organise my writing so that blocks of text group related material.</p>	<p>Poetry appreciation take one poet- (2 weeks)</p> <p>Persuasive letter writing</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>I can proof read my work by reading it aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.</p>	<p>Traditional tales 4 weeks</p> <p>dialogue (characterisation)</p> <p>Take one poet – poetry appreciation 2 weeks</p> <p>I can create new words using a range of prefixes including super-, anti-, auto-.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p>

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	<p>like.</p> <p>Use a and an according to whether the next words begins with a consonant or a vowel e.g a rock, an open box</p>	<p>letters, when they are next to one another, are best left unjoined</p> <p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, prepositions e.g. before, after, during, in, because of.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p> <p>I can re-read my work to improve it for my audience</p>	<p><i>headings and sub-headings to organise my work.</i></p> <p><i>I can identify word families based on root words e.g. solve, solution, solver, dissolve, insolubl</i></p>		<p>I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.</p> <p>I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p>	<p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</p>
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Cross curricular Reading speaking and listening	Instructions recipe for tapas Descriptive writing describing tapas	Diary entry	Report	Setting description	Explanation	Persuasive letter writing
Maths	<p><u>Number and place value</u></p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000.</p> <p>Identify, represent and estimate numbers using</p>	<p><u>Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and</p>	<p><u>Fractions</u></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and use fractions as numbers:</p>	<p><u>Statistics</u> Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Interpret and</p>	<p><u>Measure</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2-D shapes.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Problem solving involving measure</p>	<p>Revisit and revise</p> <p>Addition and subtraction problem solving</p> <p>Multiplication problem solving</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute,</p>

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	<p>different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p><u>Addition and subtraction</u></p> <p>Add and subtract numbers mentally, including a three-digit number and ones.</p> <p>Add and subtract numbers mentally, including a three-digit number and tens.</p> <p>Add and subtract numbers mentally,</p>	<p>progressing to formal written methods.</p> <p><u>Measure</u></p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours, use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p>	<p>unit fractions and non-unit fractions with small denominators.</p>	<p>present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.</p>		<p>record and compare time in terms of seconds, minutes and hours, use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events e.g. calculate the time taken by particular events or tasks.</p>
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including a three-digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Compare durations of events e.g. calculate the time taken by particular events or tasks.

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PHSE * SEAL Themes Following School Syllabus	<p>Being me in my world</p> <p>I value myself and know how to make someone else feel welcome and valued.</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p> <p>I know how to make others feel valued.</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>I can work cooperatively in a group.</p>	<p>Celebrating difference</p> <p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know that witnesses can make a situation better or worse by what they do.</p> <p>I recognise that some words are used in hurtful ways.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>Dreams and goals</p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I am motivated and enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement and can</p>	<p>Healthy me</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I know the amount of calories, fat and sugar I put into my body will affect my health.</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from.</p> <p>I know some strategies for keeping</p>	<p>Relationships</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can identify and put into practice some of the skills of friendship eg. Taking turns.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I can explain how some of the actions and work of people around the world help and influence</p>	<p>Changing me</p> <p>I understand that in animals and humans lots of changes happen from birth to fully grown and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus.</p> <p>I understand what a baby needs to live and grow.</p> <p>I understand the boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p>

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	<p>I am choosing to follow the learning charter.</p>		<p>take steps to overcome them.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p>	<p>myself safe, who to go to for help and how to call emergency services.</p> <p>I can identify when something feels safe and unsafe.</p> <p>I understand how complex my body is and how important it is to take care of it.</p>	<p>my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p>	<p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
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Mind mate lessons to be covered	<p>Feeling good & being me (Year 3)</p> <p>Year 3</p> <p>Goals and aspirations: I'm good at... and I am going to try and be better at... by setting myself a simple target</p>	<p>Friends & family (Year 3)</p> <p>Year 3</p> <p>Unkind behaviours: I understand that when I am unkind it impacts on others</p>	<p>Life changes (Year 3)</p> <p>Year 3</p> <p>Life in KS2, new faces, new routines: I am learning to handle change</p>	<p>Strong emotions (Year 3)</p> <p>Year 3</p> <p>Introducing strong emotions, including anger: I know it's ok to feel strong emotions sometimes</p>	<p>Being the Same and Being Different (Year 3)</p> <p>Year 3</p> <p>Differing opinions: I accept that my friends and I might have different opinions</p>	<p>Solving problems (and making it better) (Year 3)</p> <p>Year 3</p> <p>Dealing with difficult situations: I can work with different people in my class</p>
Science	<p>Light</p> <p>Notice that light is reflected from surfaces. <i>I can show that light is reflected from surfaces.</i></p> <p>Recognise that he/she needs light in order to see things and</p>	<p>Rocks</p> <p>Recognise that soils are made from rocks and organic matter. <i>I can explain that soils are made from rocks and organic matter.</i></p> <p>Describe in simple terms how fossils are</p>	<p>Animals including humans</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <i>I can explain why humans and some</i></p>	<p>Forces and magnets</p> <p>Compare how things move on different surfaces. <i>I can compare how things move on different surfaces.</i></p> <p>Notice that some forces need contact between two objects</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. <i>I can explain what different parts of flowering plants do.</i></p>	<p>Plants</p> <p>Investigate the way in which water is transported within plants. <i>I can investigate the way in which water is transported within plants.</i></p> <p>Explore the part that</p>

