Curriculum 2019-2020 Teaching Coverage: Year Group 3

Add reference for the National Curriculum e.g. Pupils should be taught……

Question	Fairytales *"Once upon a time…!"*	Plants *"Where the Wild Things are"*	Fairtrade *"From bean to bar"*	Dinosaurs *"Stomp, Chomp, Big Roars! Here come the Dinosaurs"*	Mayans *"Magnificent Mayans: what impact did they have on our life today?"*	The day the zoo closed *"Take a walk on the wild side"*
English (from LTP)	**Core Text:** the true story of the three little pigs **Fiction plot:** wishing tale **Non-fiction genre:** Newspaper **Poetry:** rhyme poems	**Core Text:** Where the Wild Things Are **Fiction plot:** Journey Tale **Non-fiction genre:** Letter **Poetry**: begin to recognise different forms of poems	**Core Text:** Anansi Stories **Fiction plot:** Warning Tale **Non-fiction genre:** Instructions	**Core Text:** The Egg **Fiction plot:** Finding Tale **Non-fiction genre:** Recount	**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
Maths	Number: Place Value *3 weeks 3days* Number: Addition and Subtraction *4 weeks* **4C focus addition and subtraction**	Multiplication and division *5 weeks* Measure Shape *2 weeks* Consolidate *1 week* **4C focus multiplication and division**	Multiplication and division *2 weeks* Measure: (length and perimeter) *2 weeks* Fractions *1 week* **4C focus addition, subtraction and fractions**	Number – Fractions *3 weeks* Addition and subtraction *2 weeks* Consolidate *1 week* **4C focus multiplication, division and fractions**	Number – Fractions 3 weeks Measure – time 2 weeks 2 days **4C focus all calculations and fractions**	Measure – time 2 weeks Measure – capacity and mass 2 weeks Statistics *2 weeks* Consolidate *1 week* **4C focus all calculations and fractions**
Science	Forces & Magnets 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	**Plants** 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*	**Plants** 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*	**Rocks** 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	**Light** Pupils should be taught to: □□notice that light is reflected from surfaces □□find patterns that determine the size of shadows. Pg 153	Animals, including humans 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

	poles are facing. Page 154.	*them according to what they eat.*	*(including their pets) and decide ways of grouping them according to what they eat.*			
Art and Design	Creative Arts Week *To be confirmed during the year*					
Computing	Presenting data 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.	Communication to other lifeforms Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Page 189.	Life of a cocoa bean - Kodu Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Page 189.	Creating own Dinosaur Game - Scratch Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Page 189	Creating a new Kingdom - Communicate Understand computer networks including the internet; how they can provide multiple services, such as the 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	Collecting Data Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour Page 189.
Geography	**History/Geography** **Humanities topic:** A study of European countries and capitals with a focus on France **Key concept:** why is France a popular holiday destination?	**History/Geography** **Humanities topic:** A study of South America with a focus on Brazil **Key concept:** Why should I visit Brazil?	**History/Geography** **Humanities topic:** Compare the UK, Europe and South America with a focus on trade **Key concept:** How is trading different in different continents?			
History				**History/Geography** **Humanities topic:** Changes in Britain from the Stone Age to the Iron Age **Key concept:** How did Britain change from the Stone Age to the Iron Age?	**Geography** **Humanities topic:** The Mayans **Key concept:** How did the Mayans impact on our life today?	**History/Geography** **Humanities topic:** The Romans **Key concept:** What did the Romans do for us? **History/**
Music	Strings Project	Soundscapes for Max's Journey to the Wild things. play and perform in solo and ensemble contexts, using	Singing – Year 3 productions		Mayan and Aztec Music – a history appreciate and understand a wide range of high-quality	

		their voices and playing musical instruments with increasing accuracy, fluency, control and expression - 218			live and recorded music drawn from different traditions and from great composers and musicians – pg218	
PE	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.	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.	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	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	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.	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.
Enrichment and Engagement		Birmingham Botanical Gardens?	Year 3 Production			Visit to Whipsnade Zoo.
	7 weeks 3 days	**7 weeks**	**6 weeks**	**6 weeks**	**4 weeks 4 days**	**7 weeks**