Greenfields Community Primary School

2018/19 LONG TERM PLAN/CURRICULUM MAP (Average hours per year are based on 36 weeks per year)

Year 3 Cycle A	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	WHAT IF YOUR BONES WERE MADE OF JELLY?	WHAT IF IT WAS ALWAYS DARK?		WHAT IF PLANTS HAD NO ROOTS?	WHAT IF FOSSILS HAD NEVER BEEN DISCOVERED?	WHAT IF THE NORTH POLE MOVED?
		Animals, including humans	Light	Forest School	Plants	Rocks	Forces & Magnets
		Working Scientifically					
		▪ Nutrition, linked to what we eat ▪ Skeletons and muscles	▪ Sources, including the Sun and electricity ▪ Shadows ▪ Reflection ▪ Vocabulary e.g. translucent		▪ Function of different parts of plants ▪ What different plants need to flourish ▪ How plants get food ▪ Life cycle of a plant	▪ How rocks are formed ▪ Different kinds of rocks ▪ Fossils	▪ How magnets attract some materials ▪ Floating and sinking
COMPUTING	30	NT Unit: Programming Maze Games ~ algorithms, repetition, conditions and basics of variables, inc. an intro to Scratch's block-based coding language. Build adventure games & design levels, characters and objects to collect	NT Unit: Animation with Scratch ~ combining programming with animation; controlling the movements and actions of sprites and backgrounds with algorithms written in Scratch's programming language	NT Unit: Inside the Internet ~ investigating how the web works, how it's built and how it's written with HTML code	NT Unit: Communication & Collaboration ~ exploring communicating and collaborative work using Google apps	NT Unit: Collecting, Testing & Presenting Data ~ collecting, testing and presenting data using a range of programs	NT Unit: Real life Algorithms ~ exploring how machine systems in the real world work, e.g. a pedestrian crossing or a car park barrier. Create flow diagrams illustrating algorithms for systems, convert into code and consider algorithms for completing basic tasks
RE	39	What do we know about Hinduism? ******** Harvest Thanksgiving	Festivals of Light ******** Why is Advent important to Christians?	What do we know about Jesus?	What do Jesus's stories teach us? ******** Palm Sunday	How can we learn about Christian symbols and beliefs?	Why do people follow God?

ENQUIRY QUESTION	150	WHAT IF YOU HAD TO CHOOSE: ATHENIAN OR SPARTAN? HISTORY Ancient Greece	WHAT IF YOU LIVED IN FRANCE'? GEOGRAPHY A region within a European Country	WHAT IF YOU LIVED IN THE STONE AGE OR THE IRON AGE? HISTORY Changes in Britain from Stone Age to Iron Age	WHAT IF YOU COULD SET UP YOUR OWN ART GALLERY? ART Study of different Types of art	WHAT IF THERE WAS STILL MINING IN WIDEOPEN? HISTORY Local History Study on Mining	WHAT IF THE EARTH STARTED TO MOVE? GEOGRAPHY Volcanoes, Earthquakes & Tsunamis
HISTORY	*30*	▪ A study of Greek life and achievements and their influence on the western world		▪ Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae ▪ Bronze Age religion, technology and travel, e.g. Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture		▪ A study of an aspect of history that is significant in the locality	
GEOGRAPHY	*30*		▪ Understand geographical similarities & differences through study of human & physical geography of a region in Europe, ▪ Locate countries, using maps to focus on Europe, concentrating on their environmental regions, key characteristics, countries, major cities				▪ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
ART & DESIGN	*30*	▪ Create sketch books to record observations and use them to review and revisit ideas ▪ Improve mastery of art &design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]	▪ Create sketch books to record observations and use them to review and revisit ideas ▪ Improve mastery of art &design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]	▪ Create sketch books to record observations and use them to review and revisit ideas ▪ Improve mastery of art &design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]	▪ Great artists, architects and designers in history	▪ Create sketch books to record observations and use them to review and revisit ideas ▪ Improve mastery of art &design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]	▪ Create sketch books to record observations and use them to review and revisit ideas ▪ Improve mastery of art &design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]
DESIGN & TECHNOLOGY	*30*	▪ Understand how key events/individuals in DT helped shape the world ▪ Apply understanding of how to strengthen, stiffen and reinforce more complex structures ▪ Understand/use electrical systems [e.g. series circuits with switches, bulbs, buzzers, motors]	▪ Understand how key events/individuals in DT helped shape the world ▪ Use research & develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at specific people or groups	▪ Understand and apply the principles of a healthy and varied diet ▪ Prepare/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, caught, processed	▪ Prepare and cook a variety of mainly savoury dishes using a range of cooking techniques ▪ Select from/use a wide range of tools & equipment to perform practical tasks accurately [e.g. cutting, shaping, joining, finishing],	▪ Understand and use mechanical systems in products [e.g. gears, cams, pulleys, levers, linkages] ▪ Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design	▪ Understand/use electrical systems [e.g. series circuits with switches, bulbs, buzzers, motors] ▪ Evaluate their ideas and products against their own design criteria & consider the views of others to improve their work

					▪ Select from/use a wide range of materials & components (construction materials, textiles & ingredients), according to functional properties & aesthetic qualities		▪ Investigate & analyse a range of existing products ▪ Apply understanding of computing to program, monitor and control their products
MUSIC	*30*	▪ Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ 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	▪ Listen with attention to detail and recall sounds with increasing aural memory	▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music	▪ Play and perform in solo and ensemble contexts, using 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	▪ Play and perform in solo and ensemble contexts, using 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
PSHE	18	New beginnings ******** Keeping Safe	Getting on & Falling out ******** Anti-bullying	Going for Goals ******** Healthy Eating & Drugs Education	Good to be me ******** Learning Styles (SMARTs)	Relationships ******** Relationships & Sex Education	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		
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					

PE	72	Gymnastics Floor work - Rhythmic and floor work. Control, movement, performance, sequencing, comparing, evaluating	Dance Control, Sequence, presentation, combining, strength, evaluating	Gymnastics Apparatus – Balance, movement with balance, evaluating	Dance Control, Sequence, presentation, combining, strength, evaluating	Athletics Track and field - running, jumping, throwing, catching	Outdoor Adventurous Activities Team challenges, orienteering, problem solving
		▪ Develop flexibility, strength, technique, control and balance	▪ Perform dances using a range of movement patterns	▪ Compare their performances with previous ones and demonstrate improvement to achieve their personal best	▪ Compare their performances with previous ones and demonstrate improvement to achieve their personal best	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Take part in adventurous activities that challenge – working as a team or an individual
		Hockey Invasion – special awareness, footwork, dribbling, running	Ball skills ~ range of games Invasion – attack, defend, throwing, catching	Football Net/wall – running, passing, footwork, special awareness	Dodgeball Invasion – passing, special awareness, throwing, defending	Tennis, volleyball, benchball Net/wall – co-ordination, hitting, movement, teamwork, jumping, throwing	Cricket Striking/fielding – striking, fielding, throwing, catching, special awareness, tactics
		▪ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	▪ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	▪ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Use running, jumping, throwing and catching in isolation and in combination
		Swimming					