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	<p>that dark is the absence of light. <i>I can explain that I need light in order to see things and that dark is the absence of light.</i> Recognise that light from the sun can be dangerous and that there are ways to protect eyes. <i>I can explain that light from the sun can be dangerous and that there are ways to protect eyes.</i> Recognise that shadows are formed when the light from a light source is blocked by a solid object. <i>I can show how shadows are formed when the light from a light source is blocked by a solid object.</i></p>	<p>formed when things that have lived are trapped within rock. <i>I can describe simply how fossils are formed when things that have lived are trapped within rock.</i> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. <i>I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.</i></p>	<p><i>other animals have skeletons and muscles.</i> 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. <i>I can 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.</i></p>	<p>but magnetic forces can act at a distance. <i>I can see that some forces need contact between two objects but magnetic forces can act at a distance.</i> Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. <i>I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.</i> Observe how magnets attract or repel each other and attract some materials and</p>	<p>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. <i>I can explore the requirements of plants for life and growth and how they vary from plant to plant.</i></p>	<p>flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <i>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i></p>
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Find patterns in the way that the size of shadows change.
I can show that there are patterns in the way that the size of shadows change.

not others.
I can observe how magnets attract or repel each other and attract some materials and not others.
 Describe magnets as having two poles.
I can describe magnets as having two poles.
 Predict whether two magnets will attract or repel each other, depending on which poles are facing.
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).
I can ask questions and use different types of scientific enquiries to answer them.
 Set up simple practical enquiries, comparative and fair tests (Year 3 focus.)
I can set up simple practical enquiries, comparative and fair

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tests.

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).

I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.

Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus).

I can gather, record, classify and present data in a variety of ways to help with answering questions.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus).

I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus).

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).

I can explain differences, similarities or changes related to

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	<p><i>simple scientific ideas and processes.</i></p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus).</p> <p><i>I can use straightforward scientific evidence to answer questions or to support my findings.</i></p>					
COMPUTING (Switched On Units)	<p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience. • To consider if what can be read on websites is always true. • To look at a ‘spoof’ website. • To create a ‘spoof’ webpage. • To think 	<p style="text-align: center;">Coding</p> <p>To review previous coding knowledge.</p> <ul style="list-style-type: none"> • To understand what a flowchart is and how flowcharts are used in computer programming <p>To understand that there are different types of timers.</p> <ul style="list-style-type: none"> • To be able to select the right type of timer for a purpose <p>To understand how to use the repeat command.</p> <ul style="list-style-type: none"> • To use coding knowledge to create a range of programs. • To understand the importance of nesting. <p>To design and create an interactive scene..</p>	<p style="text-align: center;">Spreadsheets/graphing Touch-typing</p> <p>To add and edit data in a table layout.</p> <ul style="list-style-type: none"> • To find out how spreadsheet programs can automatically create graphs from data. • To introduce the ‘more than’, ‘less than’ and ‘equals’ tools. • To introduce the ‘spin’ tool and show how it can be used to count through times tables. • To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses <p style="text-align: center;">Touch typing</p>	<p style="text-align: center;">Email</p> <p>To think about the different methods of communication.</p> <p>To open and respond to an email.</p> <ul style="list-style-type: none"> • To write an email to someone from an address book. <p>To learn how to use email safely</p> <p>To learn how to use email safely</p> <p>To add an attachment to an email</p> <p>To explore a simulated email scenario.</p>	<p style="text-align: center;">Databases</p> <ul style="list-style-type: none"> • To sort objects using just YES/NO questions. • To complete a branching database using 2Question. <p>To create a branching database of the children’s choice.</p> <p>To enter data into a graph and answer questions</p> <ul style="list-style-type: none"> • To solve an investigation and present the results in graphic form. 	<p style="text-align: center;">Simulations</p> <p>To create a page in a presentation.</p> <p>To add media to a presentation</p> <p>To add animations into a presentation</p> <p>To use the skills learnt in previous weeks to design and present an effective presentation</p> <p>To add timings into a presentation.</p>

