St Matthew's C of E Primary School Curriculum Plan – Year 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	**RE God (b)** **Theme: Descriptions of God** *How do Christians use symbols to explain what God is like?* *How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?*	**RE Incarnation (b)** **Theme: Christmas** *Why do you think there are different stories about Jesus' birth?* *Why is Advent important to Christians?*	**RE Kingdom of God** **Theme: Jesus' Teaching** *What do Jesus' parables tell Christians the Kingdom of God is like?* ***World Religions – Islam (3 lessons)*** ***Theme: Muslim life and practise*** *What do Muslims say God is like?*	**RE Salvation (b)** **Theme: Easter** *Why do Christians believe Jesus rescued people?* *Why do Christians call the day Jesus died 'Good Friday'?*	**RE God the Holy Spirit (b)** **Theme: Trinity** *What does Christian art teach people about the Trinity?*	***World Religions - Islam*** ***Theme: Muslim life and practise*** *Why is Muhammad important to Muslims?*
Focus Text	**Stone Age Boy** Retell the story in more detail	**Orion and the Dark** Retell part of the story with dialogue	**Greek Myths** Retell a myth with an invented creature	**Alice in Wonderland** Write in role as Alice	**The Flower** Retell the story with added detail	**The Firework Maker's Daughter** Writing in role as Lila
English genres	**Instructions:** How to make fire/How to wash a woolly mammoth **Non-chronological report:** All about the Stone Age	**Instructions:** How to make a shadow puppet **Biography:** Phil Foden (local hero)	**Persuasive text:** A leaflet about Greece **Kenning:** Animals	**Poetry:** Tongue Twisters **Playscript:** Write a new scene for Alice in Wonderland **Non-fiction:** Recount about a trip to the hat museum.	**Explanation Text:** How plants grow (life cycle) **Poetry:** Haikus	**Information Text:** What makes earth angry? (Volcanoes/Earthquakes **Poetry:** A poet study – Michael Rosen
Maths	Place Value, Addition, Subtraction	Multiplication, Division	Length, Mass, Volume	Fractions, Money, Time	Picture Graphs, Angles	Perimeter, Time
Science	Rocks **What's under my feet?** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when	Light **Why does my shadow change?** Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces	Animals including Humans **How does my body work best?** 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	Forces and Magnets **What makes it magnetic?** Compare how things move on different surfaces Notice that some forces need contact between two objects but magnetic forces can act at a distance	Plants **How does the blossom turn into an apple?** Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air,	Consolidation of all skills and knowledge Scientific Enquiry Time Working Scientifically

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	things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows changes	Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnet materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing Opportunity for detailed teaching of investigation skills via an investigation into friction – planning, recording and the use of tables and graphs to record results	light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal	
	Working Scientifically: Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them Sc4/1.2 setting up simple practical enquiries, comparative and fair tests Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.					
Geography	**Human geography, including: types of settlement and land use**	**Where do we come from?** **Why are there so many lakes in the North West?** **Place Knowledge** **Pupils should be taught to understand geographical**			**European Explorers** **How does life in Italy differ to the UK?** **Locational knowledge** **Pupils should be taught to locate the world's countries,**	**What on Earth…?** **What makes the earth angry?** **Human and physical geography**

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		similarities and differences through the study of human and physical geography of a region of the United Kingdom			**using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**	**Pupils should be taught to describe and understand key aspects of: physical geography, including: mountains and volcanoes Human geography, including: types of settlement and land use**
	Subject Content Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.					
History	**Stones and Bones** **Who first lived in Britain?** **Pupils should be taught about changes in Britain from Stone Age to Iron Age** Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture		**Groovy Greeks** **How did the Ancient Greeks change the world?** **Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world**	**Mad Hatters** **What is the significance of hats in Stockport?** **Pupils should be taught a local history study – The Hat Works and its significance to Stockport**		
	Subject Content Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.					
PE	**Cricket** • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **Fundamentals** • Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping.	**Ball Skills** • Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. • They will develop catching with one and two hands as	**Dodgeball & Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team	**Dance** • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Football & Athletics** • 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 • develop flexibility, strength, technique, control and	**Rounders** • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

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	• Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. • Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. • Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	well as dribbling with feet and hands. These skills will then be applied to small group games. • Pupils will have the opportunity to take on different roles and work both individually and with others.			balance [for example, through athletics and gymnastics]	
Art & Design Design & Technology	**Beach features: collage** To improve their mastery of art and design techniques with a range of materials – collage. select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Key vocabulary: texture, shape, form, pattern, mosaic.	**Drawing** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felttips; show an awareness of space when drawing; Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	**Sculpture** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	**Design a box for Alice in Wonderland: Hinges** **Using Design, Make & Evaluate framework** **Painting** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	**Design a pouch for Brigg: Textiles/ materials** **Using Design, Make & Evaluate framework** To improve their mastery of art and design techniques with a range of materials – textiles. select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; Key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	**Printing** To improve their mastery of art and design techniques with a range of materials – printing. use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

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Computing	Computing systems and networks – Connecting computers	Creating media - Stop-frame animation	Programming A - Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B - Events and actions in programs
	-To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	-To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation	-To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description	-To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	-To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing	-To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge
Music	Orchestral	Christmas Big band	Indie/Indie Rock	Jazz	History of music	Musical Disney
	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and detuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
PSHE	Emotions	Keeping Healthy	Staying Safe & Computer Safety	World Without Judgement	Working World	Growing & Changing & Being Responsible
MFL	Spanish					