



# Gladstone Road Primary School Year 3

## LTP & National Curriculum Coverage 2020/2021

Y3	Autumn Term			Spring Term			Summer Term	
<b>Maths (STEM)</b>	Place Value (3 Wks) Addition and Subtraction (4 Wks)	Multiplication and division (2wks) Picture graphs and Bar Graphs (1 wk) Time (2 wks) Length (2 wks)	Addition and subtraction (2 wks) Multiplication and division (3 wks)	Fractions (3wks) Money (2 wks) Angles (1 wk)	Fractions (4 wks) Length and Perimeter (3 wks)	Time (2 wks) Mass (2 wks) Volume (2wks)		
<b>Science (STEM)</b>	Rocks and soils	Forces	Magnets	Animals, including humans	Plants	Light		
<b>Computing (STEM)</b>	Coding (2Code)	Online Safety (2Blog, 2Write)	Spreadsheets (2Calculate)	Touch Typing (2Type)	Emails (2Email, 2Connect, 2DIY)	Branching Databases (2Question)	Simulations (2Simulate)	Graphing (2Graph)
<b>Design &amp; Technology (STEM)</b>	Mechanisms Pneumatic Systems (Moving Animals)			Cooking and Nutrition Perfect Pizza			Structures and Computer Aided Design Mini Greenhouses	
<b>English (Writing/Spelling) (ARTS)</b>	Portal Story – Stone Age Boy Recount – Stone Age Day at Danby Spelling: Adding prefixes dis and in.	Non-chronological report – Stone Age life  Instructions – How to catch a Christmas Elf.	Diary – Gladiator Persuasive Poster – visit a Roman Bath House  Spelling: Words with the ‘c’ sound spelt ‘ch’	Letter – from a Roman Soldier  Narrative – Escape from Pompeii  Spelling:	Persuasive leaflets and letter linked to Scarborough Explanation – seed dispersal  Spellings Homophones	North American – Narrative (adventure) – Pilgrim Cat  Play scripts		



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	<p>Adding 'im' to root words beginning with m or p. Adding suffix – ous Year 3 and 4 words.</p>	<p>Spelling: Adding suffix ly Words ending in – ture Adding – ation to verbs to form nouns Homophones</p>	<p>Words with the 'sh' sound spelt 'ch' The short 'l' sound spelt 'y'.</p>	<p>Adding suffix '-ion'. Adding suffix '-ian'. Adding the prefix 're'.</p>	<p>Adding prefix anti – Adding prefix super – Adding prefix sub</p>	<p>Spelling: Consolidate spelling rules learnt so far Use of homophones use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include spelling and punctuation taught so far</p>
<p><b>English (Reading) (ARTS)</b></p>	<p>Key /Class Texts: Narrative(historical) - Stone Age Boy by Satoshi Kitamura</p> <p>Further reading experiences: Fossils (Science) Stone Age Life ( Non fiction)</p>	<p>Key /Class Texts: The Great Storm by Terry Deary</p> <p>Further reading experiences: Stone Age Life ( non – fiction) Instructions – How to catch an Elf Forces (Science) Winter Wonderland ( poem) Non-Fiction – Christmas Around the World</p>	<p>Key /Class Texts:</p> <p>Further reading experiences: Non Chronological Report – How Rome Began Diary of a Gladiator Pluto and the King - Myth Lucius and the Tablet – Myth Boudicca's Story – Historical account Magnets (Science)</p>	<p>Key /Class Texts: Picture Book - Escape from Pompeii by Christina Balit</p> <p>Further reading experiences: Letter from a Roman Soldier Magnets (Science) Non-Fiction – Volcanoes Healthy Eating - ( Science)</p>	<p>Key /Class Texts:</p> <p>Further reading experiences: Persuasive leaflets and letters Explanation text – seed dispersal (Weeds Get Everywhere) Pop Art comic strip Narrative - The Sand Horse by Ann Turnbull</p>	<p>Key /Class Texts: Pilgrim Cat</p> <p>Further reading experiences: Light and Shadow (Science) North American Myths – Black Bart and Child of Water Play Scripts – A specific script? Poetry X2 names??? They Dance in the sky</p>
<p><b>Art &amp; Design (ARTS)</b></p>	<p>Drawing Drawing skills</p>	<p>Painting Cave painting</p>	<p>Sculpture Clay pots</p>	<p>Printing Mosaics</p>	<p>Collage Pop Art Artist – Warhol</p>	<p>Textiles Totem Poles</p>



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Music (ARTS)	Glockenspiel Stage 1		Three Little Birds		Let Your Spirit Fly	
PE (ARTS)	<b>PE Focus – Co-ordination and balance; Personal and Social</b> HLTAs: Real PE Unit 1, Real PE Unit 2 Dance and Games (Bench ball) Teacher: OAA		<b>PE Focus – Co-ordination and balance; Cognitive and Creative</b> HLTAs: Real PE Unit 3, Real PE unit 4, Gymnastics (L) and Athletics Teacher: Fitness		<b>PE Focus – Agility and Balance; Applying physical and Health and Fitness</b> HLTAs: Real PE Unit 5, Real PE Unit 6, Gymnastics (O) and Games (Kick it!) Teacher: Yoga	
MFL (ARTS)	Getting to know you.		Food Glorious Food		Me and My Family	
Geography (HUMANITIES)	Where did the Stone Age settle? ( Locational Knowledge and human geography focus)		Volcanoes and Earthquakes ( Physical Geography focus)		North America study ( place knowledge focus)	
History (HUMANITIES)	Stone Age/Iron Age		Rome/Romans		Local Study – Scarborough Castle	
PSHE (HUMANITIES)	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming an Active Citizen	
RE (HUMANITIES)	L2.7 What does it mean to be a Christian in Britain today? (Christianity)		L2.1 What do different people believe about God? ( Christianity, Hinduism, Islam)		L2.4 Why do people pray? ( Christianity, Hinduism, Islam)	



