



# What children will learn in Year 3 at Ings Primary School

## Year 3 Long Term Curriculum Plan



	Autumn		Spring		Summer	
Open ended investigative question as topic title	How would I have survived in the Stone Age?	Where in the world is Hull?	Would I rather live in the Bronze or Iron Age?	How are mountains and volcanoes formed?	How did the Romans change Britain?	Why is it dark when we sleep?
Driver Text	Leon and Place Between Iron Man		The Ice Palace Beast Quest		The stinky cheeseman and other fairly stupid tales Billy the Kid	
Shared Reading	Iron man (Reading for pleasure) The Thing in the Basement (Guided reading) Stone Age Boy (Guided reading) The Wild Way Home (Guided reading)		The ice palace (Reading for pleasure) Beast Quest (Reading for pleasure) The Boy who Grow Dragons (Guided Reading)		Billy the Kid (Reading for pleasure) Zombirella (Guided Reading) The Royal Rabbits (Guided Reading)	
English	<b>Fiction</b> <ul style="list-style-type: none"> <li>Fantasy</li> <li>Defeating the monster</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Letters- persuasive</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>List poem</li> <li>Image poem</li> </ul>		<b>Fiction</b> <ul style="list-style-type: none"> <li>Adventure</li> <li>Quest</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Biographies</li> <li>Non chronological reports</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Simile and metaphor poem</li> <li>Cinquain</li> </ul>		<b>Fiction</b> <ul style="list-style-type: none"> <li>Subverted traditional tale</li> <li>Historical</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Persuasion- not a letter</li> <li>Newspaper report</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Free verse</li> <li>Performance poetry</li> </ul>	
Maths	<p style="text-align: center;">We are following the coherent sequencing of the primary maths curriculum provided in the <b>NCETM Curriculum prioritisation mapping</b>. This covers the entire NC (except constructing and presenting data and Roman Numerals) and draws together the NC Mathematics Guidance (RtP criteria) and the NCETM Primary Mastery PD Materials with additional units (including Geometry).</p> <p style="text-align: center;">View the Y3 units <a href="#">here</a></p> <p style="text-align: center;">View the Y1-6 overview <a href="#">here</a></p>					



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<b>History</b>	Stone age	Changes through Britain (Iron age and Bronze age)	The Roman empire and its impact on Britain			
<b>Geography</b>	<p>Location knowledge: name and locate counties and cities in the <b>UK</b> identifying hills, mountains &amp; coasts. Begin with Hull and working outwards (build on Y2).</p> <p>Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern &amp; Southern hemispheres, Tropics of Cancer Capricorn, Artic and Antartic Circle, Prime/Greenwich Meridian and time zones.</p>	Physical geography: <b>mountains, earthquakes, volcanoes</b> and how these are formed ( <b>biomes – tectonic plates</b> )	<p><i><b>How can we be more sustainable?</b></i></p> <p>Sustainability</p> <p>Renewable/non-renewable <b>energy</b></p>			
<b>Science</b>	<p><b>Rocks</b></p> <p>Compare and group Fossil formation Soils</p> <p><b>Animals including humans</b></p> <p>Nutrition Skeletons and muscles</p>	<p><b>Forces (including magnetic forces)</b></p> <p>Movement on different surfaces Contract forces Magnetic and non-magnetic Poles</p> <p><b>Plants (gardening)</b></p> <p>Parts and function Conditions for growth Water transportation Life cycle</p>	<p><b>Light and seeing</b></p> <p>Need light to see Darkness is absence of light Shadows when light is blocked Patterns in shadow change</p>			
Ongoing	Ongoing observations of the natural world, tree classification etc. Seasonal variation in plants	Planting a variety of crops and flowering plants to explore conditions for growth Caring for, collecting and using crops production	<b>Scientist Links</b>			
Working Science	<b>Considering our evidence</b> Drawing conclusions and evaluating	<b>Testing and communicating outcomes</b> Observing and recording	<b>Planning to investigate</b> Asking questions and choosing enquiry methods			
Types of Enquiry	<b>Observing changes over time</b>	<b>Grouping and classifying</b>	<b>Noticing patterns</b>	<b>Research</b>	<b>Comparative testing</b>	<b>Fair testing</b>



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<b>Computing (Teach)</b>	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
<b>Art</b>	Stoneage silhouettes on a sunset background (colour mixing with paints) Cave printing		Observational sketching and painting of plants/flowers		Sculpt a Roman clay vase	
<b>D&amp;T</b>	Create own tasty pattie (Design, make & evaluate using cooking and nutrition knowledge)		Build a bronze age house (Design, make & evaluate using technical knowledge)		Weave and sew a sustainable bag (including a fastener) (Design, make & evaluate using technical knowledge)	
<b>Music</b> Listen and appraise/ compose and perform	Stoneage  <b>Compose a lullaby</b> and a <b>rock</b> soundscape		Mountains  Listen and appreciate the music by the <b>classical composer Edvard Greig</b>		Romans and Celts  <b>Singing and performing classical songs</b>	
	Wider opportunity Percussion lessons throughout the year					
<b>Singing</b>	Harvest/Christmas		Easter songs		Summer songs	
	KS2 Remembrance				KS2 Songs for Hull Singing Day	
<b>PE</b>	Invasion Games 1 (Choose 2 from: TAG Rugby, Netball, Football, Hockey ) & 2 (Choose 1 from: Basketball, Hockey, TAG Rugby, La-cross ).		Dance or gym Fitness - Net wall 1 (Choose 1 from: Badminton, Short tennis, Squash)		Athletics or Striking and fielding 1 (Choose 1 from: Cricket, Rounders, Softball) Net wall 2, OAA or Striking and fielding 2 (Choose 1 from: Cricket, Rounders, Softball or Mini tennis)	
<b>RE</b>	3.1 Remembering		3.3 Encounters		3.2 Faith Founders	
<b>PSHCE/Jigsaw</b>	Being Me in My World		Dreams and Goals		Relationships	
	Celebrating Difference		Healthy Me		Changing Me	
<b>MFL</b>	<i>Phonetics 1&amp;2 (C) I'm Learning French</i> Animals		Musical Instruments Fruit		Ancient Britain I can...	