Curriculum 2018-2019 Teaching Coverage: Year Group 3

Question	Journeys *"Oh the places we could go!"*	Space – *"3…..2….1….BLAST OFF"*	Dinosaurs *"Stomp, Chomp, Big Roars! Here come the Dinosaurs"*	Fairtrade *"From bean to bar"*	Mayans *"Magnificent Mayans: what impact did they have on our life today?"*	The day the zoo closed *"Take a walk on the wild side"*
Maths	Number: Place Value - 3 weeks Number: Addition and Subtraction 3 weeks	Number: Addition and Subtraction 2 weeks Multiplication and division 5 weeks	Multiplication and division 1 weeks Measure: Money 1 week Statistics – 2 weeks	Measure: length and perimeter 3 weeks Number – Fractions 2 weeks	Number – Fractions 3 weeks Measure – time 1 week	Measure – time 2 weeks Shape – 2 weeks Measure – capacity and mass 3 weeks
English (from LTP)	**Core Text:** Journey **Fiction plot:** Journey Tale **Non-fiction genre:** Letter	**Core Text:** The Way Back Home **Fiction plot:** Journey Tale **Non-fiction genre:** Newspaper Poetry: begin to recognise different forms of poems	**Core Text:** The Egg **Fiction plot:** Finding Tale **Non-fiction genre:** Recount	**Core Text:** Anansi Stories **Fiction plot:** Warning Tale **Non-fiction genre:** Instructions	**Core Text:** The Chocolate Tree **Fiction plot:** Tale of fear **Non-fiction genre:** Non-Chronological Report	**Core Text:** The Zoo/Gorilla **Fiction plot:** Wishing Tale **Non-fiction genre:** Balanced argument**:** Poetry: learn and perform poems
Science	**<u>Forces & Magnets</u>** **Pupils should be taught to:** • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract and repel each other and attract some materials and not others • Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having 2 poles • Predict weather two magnets will attract or repel each other, depending on which poles are facing. Page 154.	**<u>Earth and Space</u>** **Pupils should be taught to:** • asking relevant questions and using different types of scientific enquiries to answer them • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • using straightforward scientific evidence to answer questions or to support their findings.	**<u>Rocks</u>** **Pupils should be taught to:** • Compare and group different kinds of rocks on the basis of their appearance and simple physical properties . • Describe in simple terms how fossils are formed when things that have lived are trapped within rock m rocks and organic matter. Page 152	**<u>Plants</u>** **Pupils should be taught to:** • identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Pg 151 *Animals, including humans. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.*	***<u>Light</u>*** **Pupils should be taught to:** • notice that light is reflected from surfaces • find patterns that determine the size of shadows. Pg 153	**<u>Animals, including humans</u>** **Pupils should be taught to:** • 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 • Identify that humans and soee animals have skeletons and muscles for support, protection and movement. Page 152
Computing	Presenting data – Roald Dahl Story **Pupils should be taught to:** • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and	Communication to other lifeforms **Pupils should be taught to:** • Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web;	Creating own Dinosaur Game - Scratch **Pupils** should be taught to: • Design, write and debug programs that accomplish specific goals, including controlling or simulating	Life of a cocoa bean - Kodu **Pupils should be taught to:** • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Creating a new Kingdom - Communicate **Pupils should be taught to:** • Understand computer networks including the internet; how they can provide multiple services, such as the	Collecting Data **Pupils should be taught to:** • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating

	presenting data and information. Page 189.	and the opportunities they offer for communication and collaboration Page 189.	physical systems; solve problems by decomposing them into smaller parts Page 189	Page 189.	world-wide web; and the opportunities they offer for communication and collaboration Page 189. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Page 189	digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour Page 189.
Geography	**<u>How do children get to school across the world?</u>** **<u>Location knowledge</u>** **Pupils should be taught to:** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Page 200.Location knowledge			**<u>Fairtrade – trade links to uk</u>** **<u>Human and physical geography</u>** **Pupils should be taught to:** • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water pg 200		**<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 Pg 200
History		**<u>Tim Peak and the moon landing</u>** **Pupils should be taught about:** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Pg 148			**<u>A study of the achievements of earliest civilisations.</u>** **Pupils should be taught about:** ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China Pg 150	**<u>A local history study</u>** **Pupils should be taught about:** a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Pg 207
PE	**Pupils should be taught to:** • Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Page 221.	**Pupils should be taught to:** • Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounder's and tennis, and apply basic principles suitable for attacking and defending. Page 221.	**Pupils should be taught to:** • Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics. • Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. Page 221	**Pupils should be taught to:** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively such as front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations. Develop flexibility, strength, technique, control and balance – gymnastics – Pg 221	**Pupils should be taught to:** • Perform dances using a range of movement patterns Page 221. • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively such as front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations. Page 222.	**Pupils should be taught to:** • Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics (circuits). Page 221. • Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively such as front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based

						situations. Page 222.