

## Long Term Curriculum Plan 2023/24- Year 3

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Skills for Success</b>	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
<b>Visits and Visitors</b>	Walk along Tavistock canal	Dartmoor Zoo	Carnglaze caverns	The Box	Science session at the college	Aquarium residential
<b>Garden Days</b>	Canal Walk - leaf collection (for art activity), tree ID. leaf art, cooking, team building, story.	Team building, create beastie, bug hotels, recreate skeletons with labels, butterfly feeder, sweep for bugs, tea and story.	Team building, paint Blue John gem stone, forces push pull, landscape art, tea and story.	Team building, Role play, fire as light source, French instructions and opaque and translucent objects, tea and story.	Team building, bird box (firebird), Shapes in nature, Sorting rocks Den building Willow/twig shapes, tea and story.	Team building, den building, pitfall trap to catch Greek beast, plant id and lifecycle, mud/clay pots, tea and story.
<b>English</b>	<p>Beasties – create characters and plot whilst using adverbials to express time, place and cause (3 weeks)</p> <p>A river - Poetry about local surrounding (Tavistock) – use a varied vocabulary appropriate to purpose and form. (2 weeks )</p> <p>A guide to eating healthy – non narrative</p>	<p>Book of bones - Sub headings, organising ideas around a theme, technical vocabulary (2 weeks)</p> <p>Fair’s Fair – to write the middle and ending of a story – paragraphing and noun phrasing (3 weeks)</p> <p>How Santa really works – organise paragraphs around a theme and use a range of verb forms. (2 weeks)</p>	<p>Blue John – to write own story about the creation of gem stone – Fictional writing skills (3 weeks)</p> <p>Biography – Alexander Calder - Express time, place and cause using conjunctions, adverbs and/ or prepositions (Y3). (3 weeks)</p>	<p>Howard Carter Diary Entry – use of verb forms, expand noun phrases and a wider range conjunctions (3 weeks)</p> <p>Oliver and the Seawig by Phillip Reeve – verb forms, conjunctions, adverbs paragraphs</p>	<p>Newspaper Report on a volcano erupting – non narrative organisational devices and adverbs expressing time, place and cause (3 weeks)</p> <p>Firebird – create setting, plot and characters and expand noun phrases (3 weeks)</p>	<p>Creating a mythical beast fact file – non narrative organisational devices and noun modification (2 weeks)</p> <p>How to catch and train a mythical beast (How to train your dragon) sequential ordering, technical language, adverbial phrases, imperative verbs (2 weeks)</p> <p>Greek Myths (Minotaur) –</p>

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	organisational devices and adverbials to express time, place and cause and instructional texts (2 weeks)					sentences with more than one clause and adverbials to express time, place and cause (2 weeks)  Short writing tasks based on English assessment and children's needs.
<b>Mathematics</b> NCETM	Unit 1- adding and subtracting across 10 (2 weeks)  Unit 2-numbers to 1000 (10 weeks)	Numbers to 1000 continued  Unit 3- right angles (2 weeks)	Unit 4- manipulating the additive relationship and securing mental calculation (4 weeks)  Unit 5- column addition (2 weeks)	Unit 6- 2,4,8 times tables ( 3 weeks)  Unit 7- column subtraction (1 week)  Unit 8- Unit fractions (5 weeks)	Unit fractions continued  Unit 9- non unit fractions (4 weeks)	Unit 10- parallel and perpendicular sides in polygons (2 weeks)  Unit 11- time ( 1 week)  Spare weeks allowed to plug any gaps or misconceptions.
<b>Science</b>	Nutrition – Identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identity the food groups and what makes a healthy meal. Compare different foods and conduct test to identify which has the most	Skeletons and muscles - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Working Scientifically Lower KS2 Plan, Do, Record, Review	Rocks - 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	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.	Forces and Magnets - Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not	Plants - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant

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	fat.  Working Scientifically Lower KS2 Plan, Do, Record, Review How much fat?		are made from rocks and organic matter.  Working Scientifically Lower KS2 Plan, Do, Record, Review How permeable?	Recognise that shadows are formed when light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change.  Working Scientifically Lower KS2 Plan, Do, Record, Review Shadow size	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 2 poles.  Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.  Working Scientifically Lower KS2 Plan, Do, Record, Review Magnetic materials	to plant.  Understand the way in which water is transported within plants.  Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Working Scientifically Lower KS2 Plan, Do, Record, Review  Plant investigation
<b>Computing and Online Safety</b>	Computing systems and networks – connecting computers  Self-image and identity	Creating media – Animation  Online relationships	Creating media – Desktop publishing  Online reputation	Data and information – Branching databases  Online Bullying	Programming A – Sequence in music  Managing online information  Health and well-	Programming B – Events and actions  Privacy and security  Copyright

