

Manland Primary School-Long Term Curriculum Plan

Overview of Skills-Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic/Theme	Prehistoric Britain		Plants and People		The Romans	
British Values Focus	The Rule of Law -Why do we have rules?	Democracy. Why do we vote? How can we have our say in school?	Tolerance of those of different faiths and beliefs. I accept you, you accept me.	Individual liberty. Free to be me, free to be you.	Mutual respect. How do we get on, even if we disagree?	Self-Respect Looking after myself
English	Fables Shape and action poems Explanations (linked to topic)	Reports Characters and setting description	Traditional Tales Play scripts	Persuasive arguments Revolting Rhymes	Instructions Adventure stories	Haiku poems Recount Diary entry
Maths	Extending knowledge of place value, comparing and ordering numbers up to 1000, finding 10 or 100 more or less than a given number. Reviewing addition and subtraction of 2 and 3 digit numbers and written calculation methods	Counting in multiples of 4, 8, 50 and 100 using times tables facts from the 2, 3, 4, 5, 8 and 10 times tables to solve multiplication and division calculations.	Using the grid method for multiplication to multiply 2-digit numbers by 1-digit numbers. Dividing 2-digit numbers by 1-digit numbers, using the chunking method.	Practising telling the time to the nearest minute on 12 and 24-hour analogue and digital clocks. Applying learning to various contexts and solving problems involving time durations. Explore the properties of fractions and comparing and ordering non-unit fractions and find fractions of objects, shapes and numbers	Understanding and applying fractions including decimals. Exploring measurement and using our knowledge to solve problems Geometry Revisiting addition and subtraction.	Fractions (including decimals) Measurement Geometry Revisiting multiplication and division and using skills to solve problems.
Science	Fossils. Lights and shadows. Gather and record data to help in answering questions. 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.	Magnets and forces Compare how things move on different surfaces. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other,	Human/animal skeletons and healthy eating. Explore and compare the differences between things that are living, that are dead and that have never been alive.	Human/animal skeletons and healthy eating. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Recognise that environments can change and that this can	Rocks Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Plants Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as

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	<p>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.</p>	<p>depending on which poles are facing</p>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>sometimes pose dangers to specific habitats.</p>	<p>Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p>
Art	<p>Scratch: Digital media - Create images.</p> <p>Cave paintings: Create original pieces that are influenced by studies of others Comment on artworks using visual language.</p>	<p>Illuminated letter: Use coiling</p> <p>Textiles: Shape and stitch materials. Use basic cross stitch and back stitch. Create weavings (at Celtic Harmony camp)</p>	<p>Sketching: Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Creating videos: Create video and sound recordings and explain why they were created</p>	<p>Printing: Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others</p>	<p>Watercolour: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Mosaic: use mosaic.</p>	<p>Venetian mask: Use other mouldable materials. Add materials to provide interesting detail • Create original pieces that are influenced by studies of others</p>

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Computing	<p>Animations Control motion by specifying the number of steps to travel, direction and turn.</p> <p>Specify user inputs (such as clicks) to control events.</p> <p>Set the appearance of objects and create sequences of changes.</p>	<p>Bug fixers Specify conditions to trigger events.</p> <p>Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p>	<p>Film makers Select sounds and control when they are heard, their duration and volume.</p> <p>Add text strings, show and hide objects and change the features of an object.</p>	<p>Opinion pollsters Use simple databases to record information in areas across the curriculum.</p>	<p>Presenters Contribute to blogs that are moderated by teachers.</p>	<p>Communicators Use a range of applications and devices in order to communicate ideas, work and messages. Participate in class social media accounts.</p> <p>Understand online risks and the age rules for sites</p>
Cooking		<p>Soup Prepare ingredients hygienically using appropriate utensils. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>Healthy pancakes Follow a recipe. Prepare ingredients hygienically using appropriate utensils. Assemble or cook ingredients (controlling the temperature of the oven or <u>hob</u>, if cooking).</p>		<p>Roman cooker Preparation Chopping, Peeling and spreading. Rolling and kneading Baking and timings of cooking</p>	
Design and Technology	<p>Christmas decorations Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. Improve upon existing designs, giving reasons for choices.</p>	<p>Build/contrast ancient settlement Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.</p>	<p>Chariots- Cut materials accurately and safely by selecting appropriate tools. Measure and mark out Select appropriate joining techniques. Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product Choose suitable techniques to construct products or to repair items.</p>			