# **Gladstone Road Primary School Year 3**

**LTP & National Curriculum Coverage 2020/2021**

KS2 Y3 Units	Autumn Term ( 14 weeks)	Spring Term ( 11 weeks)	Summer Term ( 14 weeks)
	<p>Place Value ( numbers to 1000) – 3 weeks MNP Lessons Chapter 1 – 2 to 8</p> <p><b>Progression of skills</b> count from 0 in multiples of 4, 8, 50 and 100; To be able to count from 0 in multiples of 50. L5 To be able to count in fours and eights. L8</p> <p>find 10 or 100 more or less than a given number To be able to find 10 more or less than a given number using number patterns. L6 To be able to find 100 more or less than a given number using number patterns. L7</p> <p>compare and order numbers up to 1000 To be able to compare and order numbers up to 1000. L4</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To be able to count in hundreds, tens and ones. L2 To be able to recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). L3</p>	<p>Addition and subtraction – 2 weeks MNP Lessons Chapter 2 – 16-22 Subtraction</p> <p><b>Progression of skills</b> add and subtract numbers mentally, including: * a three-digit number and ones To be able to subtract from a 3-digit number with the regrouping of 1 ten into 10 ones. L16 * a three-digit number and tens To be able to subtract two 3-digit numbers with the regrouping of 1 hundred into 10 tens. L17 * a three-digit number and hundreds To be able to subtract two 3-digit numbers with renaming. L18 To be able to subtract from a multiple of 100 with renaming. L19</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction To be able to solve word problems using addition and subtraction. L20, L21, L22</p>	<p>Fractions – 4 weeks MNP Lessons Chapter 11 – 15- 28 not 26</p> <p><b>Progression of skills</b> count up and down in tenths</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators To be able to recognise, find and write fractions of a discrete set of objects. L21, L22, L23</p> <p>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10 To be able to relate fractions to division. L24, L25, L27</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators To be able to relate fractions to division. L24, L25, L27</p> <p>compare and order unit fractions, and fractions with the same denominators To be able to compare unit fractions. L15 To be able to compare fractions with the same denominator. L16, L17</p>



	<p>solve number problems and practical problems involving these ideas.</p>		<p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole (e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>)</p> <p>To be able to add fractions with the same denominator within 1 whole. L18</p> <p>To be able to subtract fractions with the same denominators within 1 whole. L19</p> <p>To be able to subtract a fraction from 1 whole. L20</p> <p>solve problems that involve all of the above</p> <p>To be able to solve word problems involving addition and subtraction of fractions with the same denominator. L28</p>
	<p><b>Addition and Subtraction – 4 weeks</b>  <b>MNP Lessons Chapter 2 – 1-10 addition/11-15 subtraction</b>  <b>Progression of skills</b>          add and subtract numbers mentally, including:          * a three-digit number and ones          To be able to add a 3-digit number to ones without renaming. L2          To be able to add a 3-digit number to ones with renaming. L6          To be able to subtract ones from a 2-digit number without renaming. L11          To be able to subtract ones from a 3-digit number without renaming. L12          * a three-digit number and tens          To be able to add a 3-digit number to multiples of 10 without renaming. L3          To be able to add a 3-digit number to multiples of 10 with renaming. L7</p>	<p><b>Multiplication and division – 3 weeks</b>  <b>MNP Lessons Chapter 4 – 1-10</b>  <b>Progression of skills</b>  <i>count from 0 in multiples of 4, 8, 50 and 100</i></p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>To be able to multiply multiples of 10 by a 1-digit number. L1</p> <p>To be able to multiply a 2-digit number by a 1-digit number without regrouping. L2</p>	<p><b>Lines and Shapes – 3 weeks</b>  <b>MNP Lessons Chapter 13 – 1-8 and Chapter 14 – 1-5 and 7-10</b>  <b>Progression of skills</b>          measure the <b>perimeter</b> of simple 2-D shapes          To be able to measure the perimeter of 2-D shapes. L1-L7          To be able to solve problems on perimeter. L8-L10</p> <p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>To be able to describe a 2-D shape using angle and side properties. L4</p> <p>To be able to draw 2-D shapes. L5</p> <p>To be able to make 3-D shapes. L6, L7</p> <p>To be able to describe 3-D shapes. L8</p>



<p>To be able to subtract multiples of 10 from a 3-digit number without renaming. L13          * a three-digit number and hundreds          To be able to add a 3-digit number to multiples of 100 without renaming. L4          To be able to add two 3-digit numbers with renaming the ones. L8          To be able to add two 3-digit numbers with renaming the tens. L9          To be able to add two 3-digit numbers with renaming the ones and tens. L10          To be able to subtract multiples of 100 from a 3-digit number without renaming. L14          To be able to subtract two 3-digit numbers without renaming. L15</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction          To be able to add two 3-digit numbers without regrouping, using the column method of addition. L5</p> <p>estimate the answer to a calculation and use inverse operations to check answers          To be able to understand the commutative law of addition and form a family of addition and subtraction facts. L1</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>To be able to multiply a 2-digit number by a 1-digit number without regrouping, using the standard algorithm. L3          To be able to multiply a 2-digit number by a 1-digit number with regrouping, using the standard algorithm. L4, L5          To be able to divide a 2-digit number by a 1-digit number without regrouping. L6          To be able to divide a 2-digit number by a 1-digit number with regrouping. L7, L8</p> <p><i>estimate the answer to a calculation and use inverse operations to check answers</i></p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects          To be able to solve word problems involving multiplication. L9          To be able to solve word problems involving division. L10</p>	<p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines          To be able to identify perpendicular lines. L1          To be able to identify parallel lines. L2          To be able to identify horizontal and vertical lines. L3</p>	<p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines          To be able to identify perpendicular lines. L1          To be able to identify parallel lines. L2          To be able to identify horizontal and vertical lines. L3</p>
<p><b>Multiplication and Division – 2 weeks</b>  <b>MNP Lessons Chapter 3 – 1-11</b>  <b><u>Progression of skills</u></b></p>	<p><b>Fractions – 3 weeks</b>  <b>MNP Lessons Chapter 11 – 1-9 not 8, 10-14</b>  <b><u>Progression of skills</u></b></p>	<p><b>Time – 2 weeks</b>  <b>MNP Lessons Chapter 9 – 11-20</b>  <b><u>Progression of skills</u></b></p>	<p><b>Time – 2 weeks</b>  <b>MNP Lessons Chapter 9 – 11-20</b>  <b><u>Progression of skills</u></b></p>





