

Long Term Curriculum Plan 2021/22- Year 3

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Skills for Success	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
Visits and Visitors	Walk along Tavistock canal	Paignton Zoo	Muslim and Jewish visitor.	The Box, Plymouth or Steve Manning		Dartmoor-formation of tors and compass directions
Garden Days	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.
English	<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>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</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>

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	A guide to eating healthy – non narrative organisational devices and adverbials to express time, place and cause and instructional texts (2 weeks)	theme and use a range of verb forms. (2 weeks)				<p>Greek Myths (Minotaur) – sentences with more than one clause and adverbials to express time, place and cause (2 weeks)</p> <p>Short writing tasks based on English assessment and children's needs.</p>
Mathematics	<p>3.1 Number sense (3 weeks)</p> <p>3.2 Additive reasoning (3 weeks)</p> <p>3.3 Multiplicative reasoning (1 week)</p>	<p>3.3 Multiplicative reasoning (2 weeks)</p> <p>3.4 Geometric reasoning(2weeks)</p> <p>3.5 Number Sense (2 weeks)</p> <p>3.6 Additive reasoning (2 weeks)</p>	<p>3.6 Additive reasoning(1weeks)</p> <p>3.7 Number Sense (2 weeks)</p> <p>3.8 Multiplicative reasoning (3 weeks)</p>	<p>3.9 Geometric reasoning (2 weeks)</p> <p>3.10 Number Sense (3 weeks)</p>	<p>3.11 Additive reasoning(3weeks)</p> <p>3.12 Number Sense (3 weeks)</p>	<p>3.13 Multiplicative reasoning (3 week)</p> <p>3.14 Geometric reasoning (2 weeks)</p>
Science	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	<p>Skeletons and muscles - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working Scientifically Lower</p>	<p>Rocks - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when</p>	<p>Light - Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light</p>	<p>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.</p> <p>Observe how</p>	<p>Plants - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Know the requirements of plants for life and</p>




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	healthy meal. Compare different foods and conduct test to identify which has the most fat.	KS2 Plan, Do, Record, Review	things that have lived are trapped within rock.	from the sun can be dangerous and that there are ways to protect their eyes.	magnets attract or repel each other and attract some materials and not others.	growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
	Working Scientifically Lower KS2 Plan, Do, Record, Review How much fat?		Recognise that soils are made from rocks and organic matter.	Recognise that shadows are formed when light from a light source is blocked by an opaque object.	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.	Understand the way in which water is transported within plants.
			Working Scientifically Lower KS2 Plan, Do, Record, Review How permeable?	Find patterns in the way that the size of shadows change.	Describe magnets as having 2 poles.	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 Shadow size	Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	Working Scientifically Lower KS2 Plan, Do, Record, Review
					Working Scientifically Lower KS2 Plan, Do, Record, Review Magnetic materials	Plant investigation




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Computing and Online Safety	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-being	Programming B – Events and actions Privacy and security Copyright
History		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
Geography	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. (including Art – printing techniques for printing landmarks)	
Music	Learn and sing ‘Let your spirit fly’ and perform with musical instruments.	Learning to play and perform	Reggae and Bob Marley – learn and perform songs	Music from around the world	Disco music – look at origin and learn key songs.	Revision and deciding what to perform.

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Art	<p>Dartmoor landscapes</p> <ul style="list-style-type: none"> • Sketching <p><u>Drawing</u></p> <ol style="list-style-type: none"> 1. To know different ways in which surface detail may be added to a drawing. 2. To develop use of viewfinders to isolate elements of design. 3. Use different hardness of pencils to show line, tone and texture. 4. Use shading to show light and shadow. <p>Local Artist – Mags Phelan</p> 		<p>Landscapes</p> <ul style="list-style-type: none"> • Collage • Painting <p>(Cross curricular link to volcanoes, Geography)</p> <p><u>Collage</u></p> <ol style="list-style-type: none"> 1. Select and arrange materials for a striking effect using mosaic technique. <p><u>Painting</u></p> <ol style="list-style-type: none"> 1. To develop colour mixing skills 2. To reproduce colours in nature. 3. Experiment with colour to express moods, emotions and atmosphere. <p>Artist inspiration - Alma Thomas,</p> 			<p>Sculpture/3D – (Cross curricular with History)</p> <p><u>Sculpture</u></p> <ol style="list-style-type: none"> 1. Use tools to carve and add shapes, texture and pattern. 2. enhance finishes and fixing techniques. <p>Pupils make Greek pots in the style of ancient Greece.</p> 
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Design Technology		Textiles Making a Christmas decoration using a range of stitching techniques. 		Mechanical Systems – Pneumatics <i>(Cross curricular with History)</i> Making a sarcophagus with lifting lid 	Electrical Systems - simple program and control <i>(cross curricular with Science from last term)</i> Making a simple torch. 	
Personal Social Health Education	SfS – Resilience Health & Prevention Being Safe Mental Wellbeing (Emotions) Mental Wellbeing (Self Care)	SfS – Self Belief Respectful Relationships Anti-Bullying Week Mental Wellbeing – seek support Money Sense	SfS – Responsibility Healthy Eating Health & Prevention Safer Internet Day Respectful Relationships Drugs, alcohol & tobacco	SfS – Understanding Yourself Family and people who care Caring Friendships Money Sense Drugs, alcohol & tobacco	SfS – Co-operation Respectful relationships Physical Health & Fitness Money Sense	SfS – Risk Taking First Aid Preparing for Transitions
Religious Education	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?
Physical Education	PERSONAL Hockey: Demonstrate how to use stick under control and keep possession of the ball.	SOCIAL Hockey: Concentrate on control and accuracy when dribbling with a ball and be aware of the opposition.	COGNITIVE Tennis: Apply correct stance and grip Control a ball with hand then racket. Pushing and hitting	CREATIVE Tennis: Use correct technique to hit ball to a partner. To aim shot towards a target.	PHYSICAL Striking and fielding: Be able to strike a stationary ball. Throw with increasing accuracy.	HEALTH/FITNESS Striking and fielding: Occasionally strike a moving ball. Develop bowling technique

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	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	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.	the ball with correct action	To make repeated shots using correct action	Intercept and stop a ball consistently Develop different catching techniques	Sometimes catch a ball. Return a ball with increasing speed and accuracy
French KS2	Saying hello and goodbye. Asking someone's name / telling them your name. Finding out about Paris and locating it on a map. Numbers 1,2,3	Numbers 4,5,6 Following simple instructions response words Oui / Non French intonation	Strategies to develop accurate pronunciation strategies to memorise vocabulary Numbers 7,8,9,10	Numbers 11 and 12 Using the conjunction et Using the adverb 'aussi'	Talking about your age Talking about landmarks in the UK	Describing a place orally Asking and answering questions about where you live.