




## St John's Catholic Primary School – Year 3 Long Term Curriculum Plan 2021 – 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art and Design Technology</p>	<p><b>Food Technology</b> Children will research healthy foods then design, create and evaluate their own healthy lunch box.</p> <p><b>Linked to science – animals including humans</b></p>	<p><b>Drawing</b> Revising how to draw different textures, shapes, 2d and 3d and the relationship between line and shape. Focusing on the work of Picasso upside down man</p>	<p><b>Painting-</b> They will use spectrums to see colours then paint these colours using water colour paint.</p> <p><b>Link to History – Stone Age paintings</b></p>	<p><b>Textiles</b> Children will research and practice using weaving and sewing techniques then create their own stone age bag, used for carrying foods.</p> <p><b>Link to History – Stone Age</b></p>	<p><b>3D products</b> Children will use a range of materials such as modrock and paper mache to create a globe.</p> <p><b>Link with Geography - Europe</b></p>	<p><b>Structures</b> Children will experiment with techniques to find the strongest design for a structure before using this knowledge to create an Egyptian Pyramid</p> <p><b>Link to History - Egyptians</b></p>


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Computing	<p><b>Coding</b> Children will design and write a sequential code to create their own program. They will look at repeating, timers and different variable to program their system as well as learn how to debug code when a problem arises.</p>	<p><b>Online safety</b> Children will understand the importance of passwords, how to communicate safely online ensuring personal information is kept safe and will learn about PEGI restrictions and 'spoof' websites.</p> <p><b>Spreadsheets</b> Children will use spreadsheets to create bar graphs and pie charts. They will use tools such as more than, less than and equals to, to compare values in the sheet.</p>	<p><b>Touch-Typing</b> Children will look at posture for typing and be introduced to typing terminology while becoming familiar with placement of the letters, begin to type words and try to increase speed and efficiency of typing.</p> <p><b>Email</b> Children will learn how to open, write and respond to emails safely as well as adding attachments to emails. Children will also be made aware of the precautions needed when opening emails.</p>	<p><b>Branching</b> Children will look at the formation of yes/no questions and use these to create their own branching database using 2question.</p>	<p><b>Simulations</b> Children will understand that simulations represent real and imaginary situations. We will explore different simulations, make predictions and evaluate them considering their usefulness for purpose.</p>	<p><b>Graphing</b> Children will set up a graph with a given number of fields, enter the correct data and share the graph electronically with their peers. Children will then solve investigations and present their results in graphic form.</p>


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English	<p><b>Main Focus text:</b></p> <p>A Bear Called Paddington by Michael Bond</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>Setting descriptions</li> <li>Children will rewrite the ending to a given text, altering it to include their own setting</li> </ul> <p><b>Non-Fiction Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>To write instructions</li> </ul> <p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>Working with a poet</li> <li>Listening and reciting poems</li> <li>Writing and writing their own poem with the poet.</li> </ul>	<p><b>Main Focus text:</b></p> <p>Krindlekrax by Philip Ridley</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>To explore inference of characters' feelings.</li> <li>Explore setting, plot and character development.</li> </ul> <p><b>Non-Fiction Outcomes: Shape Poetry &amp; Calligrams</b></p> <ul style="list-style-type: none"> <li>Children will look at how words and objects can be presented in visual diagrams and how shapes of poems can add to their effect.</li> </ul>	<p><b>Main Focus text:</b></p> <p>Legend of Gelert – scholastic</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>To explore a variety of legends</li> <li>Retelling and invocate the stories</li> <li>Retell the chapter in their own words</li> </ul> <p><b>Link to Geography skills</b></p> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>Writing a non-chronological report</li> </ul> <p><b>Book Author Visit via zoom</b></p> <p>Exploring the work of authors and celebrating their work</p>	<p><b>Main Focus text:</b></p> <p>Beowulf (Usborne Young Reader) by Robert Lloyd Jones</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>Explore characters, issues and dilemmas and improvise dialogue between key characters. Write short play scripts using stage directions</li> <li>Convert playscripts into direct speech using inverted commas</li> </ul> <p><b>Poetry: Language Play</b></p> <ul style="list-style-type: none"> <li>To use words in creative ways such as riddles, puns and nonsense poems.</li> <li>Create word games and word puzzles using BFG as inspiration.</li> </ul>	<p><b>Main Focus text:</b></p> <p>Egyptian Cinderella by Shirley Climo (Links to History)</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>Change elements of the adventure Stories</li> <li>describing the setting describing characters.</li> </ul> <p><b>Link to History - Egyptians</b></p> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>To write an information text</li> </ul>	<p><b>Main Focus text:</b></p> <p>Voices in the Park by Anthony Browne</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>Create a biography of for Anthony Browne.</li> <li>Comparison of characters</li> </ul> <p><b>Performance Poetry Outcomes:</b></p> <ul style="list-style-type: none"> <li>Reading a wide range of poetry;</li> <li>Write their own poetry which they will perform, developing their performance skills.</li> </ul>