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<b>History</b>		A local history study. Compare Saxon times and now. - Founded in Saxon times up to now - The establishment of Tavistock -Duke of Bedford		The achievements of the earliest civilizations - Ancient Egypt -The Egyptians 3100 B.C - Howard Carter's discovery of Tutankhamun		Ancient Greece – a study of Greek life and achievements and their influence on the western world - History of the Olympics compared to 2020 - Theagenes of Thasos, Leonidas of Rhodes, Milo of Croton
<b>Geography</b>	Countries and capital cities of Europe Vocab: Europe, country, capital city, population		Formation and causes of earthquakes and volcanoes include compass directions		Compare the UK with a major European country.	
<b>Music</b>	Learn and sing 'Let your spirit fly' and perform with musical instruments. (Charanga)	Learning to play and perform - Glockenspiel Stage 1 (Charanga)	Three little birds (Charanga)	The Dragon Song (Charanga)	Bringing Us Together (Charanga)	Reflect, Rewind and Replay (Charanga)
<b>Art</b>	<b>Self portraits-</b> • <b>Printing</b> <b>Artist inspiration-</b> <b>Andy Warhol</b>		<b>Landscapes-</b> • <b>Collage</b> • <b>Painting</b> <b>Artist inspiration -</b>			<b>Sculpture/3D –</b> Pupils make Greek pots in the style of ancient Greece.

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			<p>Alma Thomas,</p> 			
<b>Design Technology</b>		<p><b>Levers and linkages</b></p> <p>Making a pop up Christmas card.</p> 		<p><b>Shell structures using computer aided design</b></p> <p>Making a 3D Easter Egg box by exploring the suitability of different nets.</p> 	<p><b>Healthy eating and varied diet</b></p> <p><i>Design and make a suitable picnic dish</i></p> 	
<b>Personal Social Health Education</b>	<p>SfS – Resilience</p> <p>Health &amp; Prevention</p> <p>Being Safe</p> <p>Mental Wellbeing (Emotions)</p> <p>Mental Wellbeing</p>	<p>SfS – Self Belief</p> <p>Respectful Relationships</p> <p>Anti-Bullying Week</p> <p>Mental Wellbeing – seek support</p>	<p>SfS – Responsibility</p> <p>Healthy Eating</p> <p>Health &amp; Prevention</p> <p>Safer Internet Day</p> <p>Respectful Relationships</p>	<p>SfS – Understanding Yourself</p> <p>Family and people who care</p> <p>Caring Friendships</p> <p>Money Sense</p>	<p>SfS – Co-operation</p> <p>Respectful relationships</p> <p>Physical Health &amp; Fitness</p> <p>Money Sense</p>	<p>SfS – Risk Taking</p> <p>First Aid</p> <p>Preparing for Transitions</p>

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	(Self Care)	Money Sense	Drugs, alcohol & tobacco	Drugs, alcohol & tobacco		
<b>Religious Education</b>	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
<b>Physical Education</b>	<b>PERSONAL Hockey:</b> Demonstrate how to use stick under control and keep possession of the ball. Combine and improve the quality of sending and receiving of a ball with their ability to link movement. Develop dribbling a hockey ball under control whilst changing direction towards a target	<b>SOCIAL Hockey:</b> Concentrate on control and accuracy when dribbling with a ball and be aware of the opposition. Demonstrate how to dribble a ball under control into space whilst being opposed. Dribble a hockey ball, keep possession and send to a target, whilst being opposed.	<b>COGNITIVE Tennis:</b> Apply correct stance and grip Control a ball with hand then racket. Pushing and hitting the ball with correct action	<b>CREATIVE Tennis:</b> Use correct technique to hit ball to a partner. To aim shot towards a target. To make repeated shots using correct action	<b>PHYSICAL Striking and fielding:</b> Be able to strike a stationary ball. Throw with increasing accuracy. Intercept and stop a ball consistently Develop different catching techniques	<b>HEALTH/FITNESS Striking and fielding:</b> Occasionally strike a moving ball. Develop bowling technique Sometimes catch a ball. Return a ball with increasing speed and accuracy
<b>French KS2-Primary languages network</b>	Greetings, numbers and colours	Colours, classroom commands, calendar and celebrations.	Animals	Carnival, Using numbers, Easter Time	Fruits and vegetables/Hungry giant.	Going on a picnic/ Aliens in France/ Language puzzle