

Long Term Curriculum Plan 2020/21 - 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.	Plymouth museum or Steve Manning		Dartmoor-formation of tors and compass directions
Garden Days	Team building, picture frames, local tree id, open fire cooking (healthy eating) paint with water, tea and 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	Beasties – create characters and plot whilst using adverbials to express time, place and cause (3 weeks) A river - Poetry about local surrounding (Tavistock) – use a varied	Book of bones - Sub headings, organising ideas around a theme, technical vocabulary (2 weeks) Fair's Fair – to write the middle and ending of a story – paragraphing and	Blue John – to write own story about the creation of gem stone – Fictional writing skills (3 weeks) Biography – Alexander Calder -Express time, place and cause using	Howard Carter Diary Entry – use of verb forms, expand noun phrases and a wider range conjunctions (3 weeks) Oliver and the Seawig by Phillip	Newspaper Report on a volcano erupting – non narrative organisational devices and adverbs expressing time, place and cause (3 weeks) Firebird – create setting, plot and	Creating a mythical beast fact file – non narrative organisational devices and noun modification (2 weeks) How to catch and train a mythical beast (How to train your dragon) sequential

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	<p>vocabulary appropriate to purpose and form. (1 week)</p> <p>A guide to eating healthy – non narrative organisational devices and adverbials to express time, place and cause (3 weeks)</p>	<p>noun phrasing (2weeks)</p> <p>How Santa really works – organise paragraphs around a theme and use a range of verb forms. (2 weeks)</p>	<p>conjunctions, adverbs and/ or prepositions (Y3). (3 weeks)</p>	<p>Reeve – verb forms, conjunctions, adverbs paragraphs</p>	<p>characters and expand noun phrases (3 weeks)</p>	<p>ordering, technical language, adverbial phrases, imperative verbs (2 weeks)</p> <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>

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<p>Science</p>	<p>Animals including humans – 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.</p> <p>Working Scientifically Lower KS2 Plan, Do, Record, Review</p> <p>How much fat?</p>	<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 KS2 Plan, Do, Record, Review</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 things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Working Scientifically Lower KS2 Plan, Do, Record, Review</p> <p>How permeable?</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 from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Working</p>	<p>Forces and Magnets - Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets</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 growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Understand the way in which water is transported within plants.</p> <p>Know the part that flowers play in the life cycle of flowering plants, including</p>
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				Scientifically Lower KS2 Plan, Do, Record, Review Shadow size	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	pollination, seed formation and seed dispersal. Working Scientifically Lower KS2 Plan, Do, Record, Review Plant investigation
Computing and Online Safety	Digital literacy – Children can: Use a safe search for images, locate specific information based on a given question and spot a reliable source. Some online activities have age restrictions because they	Digital Literacy and Information Technology Children can: add transitions and effects to images and text and change background Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.	Computer science – children can: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in	Information Technology – Children can: Edit information on spreadsheet and create a graphical representation on the data. Knowing that violence can be incited online and escalate very quickly into offline violence.	Digital Literacy – children can: take a photo or video and send it to a class cloud via a network Not everyone online is who they say they are.	Personal Projects Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met.

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	include content which is not appropriate for children under a specific age.		<p>programs; work with variables and various forms of input and output</p> <p>Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.</p>			
History		<p>A local history study.</p> <p>Compare Saxon times and now.</p> <ul style="list-style-type: none"> - Founded in Saxon times up to now - The establishment of Tavistock -Duke of Bedford 		<p>The achievements of the earliest civilizations</p> <ul style="list-style-type: none"> - Ancient Egypt - The Egyptians 3100 B.C - Howard Carter’s discovery -Tutankhamun 		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> - History of the Olympics compared to 2020 - Theagenes of Thasos, Leonidas of Rhodes, Milo of Croton
Geography	Countries and		Compare the UK		Formation and	

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	capital cities of Europe Vocab: Europe, country, capital city, population		with a major European country.		causes of earthquakes and volcanoes include compass directions	
Music	10 pieces- listen and appraise	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.
Art	Pencil drawing techniques, sketching to add texture. Dartmoor		Sculpture of landmark in UK and Contrasting location (Prague) using clay. Using coiling in clay	Printing skills and techniques – make precise repeating patterns. Creating and using stencils.		Peace posters – Developing the designing and drafting process for a piece of art then producing a final product.
Design Technology		<p>Sock snowman Follow a set of instructions, evaluate the effectiveness of instructions and manipulate materials to create a model.</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> •Generating, developing, modelling and communicating ideas. 			<p>Use mod roc or papier mache to create sculpture</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> •Generating, developing, modelling and communicating ideas. •develop their own design criteria and use these to inform their ideas <p><u>Make:</u></p> <ul style="list-style-type: none"> • use a wider range 	<p>Greek pots, manipulate clay</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • indicate the design features of their products that will appeal to intended users <p><u>Make:</u></p> <ul style="list-style-type: none"> • apply a range of finishing techniques, including those from art and design, with some

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		<ul style="list-style-type: none"> Describe the purpose of their products <p><u>Make:</u></p> <ul style="list-style-type: none"> measure, mark out, cut and shape materials and components with some accuracy <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> refer to their design criteria as they design and make <p><u>Technical knowledge:</u></p> <ul style="list-style-type: none"> that materials have both functional properties and aesthetic qualities 			<p>of materials and components than KS1, including construction materials</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> identify the strengths and areas for development in their ideas and products <p><u>Technical knowledge:</u></p> <ul style="list-style-type: none"> to use learning from science to help design and make products that work 	<p>accuracy</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> refer to their design criteria as they design and make
<p>Personal Social Health Education</p>	<p>Lockdown memories, Coronavirus myths and facts, Being safe, Mental well being, Resilience</p>		<p>Healthy Eating, drugs, alcohol and tobacco, Health and prevention, Family and people who care, Caring friendships,</p>		<p>Respectful relationships, physical health and fitness, First aid</p>	
<p>Religious Education</p>		<p>L2.1 What do Christians learn</p>		<p>L2.9 How do festivals and</p>		<p>L2.4 What kind of world did Jesus</p>

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		from the Creation story? L2.2 What is it like for someone to follow God?		worship show what matters to a Muslim? L2.10 How do festivals and family life show what matters to Jewish people		want? L2.12 How and why do people try to make the world a better place?
Physical Education	<p>PERSONAL</p> <p><u>Hockey:</u> 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</p>	<p>SOCIAL</p> <p><u>Hockey:</u> 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.</p>	<p>COGNITIVE</p> <p><u>Tennis:</u> Apply correct stance and grip Control a ball with hand then racket. Pushing and hitting the ball with correct action</p>	<p>CREATIVE</p> <p><u>Tennis:</u> Use correct technique to hit ball to a partner. To aim shot towards a target. To make repeated shots using correct action</p>	<p>PHYSICAL</p> <p><u>Striking and fielding:</u> Be able to strike a stationary ball. Throw with increasing accuracy. Intercept and stop a ball consistently Develop different catching techniques</p>	<p>HEALTH/FITNESS</p> <p><u>Striking and fielding:</u> Occasionally strike a moving ball. Develop bowling technique Sometimes catch a ball. Return a ball with increasing speed and accuracy</p>

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	direction towards a target					
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.