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Geography	<p>Revisit and Consolidate previous geographical knowledge</p> <p>Oceans, continents, countries, seasons</p>	<p><b>Angry Earth</b> The children will learn to recognise and name the layers of the earth including the equator. They will be able to explain how volcanoes are formed and know the advantages and disadvantages of living near a volcano.</p> <p><b>Link to Science - Rocks</b></p>	<p><b>Angry Earth continued</b> Children will move on to looking at tsunamis and earthquakes. Focusing on how they are formed and the devastating impact they have on the earth and population. They will also take part in a case study of the Boxing Day Tsunami 2004.</p>	<p><b>Revisit and Consolidate previous knowledge</b></p> <p>Specifically geographical skills such as identifying hemispheres, tropics, using compass points and grid references</p>	<p><b>Europe</b> The children will be able to name some countries and capital cities within Europe including Russia using an Atlas, as well as naming the counties of the United Kingdom. They will use 4 figure grid references and 4 points on a compass to explain positioning of different places.</p> <p><b>Link to Art</b></p>	<p><b>Europe continued</b> Children will study a specific country within Europe looking at culture, food, entertainment, landmarks and comparing with Merseyside. Arial view mapping including using software such as Google Earth will assist with this comparison.</p>


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History	<p><b>Stone Age, Bronze Age, Iron Age</b> Children will begin by focusing on the stone age. They will look at how the population, skills and ways of surviving evolved throughout the 3 different eras within the stone age. Children will use artefacts to explain these changes.</p>	<p><b>Stone Age, Bronze Age, Iron Age continued</b> Children will move on to the Bronze age and Iron Age, looking again at how homes, tools, clothing and ways of living evolved from the earliest days. We will then discuss which era they think was most dangerous and most impressive.</p> <p style="text-align: center;"><a href="#">Link to Art</a></p>	<p><b>Revisit and consolidate information pervious taught.</b> Sequence a number of the most significant events (including dates) and objects.</p> <p><b>Local History Week</b> The Beatles. Children will explore the chronology of music and how the media has changed, before focusing on The Beatles and their global achievements and their world tours.</p> <p style="text-align: center;"><a href="#">Link to Geography</a></p>	<p><b>Four Ancient Civilisations</b> Children will explore the four Ancient Civilisations – Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China and Ancient Egypt. We will compare and contrast the 4 civilisations looking at when and where they first appeared before focusing on Ancient Egypt next term.</p>	<p><b>Egyptians: Ancient Egypt</b> Children will then explore the Ancient Egyptians and their achievements. We will focus on the use of the River Nile and how it provided the majority of their survival as well as investigating the building of the Pyramids and why this was such a big achievement.</p>	<p><b>Egyptians: Ancient Egypt continued</b> To continue our Ancient Egypt study, we will look at the introduction of language and medicine as well as the importance of religion and how that influenced their spiritual burials.</p> <p style="text-align: center;"><a href="#">Link to DT</a></p>
Maths	Number: Number and Place Value, Addition and Subtraction	Number: Multiplication and Division, Fractions	Measurement	Geometry: Properties of Shapes, Position and Direction	Statistics	Revisit and Consolidation of all Topics