<p><i>count from 0 in multiples of 4, 8, 50 and 100</i></p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables          To be able to understand and learn the 3 times table. L1, L2          To be able to understand and learn the 4 times table. L3, L4          To be able to recognise the pattern in the 4 and 8 times tables. L5          To be able to recall and use the 8 times table. L6, L7          To be able to use the 3 times table for division. L8          To be able to use the 4 times table for division. L9          To be able to understand the relationship between multiplication and division. L10          To be able to divide by 4 and 8. L11</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p><i>estimate the answer to a calculation and use inverse operations to check answers</i></p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>count up and down in tenths          To be able to count in tenths. L1</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators          To be able to find the simplest form of a fraction. L12, L13          To be able to find equivalent fractions using multiplication or division. L14</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators          To be able to recognise and show equivalent fractions. L6, L7          To be able to find equivalent fractions. L9, L10, L11</p> <p>add and subtract fractions with the same denominator within one whole (e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>)          To be able to add fractions with the same denominator within 1 whole. L2, L3, L4          To be able to subtract fractions with the same denominator within 1 whole. L5</p>	<p>compare durations of events, for example to calculate the time taken by particular events or tasks          To be able to measure time in hours. L11, L12, L13          To be able to measure time in minutes. L14, L15, L16</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year          To be able to convert minutes into seconds. L17          To be able to convert seconds into minutes. L18          To be able to find the number of days in each month, year and leap year. L19          To be able to find the duration in terms of number of days. L20</p>
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		solve problems that involve all of the above	
	<p>Picture graphs and bar graphs – 1 weeks ( half term) MNP Lessons Chapter 10 – 1-5 not 4</p> <p><b>Progression of skills</b> interpret and present data using bar charts, pictograms and tables To be able to present data using picture graphs. L1 To be able to interpret and present data using bar charts. L2 To be able to interpret and present data using bar charts. L3 To be able to interpret and present data using scaled bar charts. L5 solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. To be able to present data using picture graphs. L1 To be able to interpret and present data using bar charts. L2 To be able to interpret and present data using bar charts. L3 To be able to interpret and present data using scaled bar charts. L5</p>	<p>Money – 2 weeks MNP Lessons Chapter 8 – 1-4 then 6-12</p> <p><b>Progression of skills</b> add and subtract amounts of <b>money</b> to give change, using both £ and p in practical contexts To be able to add money by counting on. L1 To be able to add pence to make 1 pound. L2 To be able to add different combinations of coins to make an amount. L3 To be able to add pounds and pence without renaming. L4 To be able to add pounds and pence with renaming. L6, L7 To be able to subtract pounds and pence without renaming. L8, L9 To be able to subtract pounds and pence with renaming. L10, L11, L12</p>	<p>Mass – 2 weeks MNP Lessons Chapter 6 – 1-5</p> <p><b>Progression of skills</b> measure, compare, add and subtract: <b>lengths</b> (m/cm/mm); <b>mass</b> (kg/g); <b>volume/capacity</b> (l/ml) To be able to read weighing scales to determine mass in grams or kilograms. L1 To be able to read weighing scales to determine mass in grams. L2 To be able to read weighing scales to determine mass in kilograms. L3, L4 To be able to solve word problems involving addition and subtraction of mass. L5</p>
	<p>Time – 2 weeks MNP Lessons Chapter 9 – 1-10</p> <p><b>Progression of skills</b> compare durations of events, for example to calculate the time taken by particular events or tasks To be able to measure and compare time in seconds. L8</p>	<p>Angles – 1 weeks MNP Lessons Chapter 12 – 1-3, 5-7</p> <p><b>Progression of skills</b> recognise angles as a property of shape or a description of a turn To be able to recognise angles as a description of a turn. L1, L2</p>	<p>Volume – 2 weeks MNP Lessons Chapter 7 – 1-8</p> <p><b>Progression of skills</b> measure, compare, add and subtract: <b>lengths</b> (m/cm/mm); <b>mass</b> (kg/g); <b>volume/capacity</b> (l/ml) To be able to measure volume in millilitres. L1, L2 To be able to measure volume in millilitres and litres. L3, L4</p>



	<p>To be able to measure time in seconds. L9, L10 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>To be able to tell time using a.m./p.m. L1</p> <p>To be able to tell time to the minute. L2</p> <p>To be able to tell time using vocabulary, such as o'clock, a.m./p.m., morning, afternoon, past and half past. L3</p> <p>To be able to tell time using both analogue and digital methods. L4</p> <p>To be able to tell time to the minute using vocabulary, such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. L5</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>To be able to tell and write the time from 12-hour and 24-hour clocks. L6</p> <p>To be able to tell the time on an analogue clock using Roman numerals. L7</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p>To be able to recognise angles as a property of shape. L3</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>To be able to identify an acute angle as a smaller angle than a right angle. L5</p> <p>To be able to identify an obtuse angle as a greater angle than a right angle. L6</p> <p>To be able to identify right angles and recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn. L7</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>To be able to add and subtract volume. L5</p> <p>To be able to read and write volume in litres and millilitres. L6</p> <p>To be able to solve word problems involving addition and subtraction of volume. L7, L8</p>
	<p><b>Length – 2 weeks</b>  <b>MNP Lessons Chapter 5 – 1-7</b>  <b>Progression of skills</b>          measure, compare, add and subtract: <b>lengths</b> (m/cm/mm); <b>mass</b> (kg/g); <b>volume/capacity</b> (l/ml)</p> <p>To be able to read and write length and height in metres and centimetres. L1</p> <p>To be able to read and write length and height in centimetres. L2</p>		



