

## Year 3 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>Fantasy Narrative</b> <i>Stone Age Boy</i> By Satoshi Kitamura	<b>Myths and Legends</b> <i>Theseus and the Minotaur</i> Retold by Hugu Lupton and Daniel Morden <i>Pie Corbett – Perseus and The Gorgon</i>	<b>Tale from another Culture</b> <b>Settings and Character Descriptions</b> <i>The Catch - Literacy Shed</i> <i>Animation – Māori Culture</i>	<b>Narrative Adventure</b> <i>The Secret of Black Rock</i> by Joe Todd-Stanton	<b>Suspense Story</b> <i>The Wolves in the Walls</i> Neil Gaiman	<b>Disaster Story</b> <i>Flood -Alvaro F Villa</i> <i>Escape from Pompeii – Christina Balit</i>
	<b>Non-Chronological Reports</b> <i>The Unicorn- Pie Corbett</i>	<b>Biography</b> <i>Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis:</i> by Laurence Anholt	<b>Explanation</b> <i>How a Robot Dog Works</i>	<b>Letters of Complaint</b> <i>The Jolly Postman and Other Letters – Janet and Alan Ahlberg</i> <i>The Princess and the Pea - animation</i>	<b>Diary Recounts</b> <i>The Journal of Lliona – A Young Slave- Richard Platt</i>	<b>Chronological Reports</b> <i>Escape from Pompeii</i> <i>Christina Balit</i> <i>Pompeii...Buried Alive</i> by Edith Kunhardt
		<b>Poems to Create Structure in Poetry</b> <i>The Acrostic Poem</i>	<b>Poems to Perform and Create</b> <i>Daddy Fell into The Pond</i> <i>The Adventures of Isabel - Ogden Nash</i>		<b>Poems to Create Language in Poetry</b> <i>The Clerihew Poem</i>	
<b>Maths</b>	<b>Place Value - Understanding and investigating with numbers</b> <b>Place value - Ordering and rounding</b> <b>Addition and Subtraction</b> <b>Fractions</b>	<b>Multiplication and Division</b> <b>Measurement - Length and perimeter</b> <b>Position and Direction</b> <b>Statistics - Interpreting, constructing and presenting data</b>	<b>Understanding and investigating with numbers</b> <b>Place value, ordering and rounding</b> <b>Fractions and decimals</b> <b>Addition and Subtraction</b>	<b>Multiplication and Division</b> <b>Measurement - Money</b> <b>Measurement - Mass</b> <b>Geometry</b> <b>Position and Direction</b> <b>Statistics - Interpreting, constructing and presenting data</b>	<b>Place Value</b> <b>Properties of numbers and number sequences</b> <b>Fractions and decimals</b> <b>Addition and Subtraction</b>	<b>Multiplication and Division</b> <b>Measurement - Money</b> <b>Measurement - Capacity</b> <b>Geometry</b> <b>Position and Direction</b> <b>Statistics - Interpreting, constructing and presenting data</b>
<b>Science</b>	<b>Rocks and Soils</b>	<b>Animals Including Humans - Skeletal and Muscular Systems</b>	<b>Plants - How Plants Live and Change</b>		<b>Forces and Magnets</b>	<b>Light - Light and Shadows</b>
<b>Computing</b>	<b>Connecting computers</b>	<b>Animation</b>	<b>Desktop publishing</b>	<b>Branching databases</b>	<b>Sequence in music</b>	<b>Events and actions</b>
<b>History</b>	<b>Stone Age</b> <i>What did the Stone Age do for us?</i> <a href="#">Visit to museum of archaeology Durham</a>				<b>Romans</b> <i>Was Hadrian's Wall the only thing that the Romans left behind?</i> <a href="#">Visit to Roman Army Museum and Vindolanda</a>	
<b>Geography</b>		<b>Comparing North East England to a European Region</b> <i>How does life compare from Newcastle to Marseille?</i>	<b>All About the UK ('Rule Britannia')</b> <i>Why do we live here?</i>			
<b>French</b>	<b>Je Me Presente</b>		<b>Les Couleurs du Monde</b>		<b>Les Mois de l'Année</b>	
<b>DT</b>	<b>Textiles</b> <i>Sewing: joining fabric using blanket stitch</i>		<b>Mechanical Systems</b> <i>Levers and Linkages</i>		<b>Cooking and Nutrition</b> <i>Preparing a healthy snack</i>	
<b>Art</b>	<b>Drawing - Drawing Techniques</b>		<b>Painting - Painting with a limited Palette</b>		<b>Print Making - Relief Printing</b>	
<b>Music</b>	<b>Violin Tuition</b>					

	<i>Whole-class violin tuition led by music teacher Miss Tym - Playing a violin in a large group. Learning how to read music and create different notes whilst developing an understanding of rhythm and pitch. Performing alongside each other as well as playing individually.</i>					
<b>PE</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Outdoor Adventurous Activities</b>
	<b>Games</b> <i>Rounders</i>	<b>Games</b> <i>Handball</i>	<b>Games</b> <i>Quick Sticks</i>	<b>Games</b> <i>Badminton</i>	<b>Games</b> <i>Kwik Cricket</i>	<b>Games</b> <i>Tennis</i>
<b>RE</b>	<b>Christianity</b> <i>The Bible</i> <i>What is the nature of God as revealed in the Bible?</i> <b>Harvest</b> <i>The World on a Plate: the journeys undertaken by some of our produce</i>	<b>Christianity</b> <i>What are the origins of the Bible?</i> <i>Who were the first disciples of Jesus to spread God's message?</i> <b>Christmas</b> <i>Why for Christians is Jesus the 'light of the world?'</i>	<b>Islam</b> <i>Islamic beliefs and the prophets</i>	<b>Islam</b> <i>The teachings of the Qur'an</i> <b>Easter</b> <i>What were the events of Good Friday to Easter Sunday according to the Bible?</i>	<b>Christianity</b> <i>A year in the life of a Christian</i>	<b>Christianity</b> <i>How do Christians affirm their faith in their lives?</i>
<b>PSHE</b>	<b>Relationships</b> Families and friendships <i>What makes a family; features of family life</i> Safe relationships <i>Personal boundaries; safely responding to others; the impact of hurtful behaviour</i> Respecting ourselves and others <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i>		<b>Living in the wider world: economic wellbeing and being a responsible citizen</b> Belonging to a community <i>The value of rules and laws; rights, freedoms and responsibilities</i> Media literacy and Digital resilience <i>How the internet is used; assessing information online</i> Money and Work <i>Different jobs and skills; job stereotypes; setting personal goals</i>		<b>Health and Wellbeing</b> Physical health and Mental wellbeing <i>Health choices and habits; what affects feelings; expressing feelings</i> Growing and changing <i>Personal strengths and achievements; managing and reframing setbacks</i> Keeping safe <i>Risks and hazards; safety in the local environment and unfamiliar places</i>	