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	<p>about why these sites might exist and how to check that the information is accurate.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist. • To know where to turn for help if they see inappropriate content or have inappropriate contact from others</p>		<ul style="list-style-type: none"> • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practice and improve typing for home, bottom, and top rows. <p>To practice the keys typed with the left hand.</p> <p>To practice the keys typed with the right hand.</p>			
History	<p>Stone Age to the Iron Age</p> <p>Use a time line to place events. - Understand that a time line can be divided into BC (Before Christ and</p>	<p>Stone Age to the Iron Age</p> <p>Ask, “What was it like for a... (child, tribal leader, king, poor person, etc) during...”</p> <p>Begin to suggest</p>	<p>Stone Age to the Iron Age</p> <p>Find out about everyday lives of people in period(s) studied Compare with our life today</p>	<p>Ancient Egypt</p> <p>Looked at two versions of the same event in history and identify differences in the accounts. Identify and give reasons why there may be different accounts</p>	<p>Ancient Egypt</p> <p>Use evidence to describe the past. (Repeated)</p> <p>Begin to suggest sources of evidence to help answer questions.</p>	<p>Ancient Egypt</p> <p>Use evidence to find out about changes and give reasons why changes may have occurred (Repeated)</p>

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	<p>AD Anno Domini). Use dates and terms related to the study unit and passing of time.</p> <p>Divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>Stone Age to Iron Age - Stone Age Man tools, communication The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</p>	<p>sources of evidence to help answer questions. Actual answers to the questions above thinking about the period of time or specific person being covered.</p>	<p>Identify and understand reasons for and results of people’s actions.</p> <p>Use evidence to describe the past.</p> <p>Use evidence to find out about changes and give reasons why changes may have occurred.</p>	<p>of history</p> <p>Name the date of one significant event from the past that has been studied and place it in approximately the right place on a time line.</p>	<p>Actual answers to the questions above thinking about the period of time or specific person being covered. (Repeated)</p>	<p>Describe similarities and differences between some people, events and objects – emphasize changes between different periods of prehistory (Stone Age-Bronze Age-iron Age)</p>
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	of the following: Ancient Sumer; The Indus Valley; Ancient Egypt					
Geography	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Name and locate several countries in Europe including France, Germany, Spain and Italy</p> <p>Identify capital cities of Europe. Identify countries first then capitals.</p>	<p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Locate north and south Americas</p> <p>Spatial matching, boundary matching, eg. country boundary on a different scale map</p>	<p>Identify and locate highest mountains/volcanoes in the world. Compare with UK.</p> <p>Describe and understand key aspects of: Brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Use pairs of coordinates and four compass points. - Introduce need for a key and standard symbols.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?.</p> <p>Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities.</p>	<p>Name different cities of the UK and the human and physical characteristics (Bradford)</p> <p>Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places.</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and</p>

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						digital technologies.
Music	<p>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>See: 'blown away recorder book 1'</p> <p>https://www.leedscharanga.co.uk/c/1314439-instruments/1314339-blown-away-recorder-book-1</p>	<p>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Christmas performance</p>	<p>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>See: 'blown away recorder book 1'</p> <p>https://www.leedscharanga.co.uk/c/1314439-instruments/1314339-blown-away-recorder-book-1</p>	Charanga unit	<p>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>See: 'blown away recorder book 1'</p> <p>https://www.leedscharanga.co.uk/c/1314439-instruments/1314339-blown-away-recorder-book-1</p>	Charanga unit
	<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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 					