<p>To be able to read and write length in metres. L3          To be able to read and write length in kilometres and metres. L4          To be able to compare lengths. L5          To be able to solve word problems involving addition and subtraction of lengths. L6, L7</p>		
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Lower KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Y3-Science</b></p>	<p><u>Rocks and soils</u>            Compare and group different rocks based on their properties.            Describe how fossils are formed when living things are trapped in rocks.            Recognise that soils are made from rocks and organic matter.</p>	<p><u>Forces</u>            Compare how things move on different surfaces.            Notice that some forces need contact but magnetic forces act at distance.</p>	<p><u>Magnets</u>            .Observe how magnets repel and attract and attract some materials but not others            Compare and group materials based on if they are attracted to a magnet, identify magnetic materials.            Describe magnets as having two poles.            Predict whether two magnets will repel or attract, depending on which poles are facing..</p>	<p><u>Animals, Including humans ( DT Link)</u>  <i>Identify that animals and humans need the right type and amount of nutrition from the food they eat.            Identify that animals and humans have skeletons and muscles for support protection and movement</i></p>	<p><u>Plants ( DT Link)</u>            Name and describe the functions of root, stem, leaves and flowers.            Explore the requirements for life and growth.            Investigate how water is transported.            Life cycle of flowering plant - pollination, seed formation and dispersal.</p>	<p><u>Light</u>            Recognise that we need light to see and dark is the absence of light.            Light reflects from surfaces.            Light from the sun is dangerous.            How shadows are formed            Find patterns in the way that the size of shadows change.</p>



Low er KS2	Autumn Term			Spring Term			Summer Term	
<b>Y3</b>	<p><b>Coding (2Code)</b></p> <p><b>Skills</b>            ~ Design algorithms using flowcharts.            ~ Design an algorithm that represents a physical system and code this representation.            ~ Use selection in coding with the 'if' command.            ~ Use variables in 2Code.            ~ Deepen understanding of the different between timers and</p>	<p><b>Online Safety (2Blog, 2Write)</b></p> <p><b>Skills</b>            ~ Know what makes a safe password/methods for keeping passwords safe.            ~ Know the Internet can be used in effective communication.            ~ Understand how a blog can be used to communicate with a wider audience.            ~ Consider the truth of the content of websites.</p>	<p><b>Spreadsheets (2Calculate)</b></p> <p><b>Skills</b>            ~ Use the symbols more than, less than and equal to, to compare values.            ~ Use 2Calculate to collect data and produce a variety of graphs.            ~ Use the advanced mode of 2Calculate to learn about cell references.</p>	<p><b>Touch typing (2Type)</b></p> <p><b>Skills</b>            ~ Know typing terminology.            ~ Sit the correct way at the keyboard.            ~ Learn how to use the home, top and bottom row keys.            ~ Practice typing with the left and right hand.</p>	<p><b>Email (2Email, 2Connect, 2DIY)</b></p> <p><b>Skills</b>            ~ Know about different methods of communication.            ~ Open and respond to an email using an address book.            ~ Learn how to use email safely.            ~ Add an attachment to an email.            ~ Explore a simulated email scenario.</p>	<p><b>Branching Databases (2Question)</b></p> <p><b>Skills</b>            ~ Sort objects using just 'yes' or 'no' questions.            ~ Work a branching database using 2Question.            ~ Create a branching database of the children's choice.</p>	<p><b>Simulations (2Simulate)</b></p> <p><b>Skills</b>            ~ Know what simulations are.            ~ Explore a simulation.            ~ Analyse and evaluate a simulation.</p>	<p><b>Graphing (2Graph)</b></p> <p><b>Skills</b>            ~ Enter data into a graph and answer questions.            ~ Solve an investigation and present the results in graphic form.</p>



	repeat commands.	~ Know about the meaning of age restrictions symbols on digital media and devices.						
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Lower KS2	Autumn Term	Spring Term	Summer Term
<b>Y3 – Design and Technology</b>  <b>Key person/event</b> History of greenhouses and designers/Eden Project	<b>D &amp; T Element - Mechanisms</b> <b>Pneumatics systems</b>  <b><u>Skills to be developed:</u></b> -Investigate/analyse a range of existing products that use air. -Understand and use different pneumatic systems. -Generate, develop, and communicate their ideas (of creating a pneumatic animal for the Stone Age story) through discussion and annotated sketches -Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -Use pneumatic systems so that the final product has a moving part operated by a pneumatic system. -Select and use a wider range of tools and equipment to perform practical tasks accurately. -Select and use a wider range of materials and components, according to their functional properties and aesthetic qualities.	<b>D &amp; T Element – Cooking &amp; Nutrition</b> <b>Perfect Pizza</b>  <b><u>Skills to be developed:</u></b> -To understand and apply the principles of a healthy and varied diet. -To investigate and analyse a range of existing products -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. -To explore and evaluate a range of existing pizza toppings to develop design criteria -To select from and use a range of tools and equipment to prepare ingredients. -To know that a variety of food products are grown, reared or caught. -To know how to prepare ingredients hygienically. -To understand and apply the principles of a healthy and varied diet to develop design criteria to inform the design of innovative, functional, appealing products that are fit	<b>D &amp; T Element – Structures &amp; Computer-aided design</b> <b>Mini Greenhouses</b>  <b><u>Skills to be developed:</u></b> -To investigate and analyse a range of existing greenhouses. -To understand how key events and individuals in design and technology have helped shape the world. -To develop and communicate their ideas through discussion, prototypes, and computer-aided design. ( CAD) -To apply their understanding of how to strengthen, stiffen and reinforce structures. -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. -To develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To select and use a wider range of materials and components, according to



