



# 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				
Questful RE	Which rules should we follow? <b>Does everyone follow the same rules?</b> – rules for living Islam, 5 pillars, Judaism	Christmas – How does the presence of Jesus impact on people's lives?	Called by God - What does it mean to be called by God?	Exploring the sadness and joy of Easter	Jesus – How does Jesus change lives?	Peace (S)– What is peace?  Prayer – What is prayer - Judaism				
Reading Unit	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms				
Writing Text	The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest				
Writing Outcome & Purpose	Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount				
Maths	Place Value, Addition, Subtraction	Multiplication, Division	Length, Mass, Volume	Fractions, Money, Time	Picture Graphs, Angles	Perimeter, Time				
Science	<p>Forces and Magnets <b>What makes it magnetic?</b> Compare how things move on different surfaces</p> <p>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 and identify some magnet materials Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>Rocks <b>What's under my feet?</b> 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>Light <b>Why does my shadow change?</b> Recognise that they need light 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</p>		<p>Animals including Humans <b>How does my body work best?</b> 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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>		<p>Plants <b>How does the blossom turn into an apple?</b> Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p>	



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	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 source is blocked by a solid object  Find patterns in the way that the size of shadows changes		Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal
	<p><b>Working Scientifically:</b></p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>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</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>				
Geography	<p><b>Where do we come from?</b>  <b>Why are there so many lakes in the North West?</b>  <u>Place Knowledge</u>            Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p><b>Human geography, including: types of settlement and land use</b></p>	<p><b>The Wonder of Water</b>  <b>Where does the water in the tap come from?</b>  <u>Human and physical geography</u>            Describe and understand key aspects of:            -physical geography, including: the water cycle  <u>Geographical skills and fieldwork</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>What on Earth...?</b>  <b>What makes the earth angry?</b>  <u>Human and physical geography</u>            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</p>
	<p align="center"><b>Subject Content</b></p> <p>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.</p>				



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History		<p><b>Stones and Bones</b>  <b>Who first lived in Britain?</b>  <b>Pupils should be taught about changes in Britain from Stone Age to Iron Age</b>                  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</p>		<p><b>Local History: Stockport</b>  <b>How has Stockport changed over time?</b>                  Pupils should be taught a local history study - how has Stockport changed over time</p>	<p><b>Tomb Raiders – Ancient Civilizations</b>  <b>How was life different in the ancient world?</b>                  Pupils should be taught the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <b>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</b></p>	
	<p style="text-align: center;"><b>Subject Content</b></p> <p>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.</p>					
PE	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping.</li> <li>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.</li> </ul>	<p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games.</li> </ul>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Pupils develop balancing, rolling and jumping. They use these skills individually and in combination.</li> <li>Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.</li> <li>Pupils develop their confidence to</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</li> <li>Pupils will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and</li> </ul>



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	<ul style="list-style-type: none"> <li>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development.</li> <li>Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have the opportunity to take on different roles and work both individually and with others.</li> </ul> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> <li>Pupils develop their understanding of the attacking and defending principles of invasion games.</li> <li>Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils do this by maintaining possession and moving the ball towards the try line to score.</li> <li>Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules</li> </ul>	<p>how regular physical activity boosts their focus in school and overall happiness</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>perform, considering the quality and control of their actions.</p> <p><u>Yoga</u></p> <ul style="list-style-type: none"> <li>Pupils discover how yoga can help them to develop balance, strength and flexibility.</li> <li>Pupils learn and explore yoga poses that will challenge each of these and work independently and with others to create their own yoga flows with consideration to how the poses are sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are also given opportunities to measure, time and record scores</li> </ul> <p><u>Football</u></p> <ul style="list-style-type: none"> <li>Pupils will develop their understanding of the attacking and defending principles of invasion games.</li> <li>Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils do this by maintaining possession and moving the ball towards goal to score.</li> <li>Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</li> </ul>	<p>combinations of running, jumping and throwing.</p> <ul style="list-style-type: none"> <li>Pupils will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</li> <li>Pupils are also given opportunities to measure, time and record scores</li> </ul>
<p>Art &amp; Design</p> <p>Design &amp; Technology</p>	<p><b>Beach features: collage</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>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;</p>	<p><b>Drawing</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>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, felt</p>	<p><b>Sculpture</b> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques;</p>	<p><b>Painting – Stockport Landmarks</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>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;</p>	<p><b>Ancient Egyptian-Pyramids and amulets: sculpture</b> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms;</li> <li>use clay and other malleable materials and practise joining techniques;</li> <li>add materials to the</li> </ul>	<p><b>Printing</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision;</p> <p><b>Key vocabulary: line, pattern, texture, colour,</b></p>



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	Key vocabulary: texture, shape, form, pattern, mosaic.	tips; show an awareness of space when drawing;  Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	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.	create different textures and effects with paint; Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	sculpture to create detail; Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	shape, block printing ink, polystyrene printing tiles, inking rollers.
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
	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and detuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					



'Let Your Light Shine'



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PSHE 1decision	Emotions	Keeping Healthy	Staying Safe & Computer Safety	World Without Judgement	Working World	Growing & Changing & Being Responsible
Spanish Language Angels	Early Language and Phonetics APRENDO ESPAÑOL		Animals LOS ANIMALES		Instruments LOS INSTRUMENTOS	



'Let Your Light Shine'