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<p>Music</p>	<p>Children will complete modules based on different genres of music and a dedicated instrumental module with a focus their glockenspiel technique. In each module, the children learn a focus song and instrumental parts as a base from which to improvise and compose culminating in a class performance at the end of each term <b>Focus on</b> reggae</p>	<p>Children will complete modules based on different genres of music and a dedicated instrumental module with a focus their glockenspiel technique. In each module, the children learn a focus song and instrumental parts as a base from which to improvise and compose culminating in a class performance at the end of each term <b>Focus on</b> folk music</p>	<p>Children will complete modules based on different genres of music and a dedicated instrumental module with a focus their glockenspiel technique. In each module, the children learn a focus song and instrumental parts as a base from which to improvise and compose culminating in a class performance at the end of each term <b>Focus on</b> disco</p>	<p>Children will complete modules based on different genres of music and a dedicated instrumental module with a focus their glockenspiel technique. In each module, the children learn a focus song and instrumental parts as a base from which to improvise and compose culminating in a class performance at the end of each term <b>Focus on</b> instrumental</p>	<p>Continuation of basic rhythm and pulse games used as fillers to encourage individual, group and class listening skills</p>	<p style="text-align: center;">:</p> <p><b>Samba</b> learning the origins of Brazilian samba and layered rhythms on a variety of untuned instruments</p> <p>Class samba competition and performance</p>
<p>Physical Education</p>	<p><b>Invasion games</b></p> <p>Goalball and handball</p> <p>Apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p>	<p><b>Gymnastics</b></p> <p>Jumping and weight on hands</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Net and Wall Games</b></p> <p>Racket skills, tennis and badminton</p>	<p><b>Outdoor Athletics</b></p> <p>Athletics</p>	<p><b>Striking and Fielding</b></p> <p>Softball and rounder's</p>

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PSHE	<p><b><u>Being me in my world</u></b></p> <p>Getting to know each other, our nightmare school, our dream school, rewards and consequences, our learning charter and owning our learning charter</p>	<p><b><u>Celebrating differences.</u></b></p> <p>Families, family conflict, witness and feelings, witness and solutions, words that harm and <b>celebrating differences: compliments.</b></p>	<p><b><u>Dreams and goals</u></b></p> <p>Dreams and goals, my dreams and ambitions, a new challenge, our new challenge, our new challenge – overcoming obstacles and <b>celebrating my learning.</b></p>	<p><b><u>Healthy me</u></b></p> <p>Being fit and healthy, what do I know about drugs? <b>Being safe</b>, being safe at home and my amazing body.</p>	<p><b><u>Relationships</u></b></p> <p>Family roles and responsibilities, friendship, keeping myself safe, <b>being a global citizen</b> and celebrating my web of relationships.</p>	<p><b><u>Changing me</u></b></p> <p>How babies grow, babies, outside body changes, <b>inside body changes</b>, family stereotypes and looking ahead.</p>

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Science	<p><b>Animals including Humans</b> Children will learn about the different food groups and how they affect our bodies. We will also look at skeletons of both humans and animals and how muscles and joints work to help us move.</p> <p><b>Link to DT – Healthy lunch</b></p> <p><b>Link to English - Recipe</b></p>	<p><b>Rocks</b> Children will look at the three different types of rock, sedimentary, igneous and metamorphic rocks. They will look at how they are formed, why they are used and name different rocks in each category. Children will also look at the importance of soils to our planet.</p> <p><b>Link to Geography – Angry Earth</b></p>	<p><b>Forces &amp; Magnets</b> Children will learn about how forces work in every day life such as push, pull and friction. They will also explore magnet poles, magnet strength and different magnetic materials.</p>	<p><b>Light</b> Our light topic includes categorising opaque, translucent and transparent materials, exploring how light travels as well as how shadows are formed and changed.</p>	<p><b>Plants</b> We will begin this topic by looking at parts of a plant and what it needs to grow but focus mainly on the parts of a flower. We will look at real flowers to explore the function of each part. We will also explore the life cycle of a plant, the pollination process and the different types of seed dispersal.</p>	<p><b>The Nappy Challenge</b> This cross-curricular challenge brings together all of the scientific skills from across the year. Children will analyse nappies, discussing materials, stretch, and absorbency, ask scientific questions and complete fair tests to answer their own questions. We will also conduct environmental surveys and have classroom debates.</p>
Spanish	<p>Greetings and Personal Questions</p> <p>Numbers 0-10</p> <p>Halloween</p>	<p>Body Parts</p> <p>Colours</p> <p>Days of the Week</p> <p>Christmas</p>	<p>Months of the Year</p> <p>Numbers 0-31</p>	<p>Animals (Part 1)</p> <p>Gender</p>	<p>Birthdays</p> <p>Animals (Part 2)</p>	<p>Birthdays</p> <p>Animals (Part 2)</p> <p>Consolidating topics taught this year</p>