# Gladstone Road Primary School Year 3

## LTP & National Curriculum Coverage 2020/2021

	<p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>for purpose, aimed at particular individuals or groups. To prepare and cook a pizza using appropriate cooking techniques.</p>	<p>their functional properties and aesthetic qualities. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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LKS2	Autumn Term	Spring Term	Summer Term
<p><b>Y3 - Writing</b></p>	<p>Writing Experiences <b>Stone Age</b></p> <p>Narrative Portal story – Stone Age Boy Recount of a Trip Non-Chronological Report – Stone Age Life Instructions – How to Catch an Elf</p> <p><b>Skills to be developed:</b></p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><i>U 1 - Adding prefixes dis and in.</i> <i>U2 - Adding 'im' to root words beginning with m or p.</i> <i>U3 - Adding suffix – ous</i> <i>Year 3 and 4 words.</i></p> <p><i>U4 - Adding suffix ly</i> <i>U5 - Words ending in – ture</i> <i>U7 - Adding – ation to verbs to form nouns</i> <i>Homophones</i></p> <p>Explore writing structures and use a formal plan to support writing</p> <p>Use historical language in narrative</p>	<p>Writing Experiences <b>The Romans</b></p> <p>Diary of a Gladiator Persuasive Poster – Roman Bath House Letter home from a soldier Narrative ( warning story) – Escape from Pompeii</p> <p><b>Skills to be developed:</b></p> <p>increase the legibility, consistency and quality of their handwriting</p> <p><i>U7 - Words with the 'c' sound spelt 'ch'</i> <i>U8 - Words with the 'sh' sound spelt 'ch'</i> <i>The short 'l' sound spelt 'y'.</i></p> <p><i>U9 -Adding suffix '-ion'.</i> <i>U10 -Adding suffix '-ian'.</i> <i>U11 - Adding the prefix 're'.</i></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Writing Experiences <b>North America / Local comparison study</b></p> <p>Persuasive leaflets and letters – Scarborough Castle. Explanation text – seed dispersal Narrative – ( Adventure) Based on journey of Mayflower Play Script</p> <p><b>Skills to be developed:</b></p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>consolidate all spelling rules learnt so far</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include spelling and punctuation taught so far</p> <p><i>Homophones</i> <i>U 12 - Adding prefix anti –</i> <i>U13 - Adding prefix super –</i> <i>U14 - Adding prefix sub</i></p> <p>Explore and use persuasive devices informal language, rhetorical questions, alliteration, repetition, imperative verbs, personal appeal, boastful language, patterns of three, facts/quotes.</p>





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	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Identify the effective language and organisational features of a paragraph</p> <p>Use cohesive devices when opening and closing a paragraph</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>precising longer passages</p> <p>Vary sentence openers</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and</p>	<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Sequence paragraphs to create cohesion</p> <p>Use a mixture of simple, compound and complex sentences.</p> <p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Read aloud their writing using appropriate intonation</p> <p>distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Use and understand grammatical terminology when discussing writing and reading : adverbs, third person, proper nouns, adjective, verb, fronted adverbials, present perfect tense</p> <p>ensuring correct subject and verb agreement when using singular and plural,</p> <p>distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>use skills for planning, drafting, writing, evaluating and editing writing.</p> <p>Use a range of descriptive phrases including some collective nouns and similes.</p> <p>Explore texts to identify key features of play scripts to use in my own writing.</p> <p>Use and punctuate direct speech</p> <p>Use a wide range of conjunctions</p> <p>Use brackets for parenthesis</p> <p>Consider appropriate synonyms</p>
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	<p>plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Example texts under visualiser (scanned into system) to model editing and allow children to evaluate together</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Identify the purpose of the different language features in instructions and explain their usefulness to the reader.</p>		
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LKS2	Autumn Term	Spring Term	Summer Term
<p><b>Year 3 - Reading</b></p>	<p><b>Key /Class Texts:</b>            Narrative(historical) - Stone Age Boy by Satoshi Kitamura            The Great Storm – Terry Deary</p> <p><b>Further reading experiences:</b>            Narrative UG by Raymond Briggs            On rocky ground (Science)            How to skin a bear by A Twinkl Original            Stone Age Life ( non – fiction)            Instructions – How to catch an Elf            Forces (Science)            Winter Wonderland ( poem)            Non-Fiction – Christmas Around the World</p> <p><b>Skills to be developed:</b>            reading books that are structured in different ways and reading for a range of purposes            begin using dictionaries to check the meaning of words that they have read  <b>2A</b></p>	<p><b>Key /Class Texts:</b>            Picture Book - Escape from Pompeii by Christina Balit</p> <p><b>Further reading experiences:</b>            Non Chronological Report – How Rome Began            Diary of a Gladiator            Persuasive Posters – Roman Bath House            Pluto and the King - Myth            Lucius and the Tablet – Myth            Boudicca’s Story –            Letter from a Roman Soldier            Magnets (Science)            Non-Fiction – Volcanoes            Healthy Eating - ( Science)</p> <p><b>Skills to be developed:</b>            increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <b>2H</b>            predict what might happen from the details stated and implied <b>2E</b>            retrieve information from non-fiction <b>2B</b></p>	<p><b>Key /Class Texts:</b>            The Pilgrim Cat by</p> <p><b>Further reading experiences:</b>  <b>Persuasive leaflets and letters</b>            Explanation text – seed dispersal (Weeds Get Everywhere)            Pop Art comic strip  <b>Narrative - The Sand Horse by Ann Turnbull</b>            Light and Shadow (Science)  <b>North American Myths – Black Bart and Child of Water</b>  <b>Play Scripts</b>  <b>Poetry X2</b>  <b>*Pending change TR to research suggested texts – more relevant/inspiring</b></p> <p><b>Skills to be developed:</b>            listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>2H</b>            preparing poems and play scripts to read aloud and to perform            Consolidating all skills in the year 3 and 4 English curriculum.</p>



	<p>discussing words and phrases that capture the reader's interest and imagination <b>2A 2G</b></p> <p>refer to the text to explain what a character is like. <b>2B</b></p> <p>identify how language is used to build tension and create mood <b>2G</b></p> <p>Discuss the actions of the main character and justify views using evidence from the text <b>2D</b></p> <p>find key words and phrases to locate information. <b>2C</b></p> <p>Begin to predict what might happen from the details stated <b>2E</b></p> <p>Author intent – identify how structure and presentation contribute to meaning. <b>2F</b></p>		
	<p><b>National Curriculum Skills being developed across the year</b></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <b>2A</b></li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>2D</b></li> <li>• discussing words and phrases that capture the reader's interest and imagination <b>2G</b></li> <li>• identifying main ideas drawn from more than one paragraph and summarising these <b>2C</b></li> <li>• identifying how language, structure, and presentation contribute to meaning <b>2F</b></li> <li>• retrieve and record information from non-fiction <b>2B</b></li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <b>2H</b></li> </ul>		



