Greenfields Community Primary School

LONG TERM PLAN/CURRICULUM MAP

(Average hours per year are based on 36 weeks per year).

Year 3 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Discuss what they are learning and develop their wider skills in spoken language ▪ Ensure decoding skills are increasingly secure ▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently ▪ Develop understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently ▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects ▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology. ▪ Increase children's competence and enhance the effectiveness of what they write ▪ Ensure children build on what they have learnt, particularly in terms of the range of their writing and more varied grammar ▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say ▪ Become more confident in using language in a greater variety of situations, for a variety of audiences and purposes, inc. through drama, presentations and debate ▪ Learn to justify views about what they have read: with support					
MATHS	156	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics
SCIENCE	55	Plants	Forest School	Animals, including humans	Forces & Magnets	Rocks	Light
		Working Scientifically					
ICT & COMPUTING	30	We are presenters ~ shooting & editing a video	We are network engineers ~ finding out how the school network works	We are opinion pollsters ~ creating a survey & analyzing the results	We are programmers ~ programming an animation	We are bug fixers ~ finding & correcting bugs in programs	We are communicators ~ collaborating by e-mail and teleconference
		▪ design, write and debug programs that accomplish specific goals - controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact					
RE	39	Beliefs & Teachings of Hinduism	Christmas ~ Visiting & Visitors	Christian beliefs about creation and caring for the world	Easter ~ order of events & significance for Christians	Christian Discipleship ~The first Christians	Saints from our locality e.g. St Cuthbert Christian

ENQUIRY QUESTION	150	WHY IS THE RIVER TYNE SO IMPORTANT TO NEWCASTLE? **River Study & City Locations**	WHAT DID PEOPLE DO BEFORE COMPUTERS? **Leisure & Entertainment in the 20th century**	WHY IS LONDON THE CAPITAL CITY OF ENGLAND? **UK City Study**	WHY WAS STEPHENSON'S ROCKET SO SPECIAL? **The First Railways**	WERE THE ROMANS REALLY RUTHLESS? **The Roman Empire & its impact on Britain**	WHAT'S THE BEST SHAPE FOR A MOBILE PHONE? **Product design**
HISTORY	*30*		A study of changes in an aspect of social history that extends pupils' chronological knowledge beyond 1066		A significant turning point in British history - the first railways	• Julius Caesar's attempted invasion in 55-54 BC • Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius (Hadrian's Wall) • British resistance, e.g, Boudica • 'Romanisation' of Britain: local sites and the impact of technology, culture and beliefs, including early Christianity	
GEOGRAPHY	*30*	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		Understand geographical similarities and differences through the study of human and physical geography of a region of the UK,		Use 8 compass points, grid references, symbols and key to gain knowledge of the UK and wider world – **link to Roman Empire**	
DESIGN & TECHNOLOGY	*30*						• use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design • investigate and analyse a range of existing products • evaluate their ideas and products against own design criteria and consider the views of others to improve their work

		▪ select from/use a wide range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities ▪ understand how key events and individuals in design and technology have helped shape the world ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed					
ART & DESIGN	*30*	▪ create sketch books to record their observations and use them to review and revisit ideas ▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]					
MUSIC	*30*	North Tyneside scheme: Three Little Birds (Reggae unit)	North Tyneside scheme: 5 Gold rings	North Tyneside scheme: Glock 2	North Tyneside scheme: Let your spirit fly. (Rhythm & Blues Unit)	North Tyneside scheme: Blues unit	North Tyneside scheme: Recap and Rewind
		▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
PSHE	18	New beginnings ******** Keeping Safe	Getting on & Falling out ******** Anti-bullying	Going for Goals ******** Learning Styles (SMARTs)	Good to be me ******** Healthy Eating & Drugs Education	Relationships ******** SRE	Changes ******** Emotional Health & Wellbeing
		▪ take responsibility ▪ feel positive about themselves ▪ participate ▪ make real choices and decisions ▪ meet and talk with people			▪ develop relationships through work and play ▪ consider social and moral dilemmas that they come across in life ▪ find information and advice ▪ prepare for change		
PE	72	Gymnastics ~ Rolling	Dance ~ Musical Statues	Gymnastics ~ Symmetry & Asymmetry	Dance ~ Mechanical Processes	Athletics	Athletics ~ throwing, jumping, running
		Net Games - Basketball	Invasion Games - Hockey	Invasion Games - Football	Net Games - Tennis	Striking & Fielding - Rounders	Striking & Fielding - Cricket
		Swimming					
		▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games [e.g, basketball, cricket, football, hockey, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
FRENCH	18	North Tyneside scheme Unit 5		North Tyneside scheme Unit 5 & Unit 6		North Tyneside scheme Unit 6	
		▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and 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 ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English