



Manland Primary School-Long Term Curriculum Plan

Year 3 Curriculum Intent



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic/Theme		Stone, Bronze and Iron		Our amazing world		Join the Roman Empire!	
English	Writing	<p>Genre: Narrative- Fables Write a Fable based on a well-known fable.</p> <p>Genre: Poetry- Write a calligram shape poem based on poems in World Whirls and shape poems- John Foster.</p> <p>Genre: Explanation- Write an explanation on how a machine works.</p> <p>Genre: narrative. Describe setting, character, plot (prequel to The Iron Man).</p>	<p>Genre: Non-chronological reports. To write a non-chronological report based on a fictional frog from the book Tuesday.</p> <p>Genre: Poetry- Write a free verse poem based on Kit Wright's The Magic Box</p> <p>Genre: Narrative- To describe settings- The Iron Man (2021)</p> <p>Genre: narrative- To write a detailed setting description that appeals to the senses. – Krindlekrax (2022)</p>	<p>Genre: Playscript- To write a playscript on a traditional tale.</p> <p>Genre- Narrative- Traditional tale- To retell a traditional tale from a character's point of view. (Pea and the princess)</p> <p>Genre: Poetry- Limericks- Write a limerick based on nonsense Limericks by Edward Lear.</p>	<p>Genre: Recount- Write a news report about the events of the Three Little Pigs. Based on the story- The True Story of The Three Little Pigs.</p> <p>Genre: Poetry- Haiku- To write a Haiku</p> <p>Genre: Narrative- Write a story using rich vocabulary (prediction) (Take One Book)</p>	<p>Genre: Narrative- Adventure stories based on How to Train Your Dragon and Flat Stanley</p> <p>Genre: Persuasive writing- Write a persuasive letter around an issue of debate.</p>	<p>Genre: Poetry- Take One Book- To write a narrative poem based on revolting rhymes</p> <p>Genre: Recount- Diary entry- To write a diary entry from a character's point of view in the story The Witches.</p> <p>Genre: Instruction writing- To write instructions based on making a traditional pizza</p>
	Reading	The Iron Man- Ted Hughes	Stig of The Dump – Clive King Krindlekrax- Philip Ridley (2022)	Grimm Tales- Philip Pullman	Eye of The Wolf- Daniel Pennac	How To Train Your Dragon- Cressida Cowell	The Witches- Roald Dahl
	Grammar	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Introduction to speech marks to punctuate direct speech.</p>	<p>Expanded noun phrases</p> <p>Heading and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as way to group related material.</p>	<p>Expanded noun phrases</p> <p>Continuous form of verb in the present and past tense.</p> <p>Introduction to paragraphs as way to group related material</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Expanded noun phrases</p> <p>Introduction to speech marks to punctuate direct speech.</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Introduction to paragraphs as way to group related material.</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Expanded noun phrases</p> <p>Introduction to speech marks to punctuate direct speech.</p>



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	<p>Use of perfect form of verbs to mark relationships of time and cause.</p> <p>Introduction to paragraphs as way to group related material.</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Vocabulary for formal writing.</p> <p>Introduction to paragraphs as way to group related material.</p>		<p>Vocabulary for formal writing.</p> <p>Consistent use of present tense and past tense through out texts.</p>	<p>Expanded noun phrases</p> <p>Introduction to speech marks to punctuate direct speech.</p>	<p>Introduction to paragraphs as way to group related material.</p>
Spelling	<p>Words with the long /ai/ sound spelt with ei</p> <p>Words with the long /ai/ sound spelt with ey</p> <p>Words with the long /ai/ sound spelt with ai</p> <p>Words with /ur/ sound spelt with ear</p> <p>Homophones & near homophones</p> <p>Homophones & near homophones</p> <p>Review week</p>	<p>Creating adverbs using suffix-ly (No change in root word)</p> <p>Creating adverbs using suffix-ly (Root word ends in y with more than one syllable)</p> <p>Creating adverbs using suffix-ly (root words ends in le)</p> <p>Creating adverbs using suffix-ly (Root words ends in ic or al)</p> <p>Creating adverbs using suffix-ly (exception to the rules)</p> <p>Statutory spelling challenge words</p> <p>Review week</p>	<p>Words with short /i/ sound, spelt with y</p> <p>Adding suffixes beginning with a vowel (er,ed,ing) (Not double the final consonant)</p> <p>Adding suffix to words beginning with a vowel (er,ed,ing) (Double the consonant)</p> <p>Creating negative meanings using prefix- mis</p> <p>Creating negative meanings using prefix- dis</p> <p>Words spelt with /k/ sound spelt with ch</p> <p>Review week</p>	<p>Homophones and near homophones</p> <p>Homophones and near homophones</p> <p>Adding prefix bi- and adding prefix re-</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with the /sh/ spelt ch</p> <p>Statutory spelling challenge words</p> <p>Review week</p>	<p>Words ending in -ary</p> <p>Words with short /u/ sound spelt with 'o'</p> <p>Words with short /u/ sound spelt with 'ou'</p> <p>Words families based on common words, showing how words are related in form and meaning</p> <p>Words families based on common words, showing how words are related in form and meaning</p> <p>Words families based on common words, showing how words are related in form and meaning</p> <p>Review week</p>	<p>Words ending in suffix -al</p> <p>Words ending in /zhuh/ sound, spelt 'sure'</p> <p>Words ending in /chuh/ sound, spelt 'ture'</p> <p>Words ending in /chuh/ sound, spelt 'ture'</p> <p>Silent letters revision</p> <p>Silent letters revision</p> <p>Review week</p>



