

King's Oak Primary School



Year 3 Curriculum Plan - Academic Year 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>"Ug, Boy Genius of the Stone Age" - Raymond Briggs</p> <p>Character description of Ug and his dad.</p> <p>Recount, diary entry, instructions, dialogue, descriptive writing</p>	<p>"Stig of the Dump" - Clive King</p> <p>Recount, diary entry, instructions, dialogue, descriptive writing</p>	<p>"Beowulf" - retold by Michael Morpurgo</p> <p>Recount, diary entry, instructions, dialogue, descriptive writing</p>	<p>"How to Train your Dragon" - Cressida Cowell</p> <p>Recount, diary entry, instructions, dialogue, descriptive writing</p>	<p>"Arthur and the Golden Rope" - Joe Todd Stanton</p> <p>"Mouse, Bird, Snake, Wolf" - David Almond</p> <p>Recount, diary entry, instructions, dialogue, descriptive writing</p>	<p>5 "Children and It" - Edith Nesbit</p> <p>Recount, diary entry, instructions, dialogue, descriptive writing</p>
Guided Reading	<p>"Ug, Boy Genius of the Stone Age" - Raymond Briggs</p> <p>Retrieval, infernal, drama, vocabulary acquisition</p>	<p>"Stig of the Dump" - Clive King</p> <p>Retrieval, infernal, drama, vocabulary acquisition</p>	<p>"Beowulf" - retold by Micheal Morpurgo</p> <p>Retrieval, infernal, drama, vocabulary acquisition</p>	<p>"How to Train your Dragon" - Cressida Cowell</p> <p>Retrieval, infernal, drama, vocabulary acquisition</p>	<p>"Arthur and the Golden Rope" - Joe Todd Stanton</p> <p>"Mouse, Bird, Snake, Wolf" - David Almond</p> <p>Retrieval, infernal, drama, vocabulary acquisition</p>	<p>"5 Children and It" - Edith Nesbit</p> <p>Retrieval, infernal, drama, vocabulary acquisition</p>
Maths	<p>Number facts - recall and fluency</p> <p>Place Value - including reasoning</p> <p>Measure and statistics (in the context of place value)</p>	<p>Number facts - recall and fluency</p> <p>Place Value - including reasoning</p> <p>Addition and Subtraction - mental methods, reasoning</p>	<p>Number facts - recall and fluency</p> <p>Addition and Subtraction - written methods and efficiency, reasoning</p> <p>Measure (in the context of addition and subtraction)</p> <p>Multiplication and Division - written methods, reasoning</p>	<p>Number facts - recall and fluency - times tables</p> <p>Multiplication and Division - written methods, reasoning</p> <p>Measure (in the context of multiplication and division)</p> <p>Fractions, including reasoning</p>	<p>Number facts - recall and fluency - times tables</p> <p>Fractions, including reasoning</p> <p>Geometry</p>	<p>Number facts - recall and fluency - focus on times tables</p> <p>Time</p> <p>Recap of place value, written strategies, mental methods with a focus on reasoning</p>

<p>Science</p>	<p>Rocks and Soils - 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>Forces and Magnets - notice that some forces need contact between two 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,</p>	<p>Animals including humans</p> <p>-Identify that animals, including humans, need the right types and amount of nutrition</p> <p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Plants -Identify the functions of different plants</p> <p>-Explore what plants need to grow</p> <p>-Investigate how water is transported through a plant</p> <p>- Explore the plant life cycle</p>	<p>Light - recognise light is needed 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 the light from a light source is blocked by a solid object</p>	<p>SRE - Who's in my family?</p> <p>- Changing body parts</p>
<p>Computing</p>	<p>Digital Literacy and Online Safety</p> <p>-Identify what is appropriate and inappropriate behaviour.</p> <p>-recognising the term</p>	<p>Computer Science</p> <p>-Give a set of instructions to follow and predict what will happen</p> <p>-Keep testing a program</p>	<p>Digital Literacy and Online Safety</p> <p>-Seek help from an adult when they see something unexpected or worrying.</p>	<p>Understanding Technology</p> <p>-Use strategies to improve results when searching online.</p>	<p>Information Technology</p> <p>-Use software to record, create and edit sounds and capture stills.</p>	<p>Computer Science</p> <p>-Use one ended problem by breaking it up into smaller parts.</p> <p>- Use variables to create</p>