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<ul style="list-style-type: none"> develop an understanding of the history of music. 						
Art	<p><u>Taking inspiration</u></p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. <p><u>Mastering techniques</u></p> <p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<p><u>Developing ideas</u></p> <ul style="list-style-type: none"> Develop ideas from starting points <p><u>Mastering techniques</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Annotate sketches to explain and elaborate ideas. Use different harnesses of pencils to show line, tone and texture. 	<p><u>Developing ideas</u></p> <ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress. 	<ul style="list-style-type: none"> Explore ideas in a variety of ways. Comment on artworks using visual language. 	<p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<p><u>Taking inspiration from the greats</u></p> <p>Create original pieces that are influenced by studies of others</p> <p>Textiles</p> <ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch
DT	<p><u>Healthy and Varied diet</u> Designing - Design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use sketches/ICT</p> <p>Making – Plan ingredients, utensils and equipment. Prepare and combine ingredients.</p>		<p><u>Shell structures</u> Designing Generate and design criteria collaboratively through discussion, focusing on user and purpose of the product. Analyse existing products and use sketches and prototypes to model and communicate ideas. Making Order and use appropriate tools to measure, mark out, cut,</p>		<p>Levers and linkages – Designing Generate own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Making Order and Select from and use appropriate tools with some accuracy to cut,</p>	

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	<p>Choose ingredients to make appropriate food products. Evaluating - Carry out sensory evaluations of ingredients and products. Record the evaluations using tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design.</p> <p>Technical knowledge and understanding - Know about a range of ingredients appropriate for their product, know if they are grown, reared or caught. Know and use technical and sensory vocabulary</p>		<p>score, shape and assemble with some accuracy. Explain their choices referring to aesthetic qualities.Evaluating investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.Test and evaluate their own products Technical knowledge and understanding Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and more complex 3D shapes. Know and use technical vocabulary relevant to the project.</p>	<p>shape and join paper and card.Evaluating analyse books and products with lever and linkage mechanisms.Evaluate their own products and ideas against criteria and user needs, as they design and make.Technical knowledge and understanding Understand and use lever and linkage mechanisms.Distinguish between fixed and loose pivots.Know and use technical vocabulary relevant to the project.</p>
<p>RE See leeds scheme for planning and break down.</p>	<p>3.1 How do Jews remember God's covenant with Abraham and Moses? 10hrs</p>	<p>3.2 How do people express spirituality? (Art in Christianity and Islam. Music in Sikhism, Christianity and Islam. Dance in Judaism, Hinduism and Christianity) 8hrs</p>	<p>3.3 What so Christians believe about a good life? 6hrs</p>	<p>3.4 what do creation stories tell us about our world? (Christianity, Judaism, Islam, Sikhism and one non religious) 8hrs</p>
	<p>Beliefs and authority Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a</p>	<p>The Nature of Religion and Belief Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance. Ultimate</p>	<p>Moral decisions Discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions.</p>	<p>Identity and Diversity Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>

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range of sources and traditions and to beliefs and teachings that arise from them in different communities. Worship and Spirituality Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of worship and expressions of spirituality so that they can understand different ways of expressing meaning.

Questions Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

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	<p>Autumn – REAL PE – Personal and Social - Coordination: Footwork (10) Static Balance: one leg (1) Dynamic Balance to agility: jumping and landing (6) Static balance: seated (2) SWIMMING AND HANDBALL</p>	<p>Spring – REAL PE – cognitive and Creative - Dynamic Balance: on a line (5) Coordination: Ball skills (9) Coordination: sending and receiving (8) Counter balance: with partner (7) SWIMMING</p>	<p>Summer – REAL PE – Physical Application and Health and Fitness - Agility: reaction/response (12) Static balance: floor work (3) Agility: ball chasing (11) Static balance: stance (4) CRICKET AND SWIMMING</p>
<p>PE</p>	<p>(Same as outdoor) NC: Pupils should continue to apply 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. 		

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- Swim at the surface and below the water.

Year 3 Deliverable Classroom Realities

By the end of Year 3 pupils should:

- Understand numbers 1-10 and be able to say, read and write them.
- Be familiar with the days of the week and be able to say them and recognise them in written form.
- Use simple greetings (e.g. saying hello and goodbye, saying how they are).
- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).
- Use simple adjectives (e.g. colours).
- Use some simple verbs in the first person “I” form (e.g. I am and I play).
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus

French