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<p>Maths</p>	<p>Place value and regrouping Counting on and back in ones, tens and hundreds Estimation, magnitude and rounding Measures- comparison, estimation and magnitude Mental fluency – addition Mental fluency – subtraction Fact families and applying the inverse Written addition</p>	<p>Written subtraction Problem solving – worded problems Statistics – interpreting bar charts and tables Angles, right angles and estimation Perpendicular and parallel lines, vertical and horizontal lines 2d shape properties and drawing Perimeter including problem solving using written and mental methods</p>	<p>Multiplication – 3, 4 and 8 times tables Division – 1, 2, 3, 4, 5, and 8 times tables Multiplication – strategy, associative and distributive laws Statistics – pictograms and scaled bar charts Multiplication and division worded problems Fractions – finding fractions of discrete and continuous quantities</p>	<p>Ordering and comparing fractions Adding and subtracting fractions with the same denominators Fractions – problem solving with unit and non-unit fractions Multiplications – multiplying multiples of 10 Multiplication – formal written multiplication</p>	<p>Division problem solving – sharing and grouping Division – 2- and 3-digit numbers by 1-digit numbers Multiplication, division and fractions – scaling and correspondence problems Division – long division Time – hours, minutes, seconds, days, weeks, months years Telling the time to the minute and estimation Time - duration</p>	<p>Securing the four operations with whole numbers including problem solving Place value and decimals – ten times greater and ten times smaller Place value and decimals – regrouping Place value and decimals – estimation, comparing and rounding Measures – measuring and problem solving 3d shape – building and identifying properties</p>
<p>Art</p>	<p>Scratch: Digital media - Create images Cave paintings: Create original pieces that are influenced by studies of others Comment on artworks using visual language.</p>	<p>Illuminated letter Textiles Use coiling Shape and stitch materials. Use basic cross stitch and back stitch. Create weavings</p>	<p>Sketching Use different hardness' 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>Printmaking 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 Create a Mosaic 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. Use mosaic</p>	<p>3D Model making Venetian mask: Use other mouldable materials. Add materials to provide interesting detail Create original pieces that are influenced by studies of others</p>
<p>Computing</p>	<p>We are animators</p>	<p>We are bug fixers</p>	<p>We are film makers</p>	<p>We are opinion pollsters</p>	<p>We are presenters</p>	<p>We are communicators</p>



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	Control motion by specifying the number of steps to travel, direction and turn. Specify user inputs (such as clicks) to control events. Set the appearance of objects and create sequences of changes.	Specify conditions to trigger events. 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).	Select sounds and control when they are heard, their duration and volume. Add text strings, show and hide objects and change the features of an object.	Use simple databases to record information in areas across the curriculum.	Contribute to blogs that are moderated by teachers.	Use a range of applications and devices in order to communicate ideas, work and messages. Participate in class social media accounts. Understand online risks and the age rules for sites
Design and Technology	Stone Age stew	Christmas Decorations	Ancient Builders	Healthy pancakes Follow a recipe	Chariots	Roman pizza making
	Prepare ingredients hygienically using appropriate utensils. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. Improve upon existing designs, giving reasons for choices. Use software to design and represent product designs. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.	Prepare ingredients hygienically using appropriate utensils. Assemble or cook ingredients (controlling the temperature of the oven or <u>hob</u> , if cooking).	Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. 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. (winding)	Prepare ingredients hygienically using appropriate utensils. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
Geography		Getting to know the United Kingdom	What makes a settlement?	Our World: Land, Sea and Air		Extreme Earth: Volcanoes and Earthquakes
		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	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	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		Investigate patterns of earthquakes, mountains and volcanoes Explain own views about locations, giving reasons. Use a range of resources to identify the key physical and human features of a location.