Lower KS2	Autumn Term Stone Age	Autumn Term Stone Age	Spring Term Romans	Spring Term Romans	Summer Term North America	Summer Term North America
Y3 - Art	<p><b>Art Skill – Drawing</b> Drawing skills</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Experiment with various pencils</li> <li>➤ Draw using a variety of tools and surfaces</li> <li>➤ Control a pencil with confidence</li> <li>➤ Include detail</li> <li>➤ Experiment with lines</li> <li>➤ Create texture</li> <li>➤ Draw both the positive and negative shapes</li> </ul>	<p><b>Art Skill – Painting</b> Cave paintings</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Use paint and equipment correctly</li> <li>➤ Use a brush to produce marks</li> <li>➤ Work on a range of scales using a variety of brushes</li> <li>➤ Make a colour wheel</li> <li>➤ Predict colour mixing results</li> <li>➤ Use colour washes</li> </ul>	<p><b>Art Skill – Sculpture</b> Clay pots</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Develop confidence working with clay</li> <li>➤ Add colour once sculpture is dried</li> </ul>	<p><b>Art Skill – Printing</b> Mosaics</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Use smaller eyed needles and finer threads</li> <li>➤ Develop more control over the making process</li> <li>➤ Collect materials and ideas and experiment</li> <li>➤ Use more advanced printing and dyeing techniques</li> </ul>	<p><b>Art Skill – Collage</b> Pop art Artist - Warhol</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Create repeating patterns</li> <li>➤ Create continuous patterns</li> <li>➤ Print two colour overlays</li> <li>➤ Use roller and ink printing</li> </ul>	<p><b>Art Skill – Textiles</b> Totem Poles</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Use papier mâché to create a 3D sculpture</li> <li>➤ Shape, form, model and construct from observation</li> <li>➤ Use pipe cleaners/wire to create sculptures of human forms</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Accurate drawings of people</li> <li>➤ Create initial sketches</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experiment with colour</li> </ul>				
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Year 3 - Music	Autumn	Spring	Summer
Units of work	Let Your Spirit Fly	Three Little Birds	Glockenspiel Stage 1
Progression in skills			
Listen & Appraise	To listen with attention and begin to recall sounds. To listen to and begin to respond to music drawn from different traditions and great composers and musicians. (eg 10 pieces) Recognise the work of at least one famous composer.	To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume.	To explore and comment on the ways sounds can be used expressively including silence.
Performance: singing & instruments	To sing in unison, becoming aware of pitch.	To think about others while performing with an increasing awareness of the audience.	To perform simple rhythmic and musical parts. Create accompaniments for tunes.
Improvisation & composition	To create simple rhythmical patterns that uses a small range of notes.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	
Share & evaluate	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements.
Key vocabulary progression	pitch, tempo, timbre,		
Composers/ musical styles	Pop, musicals, military march, gospel,	Reggae	Various
	Let Your Spirit Fly by Joanna Mangona	Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley	Easy E Strictly D Play Your Music



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	Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye	54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Drive DeeCee's Blues What's Up? D-E-F-initely Roundabout March of the Golden Guards
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Lower KS2	Autumn Term Stone Age	Spring Term Romans	Summer Term North America
Y3	<p><b>PE Focus – Co-ordination and balance; Personal and Social</b>            HLTAs: Real PE Unit 1, Real PE Unit 2            Dance and Games (Bench ball)            Teacher: OAA</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Know where I am with my learning</li> <li>~ Begin to challenge myself</li> <li>~ Co-ordination – footwork</li> <li>~ Static balance on one leg</li> <li>~ Show patience and support others</li> <li>~ Listen well to them about our work.</li> <li>~ Dynamic balance – jumping and landing</li> <li>~ Static balance – seated</li> <li>~ Explore dance movements and create patterns of movement</li> <li>~ Develop precision of movement</li> <li>~ Work cooperatively with a partner and with a group to create a dance piece.</li> <li>~ Perform in front of others with confidence.</li> <li>~ Show body awareness</li> <li>~ Understand the importance of warming up and cooling down, both my body and mind.</li> <li>~ Use knowledge of dance to create a story in small groups.</li> <li>~ Perform a dance with rhythm and expression.</li> </ul>	<p><b>PE Focus – Co-ordination and balance; Cognitive and Creative</b>            HLTAs: Real PE Unit 3, Real PE unit 4, Gymnastics (L) and Athletics            Teacher: Fitness</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Understand the simple tactics of attacking and defending.</li> <li>~ Explain what I am doing well</li> <li>~ Begin to identify areas for improvement</li> <li>~ Dynamic balance on a line</li> <li>~ Co-ordination – ball skills</li> <li>~ Make up my own rules and versions of activities.</li> <li>~ Respond differently to a variety of tasks or music</li> <li>~ Co-ordination – sending and receiving</li> <li>~ Counter balance – In pairs</li> <li>~ Travelling showing a range of stretched and curled shapes</li> <li>~ Joining together two or more actions</li> <li>~ Demonstrate stretched and curled balances on different body parts in high and low positions</li> <li>~ Compose a short sequence with a partner</li> <li>~ adapt and transfer skills onto apparatus</li> <li>~ Run in different directions and at different speeds, using a good technique.</li> </ul>	<p><b>PE Focus – Agility and Balance; Applying physical and Health and Fitness</b>            HLTAs: Real PE Unit 5, Real PE Unit 6, Gymnastics (O) and Games (Kick it!)            Teacher: Yoga</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Perform and repeat longer sequences with clear shapes and controlled movement.</li> <li>~ Agility, reaction and response</li> <li>~ Static balance – floor work</li> <li>~ Describe how and why my body feels during and after exercise.</li> <li>~ Explain why we need to warm up and cool down</li> <li>~ Agility – ball chasing</li> <li>Static balance – Stance</li> <li>~ Identify ‘change of front’</li> <li>~ Demonstrate ¼, ½ and ¾ turning jumps</li> <li>~ Move in a variety of ways using different directions</li> <li>~ select movements to create a sequence showing change of front and direction</li> <li>~ transfer skills onto apparatus</li> <li>~ Build strength and flexibility in seated and standing yoga poses.</li> </ul>