	<p>cyber bullying.</p> <p>- Agree and follow sensible online safety rules</p> <p>-Reflect on their own digital footprint and behaviour online.</p>	<p>and recognise when it needs to be debugged.</p> <p>-Write a program putting commands into a sequence to achieve a specific outcome.</p>	<p>- Agree and follow sensible online safety rules (Recap and adjust)</p> <p>-Reflect on their own digital footprint and behaviour online.</p>	<p>-Add websites to favourites list.</p>	<p>-change recorded sounds, volume, duration and pauses.</p> <p>-use software to capture video for a purpose.</p> <p>-crop and arrange clips to create a short film.</p> <p>-plan an animation and move each animation for playback</p>	<p>an effect eg repetition, if when.</p>
History	<p>The Stone Age</p> <p>How do we know about the stone age? When was the Stone Age? What challenges did Stone Age people face? What tools/technologies did they use to tackle these challenges?</p>	<p>The Stone Age</p> <p>How do we know about the stone age? When was the Stone Age? What challenges did Stone Age people face? What tools/technologies did they use to tackle these challenges?</p>	<p>Who Made Britain?</p> <p>Order of invasions; beginning with the Britons then, Romans, Anglo-Saxons and Vikings. Why they came to Britain? Priorities on settling. Impact of arrival. What they have left behind.</p>	<p>Who Made Britain?</p> <p>Order of invasions; beginning with the Britons then, Romans, Anglo-Saxons and Vikings. Why they came to Britain? Priorities on settling. Impact of arrival. What they have left behind.</p>	<p>Why do we live here?</p>	<p>Why do we live here?</p>
Geography	<p>The Stone Age</p> <p>What was the landscape and climate of Britain like 10,000 years ago? When (why) did Stone Age people become farmers? What changes/benefits did farming bring?</p>	<p>The Stone Age</p> <p>What was the landscape and climate of Britain like 10,000 years ago? When (why) did Stone Age people become farmers? What changes/benefits did farming bring?</p>	<p>Who Made Britain?</p> <p>-Where they came from? immigration today and how important it is.</p>	<p>Who Made Britain?</p> <p>-Where they came from? immigration today and how important it is.</p>	<p>Why do we live here?</p> <p>A comparison of the physical and human features of Kingston and Littlehampton. Coastal features. That urban and coastal areas differ physically. Why people live in each and why do they migrate there. How life in urban areas and coastal areas can be similar or different.</p>	<p>Why do we live here?</p> <p>A comparison of the physical and human features of Kingston and Littlehampton. Coastal features. That urban and coastal areas differ physically. Why people live in each and why do they migrate there. How life in urban areas and coastal areas can be similar or different.</p>

RE	What do Christians learn from the Creation story?	How are important events celebrated in different faiths?	What is the Trinity and why is it important for Christians?	Why do Christians call the day Jesus died Good Friday?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?
PSHE	Mindfulness project Aspirations Circle Times Zones of Regulation	Anti-bullying week Circle Times Zones of Regulation	Circle Times Zones of Regulation Behaviour for Learning Learning habits Mental Health Week	Aspirations Healthy friendships Dealing with anxiety and worry Healthy body	Circle times Dealing with emotions Healthy relationships Healthy mind	SRE Diversity in families
PE	Team building Gymnastics	Fitness Dance	Net-wall games(tennis) Team building	Invasion games Netball	Touch Rugby Game skills	Striking and Fielding Movement games
Music	Singing assembly Recorders	Recorders Christmas concert Singing assembly	Recorders Singing assembly	Recorders Singing assembly	Recorders Singing assembly	Recorders Singing assembly
Art		Cave drawings - multimedia, including oil pastels, paint and charcoal		Dragon's Eye - sketching, drawing, 3D clay work		Beach art - including sculpture with found objects. Littlehampton
DT	Making stone age tools Trip to Butser farm		Wagamama trip - preparing and cooking food	Making Viking bread		Puppetry - with Polka Theatre
French	Greetings -What's your name? -How are you?	Numbers, Months and Birthdays - Number 1-20 - Months - Days of the week	Alphabet and What's in my bag - Using the alphabet to spell out my name - Names of everyday objects	Classroom objects - Plurals of objects - I have/I don't have	Colours - Learning different colours - Describing items - Writing a colour poem	Animals - Animals and colours - I have/I don't have