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		characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns;	Analysing type of hill fort its purpose and population. Crafting own hill fort in replica model. Explaining its uses and known facts.	zones. Describe some of the characteristics of these geographical areas.		Name and locate some countries with physical features. Identify their main physical and human characteristics Describe geographical similarities and differences between countries.
History	Prehistoric Britain		The History of Harpenden		The Ruling Roman Empire	
	<p>Give a broad overview of life in Britain from ancient until medieval times. To use dates where appropriate and to place them on a timeline. 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. To use a range of artefacts, pictures, stories, online sources about the past. To observe or handle a range of evidence to ask questions and find answers to questions about the past.</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 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</p>	
Modern Foreign Languages	Listen to spoken language and join in.		Develop accurate pronunciation and	Read carefully and show understanding of words,	Write phrases from memory, and adapt	Use singular and plural forms, adjectives,



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(French)	Explore the patterns and sounds of language through songs and rhymes.	Engage in conversations; ask and answer questions speak in sentences, using familiar vocabulary, phrases and basic language structures.	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.	phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.	these to create new sentences. Express ideas clearly describe people, places, things and actions orally and in writing feminine and masculine forms.	pronouns and the conjugation of high-frequency verbs.
	<p>Understand some simple words and phrases. Repeat simple words and phrases. Understand some simple instructions and follow them. Write short, simple responses to spoken language using familiar words. Identify phonemes which are the same as, or different from English phonemes. Identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound, Join in with simple songs and rhymes.</p> <p>Read and pronounce the most common letters and letter strings in French. Read and pronounce familiar written words accurately, using knowledge of French phonics.</p>	<p>Recognise a question. Answer questions to give basic information using simple words and phrases. Understand simple questions and respond to them, e.g. by picking up an item. Say that I don't understand, or ask for a question to be repeated. Recognise negatives and ask for help using polite language. Ask and answer simple questions using short sentences. Repeat some simple sentences from memory.</p>	<p>Say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. Read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. Prepare and recite a few familiar sentences to my teacher.</p>	<p>Give a spoken response to a simple written question. Recognise and understand some individual written words, and match them to pictures. Give a written response to a simple written question. Understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. Respond appropriately to songs and rhymes, e.g. by performing a series of actions. Read a simple rhyme or poem, in chorus.</p>	<p>Write some familiar words from memory. Introduce myself, giving my name and age, using short, simple sentences. Use some numbers, colours and simple describing words in spoken sentences. Pronounce 'le'/'la' and 'un'/'une' clearly and accurately. Write some singular nouns with the correct article.</p>	<p>Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'. Recognise whether nouns are singular or plural. Recognise some basic French adjectives. Talk about myself using some common verbs in the first person singular form.</p>
Music	Violin		Violin		Violin	
	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		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.	



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	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.					
PE	Tag rugby/swimming	Gymnastics Swimming	Hockey	Dance Swimming	Rounders Swimming	Athletics Swimming
	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.	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 body rotation during floor performances Swim between 25 and 50 metres unaided.	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.	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.	Swim fluently with controlled strokes Field, defend and attack tactically by anticipating the direction of play. Strike a bowled or volleyed ball with accuracy	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).
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know	I can explain how boys' and girls' bodies change on the inside/outside 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. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings
RE	Marking festivals, traditions and key events in life	Symbolic expression in prayer and worship	Belonging to a family Challenges Religious Leadership	Communicating through sacred spaces and prayer Different ideas about God	Sacred Texts and Stories	Values and respect Reflecting on right and wrong
	Marking festivals, traditions and key events in life	Symbolic expression in prayer and worship	Belonging to a family, challenges and religious leadership	Communicating through sacred spaces and prayer/ Different Ideas about God Comparing places of worship	Sacred texts and stories Exploring Qur'an and Bible and who Jesus was.	Values and respect and reflecting on right and wrong Charities and how justice and fairness links within



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	Contrast religions- Christianity and Islam Celebrations such as Eid and ceremonies within different religions	Sharing food- the last supper, communion (Christmas linked) The meaning of symbols	Understanding what belonging to a community means The five pillars in Islam Religious leaders and their roles	Easter story Key prayers (Qur'an and The Lord's Prayer) (visit local church) 99 names of Allah Exploring God and heaven through media	The impact of Pentecost of Christians	Rules to follow within communities and morals
Science	Light and shadows	Use the force	Our amazing bodies and healthy eating	Our amazing bodies and healthy eating	Rocks and Fantastic Fossils.	Plants
	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. To find patterns in the way that the size of shadows change. Working Scientifically To observe over time.	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.	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.	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.	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.