	<ul style="list-style-type: none"><li>~ Practise accuracy of throwing and consistent catching.</li><li>~ Throw the ball back and forth to a partner over a small space</li><li>~ Use throwing and catching skills in a game.</li><li>~ Begin to throw a ball over a net</li><li>~ Move from a ready position into an attacking/defending position quickly</li><li>~ Play a game fairly and in a sporting manner</li><li>~ Map colours and common basic symbols</li><li>~ Use maps and diagrams to orientate themselves and successfully navigate around a simple course</li><li>~ Undertake simple orienteering exercises both indoors and in the school grounds</li><li>~ Apply the safety considerations required when participating in a particular activity</li><li>~ Participate in a range of activities which involve working with and trusting others</li><li>~ Respond to simple challenges and problem solving tasks in a familiar environment</li><li>~ Listen and follow instructions and recognise what is needed to keep themselves safe</li><li>~ Talk about what they and others have done using the appropriate key words.</li><li>~ Make suggestions with guidance about how to improve performance</li></ul>	<ul style="list-style-type: none"><li>~ Improve throwing technique.</li><li>~ Reinforce jumping techniques.</li><li>~ Understand the relay and passing the baton.</li><li>~ Choose and understand appropriate running techniques.</li><li>~ Compete in a mini-competition, recording scores.</li><li>~ Show an understanding of how the body is affected by exercise</li><li>~ Understand the importance of warming up properly and cooling down</li><li>~ Know that heart rate will be raised during physical activity and why this is important</li><li>~ Practise activities to improve fitness</li><li>~ Measure and record results</li><li>~ Begin to evaluate improvement in fitness and technique linked to practice</li></ul>	<ul style="list-style-type: none"><li>~ Begin to show awareness of having a strong foundation for balanced poses.</li><li>~ Notice how I am feeling when I follow a breathing exercise</li><li>~ Work cooperatively with a partner and with a group to create a yoga flow / dance piece.</li><li>~ Perform in front of others with confidence</li><li>~ Understand the importance of being calm.</li><li>~ Use knowledge of yoga to create a story in small groups.</li><li>~ Perform a yoga flow with a greater number of poses.</li><li>~ Develop different kicks</li><li>~ Develop dribbling skills for control using inside and outside of foot</li><li>~ Be aware of others when playing games.</li><li>~ Choose the correct skills to meet a challenge.</li><li>~ Perform a range of actions, maintaining control of the ball.</li><li>~ Consolidate and develop a range of skills in striking and fielding.</li><li>~ Develop and investigate different ways of throwing (when fielding) and know when it is appropriate to use them.</li><li>~ Practise the correct technique for catching a ball and use it in a game.</li><li>~ Consolidate and develop a range of skills in striking and fielding.</li><li>~ Practise the correct technique for fielding and use it in a game situation.</li><li>~ Strike the ball with feet for distance</li></ul>
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Lower KS2	Autumn Term	Spring Term	Summer Term
<b>Y3 - MFL</b>	<p><b>Getting to know you.</b></p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>Engage in conversations, ask and answer questions in the context of greeting people, introducing yourself.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>Engage in conversations, ask and answer questions; in the context of talking about how you are.</li> <li>Engage in conversations, ask and answer questions in the context of saying goodbye.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>Appreciate stories, songs, poems and rhymes in the language; in the context of counting.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about age</li> </ul>	<p><b>Food, Glorious Food</b></p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>To appreciate stories, songs, poems and rhymes in the language in the context of food.</li> <li>To understand key features and patterns of basic grammar in the context of food.</li> <li>To understand key features and patterns of basic grammar in the context of stating preferences about food.</li> <li>To describe people, places, things and actions orally and in writing in the context of describing food by colour, describing objects by size.</li> <li>To engage in conversations; ask and answer questions express opinions and respond to those of others; seek clarification and help; in the context of preparing, eating and talking about food.</li> </ul>	<p><b>Me and My Family</b></p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>Present ideas and information orally to a range of audiences in the context of family</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>Conjugate high-frequency verbs; In the context of pets.</li> <li>Understand basic grammar and conjugate high-frequency verbs;</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; In the context of introducing people</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>Say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly; In the context of rooms in the home.</li> </ul>



Lower KS2	Autumn Term The Stone Age	Spring Term Rome	Summer Term North America
<b>Y3 - Geography</b>	<p><b>Starting point: ‘Where did the Stone Age settle?’</b> (Locational Knowledge and human geography focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To locate countries in Europe and North and South America on a map or atlas.</li> <li>- To describe where the UK is located, and name and locate its four countries and some counties.</li> <li>- To locate where they live in the UK.</li> <li>- To relate continent, country, county and city to where they live.</li> <li>- To locate the UK’s major urban areas and locate some physical environments in the UK.</li> <li>- To use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</li> <li>- To locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</li> <li>- To identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</li> <li>- To recognise features and some activities that occur in different settlements using a range of key vocabulary.</li> <li>- To recognise the main land uses within urban areas and the key characteristics of rural areas.</li> <li>- To use a map and atlases to identify countries in Europe, and North and South America.</li> <li>- To use 2 figure grid references.</li> <li>- To use the four points of a compass to give direction instructions and begin to learn eight points of a compass.</li> </ul>	<p><b>Volcanoes and Earthquakes</b> (physical geography focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</li> <li>- To describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>- To recognise different natural features (focusing on volcanoes and earthquakes) and describe them using a range of key vocabulary.</li> <li>- To describe how some physical processes can cause hazards to people.</li> </ul>	<p><b>North America study</b> (place knowledge focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To understand the basic physical and human geography of an area of the UK and its contrasting human and physical environments.</li> <li>- To recognise that some regions are different from others.</li> <li>- To describe the physical and human characteristics of a region in North America, and describe similarities and differences with an area of the UK.</li> <li>- To recognise that there are advantages and disadvantages of living in certain environments.</li> <li>- To identify states in North America using a map.</li> </ul>
	<p><b>Continuous Skills*</b></p> <ul style="list-style-type: none"> <li style="width: 33%;">- naming the four countries of the U.K.</li> <li style="width: 33%;">- naming the seas around the UK</li> <li style="width: 33%;">- 4/8 points of a compass, 2 figure grid references</li> <li style="width: 33%;">- naming the capital cities of the U.K.</li> <li style="width: 33%;">- naming physical/human features</li> <li style="width: 33%;">- significance of Equator/North and South Pole</li> <li style="width: 33%;">- naming the continents</li> <li style="width: 33%;">- what is a continent/country/countycity/town/village?</li> <li style="width: 33%;">- location of tropics, Arctic/Antarctic circles</li> <li style="width: 33%;">- naming countries in Europe</li> <li style="width: 33%;">- naming countries in North/South America</li> <li style="width: 33%;">- meaning of rural/urban</li> </ul>		