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<p>Geography</p>	<p>Human Geography, settlements and land use. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns;</p>	<p>Settlements and hill forts in Britain. Defining a settlement Looking at the history and progression over time to a certain area made my human geography Locating known British hill forts on a map Analysing type of hill fort its purpose and population. Crafting own hill fort in replica model. Explaining its uses and known facts.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	<p>Physical Geography: volcanoes and earthquakes. Italy Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use a range of resources to identify the key physical and human features of a location. Name and locate some countries of Europe and identify their main physical and human characteristics Describe geographical similarities and differences between countries.</p>
<p>History</p>	<p>Give a broad overview of life in Britain from ancient until medieval times. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural diversity of past society. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.</p>	<p>The local history of Harpenden as a settlement Comparing old maps, secondary sources and its progression over time. (linked to settlements and hillforts) Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line Use dates and terms to describe events</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society. Compare some of the times studied with those of other areas of interest around the world. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe changes that have happened in the locality of the school throughout history</p>	

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	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line			Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line		
Music	Children will begin to learn the violin with Mrs Wilmshurst from Herts County Music Service. They will learn how to look after the violin, to pluck and use the bow on 'open strings'. They will use musical terms to describe their playing and they will become aware of standard music notation.		Children will continue to learn the violin with Mrs Wilmshurst this term. They will also be learning songs for the Easter production.		Children will continue to learn the violin. They will also be learning new songs and developing their skills and musical awareness.	
PE	<p>Tag rugby/swimming</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Use the terms 'opponent' and 'team-mate'. Work alone, or with team mates in order to gain points or possession. Pass to team mates at appropriate times. Swim unaided up to 25 metres. Use one basic stroke, breathing correctly. Control leg movements.</p>	<p>Gymnastics Swimming</p> <p>Copy and remember actions Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Vary speed, direction, level and</p>	<p>Hockey</p> <p>Swim at the surface and below the water. Swim over 100 metres unaided Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly.</p>	<p>Dance Swimming</p> <p>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Copy and remember moves and positions. Move with careful control and coordination Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.</p>	<p>Rounders Swimming</p> <p>Swim fluently with controlled strokes Field, defend and attack tactically by anticipating the direction of play. Strike a bowled or volleyed ball with accuracy</p>	<p>Athletics Swimming</p> <p>Turn efficiently at the end of a length. Sprint over a short distance up to 60 metres Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm).</p>

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		body rotation during floor performances Swim between 25 and 50 metres unaided.				
RE	Marking festivals, traditions and key events in life Contrast religions- Christianity and Islam Celebrations such as Eid and ceremonies within different religions	Symbolic expression in prayer and worship Sharing food- the last supper, communion (Christmas linked) The meaning of symbols	Belonging to a family, challenges and religious leadership Understanding what belonging to a community means The five pillars in Islam Religious leaders and their roles	Communicating through sacred spaces and prayer/ Different Ideas about God Comparing places of worship Easter story Key prayers (Qur'an and The Lord's Prayer) (visit local church) 99 names of Allah Exploring God and heaven through media	Sacred texts and stories Exploring Qur'an and Bible and who Jesus was. The impact of Pentecost of Christians	Values and respect and reflecting on right and wrong Charities and how justice and fairness links within Rules to follow within communities and morals
PSHE	Listen to others, showing attention. Talk about new experiences with others.	Attempt to make improvements. Show enjoyment in trying out some ideas.	Identify a few areas for improvement. Try new things when encouraged.	Think of the effect of behaviour on others before acting.	Push past fears and reflect upon the emotions felt afterwards. Begin to take encouragement and advice from others.	To understand that changes affect others differently. To understand changes can be a good thing.