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(\* link to EAL children in your class/children with family members of friends around the world – where possible to do so)



Lower KS2	Autumn Term	Spring Term	Summer Term
<b>Y3 - History</b>	<p><b>History-</b> Stone Age/ Iron Age</p> <p><b><u>Essential Skills to be developed:</u></b>  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time throughout these eras            Compare the eras  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address historically valid questions through discussion/ in writing with support</p>	<p><b>History-</b> Rome</p> <p><b><u>Essential Skills to be developed:</u></b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History including references to previous periods covered.  <b>Interpreting:</b> Understand that different versions of the past may exist, giving reasons for this. Suggest reliability with support.  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <i>Identify Historically significant people and events from the studied topic area</i></p>	<p><b>History-</b> Local study- Scarborough Castle</p> <p><b><u>Essential Skills to be developed:</u></b>  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <i>Identify Historically significant people and events from the studied topic area -</i>  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address historically valid questions through discussion/ in writing with support</p>
	<p><b><u>Skills to run in the background:</u></b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History  <b>Interpreting:</b> Understand that different versions of the past may exist, giving reasons for this  <i>Identify Historically significant people and events from the studied topic area</i></p>	<p><b><u>Skills to run in the background:</u></b>  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address historically valid questions through discussion/ in writing with support</p>	<p><b><u>Skills to run in the background:</u></b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History  <b>Interpreting:</b> Understand that different versions of the past may exist, giving reasons for this  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p>





Core Themes- Year 3	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming an Active Citizen
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline.</li> <li>I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy.</li> <li>I know about change and loss including separation, divorce and bereavement and the associated feelings.</li> <li>I can judge what kind of physical contact is acceptable or unacceptable and how to respond - including who I</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and explain how to manage risks in different situations including on and offline line.</li> <li>I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline.</li> <li>I can explain how my behaviour may have consequences for myself and others both on and offline.</li> <li>I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc</li> </ul>	<ul style="list-style-type: none"> <li>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences.</li> <li>I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis.</li> <li>I know the benefits of physical exercise and time outdoors.</li> <li>I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc</li> <li>I can communicate my feelings to</li> </ul>	<ul style="list-style-type: none"> <li>I know how to look after and handle money in everyday situations.</li> <li>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</li> <li>I know there are different ways to gain money, including earning it through work.</li> <li>I understand that money is a finite resource for individuals, institutions and the community.</li> <li>I begin to understand why we have charities.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in making and changing rules.</li> <li>I know why different rules are needed in different situations.</li> <li>I know that choices we make can impact on the local, national and global communities.</li> <li>I know where to find impartial advice to inform my decision making.</li> <li>I understand the media can be biased.</li> <li>I can empathise with other people and situations through topical issues, problems and</li> </ul>





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	<p>should tell and how to tell them.</p> <ul style="list-style-type: none"> <li>• I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult.</li> <li>• I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care.</li> <li>• I understand that it is OK to be different to others.</li> <li>• I know the importance of valuing myself.</li> <li>• I can recognise and challenge stereotypes. (including supporting trans children)</li> <li>• I understand about growing and changing and new opportunities and</li> </ul>	<ul style="list-style-type: none"> <li>• I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency.</li> <li>• I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games.</li> <li>• I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online.</li> <li>• I know how to report concerns and get support</li> </ul>	<p>others, recognise how others show feelings and know to respond appropriately.</p> <ul style="list-style-type: none"> <li>• I understand what being resilient means to me and I have strategies I can use.</li> <li>• I can understand why other people are behaving as they are when they are finding change difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes.</li> <li>• I am aware that the learning choices I make will affect my future options.</li> <li>• I can talk positively about what I like to do and what I would like to do in the future.</li> <li>• I can identify positive achievements during my time in Year 3.</li> <li>• I can identify my strengths, areas for improvement and set myself some goals for Year 4.</li> </ul>	<p>local and global events.</p>
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	<p>Responsibilities both on and offline that increasing independence may bring.</p> <ul style="list-style-type: none"><li>• I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention.</li><li>• I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent.</li><li>• I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help. (this includes different types of bullying,</li></ul>	<p>with issues online.</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>			
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# Gladstone Road Primary School Year 3

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	<p>how to recognise it, how to seek help and coping strategies)</p> <ul style="list-style-type: none"><li>• I can empathise with other people and understand how people can react differently to the same situation.</li><li>• I can listen to and show respect for the views of others both on and offline.</li></ul>				
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# Gladstone Road Primary School Year 3

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Lower KS2	Autumn Term	Spring Term	Summer Term
<p><b>Y3 - RE</b></p> <p><b>The threefold aim of RE:</b></p> <p>A) Know about &amp; Understand</p> <p><b>B) Express &amp; Communicate</b></p> <p>C) Gain &amp; Deploy Skills</p> <p>Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**</p>	<p><i>L2.7 What does it mean to be a Christian in Britain today?</i></p> <p><b>Religions Studied:</b> Christianity</p> <p><b>Skills to be developed:</b> <b>Living strand</b></p> <p>A) Know about &amp; Understand A1, A2, A3</p> <p><b>B) Express &amp; Communicate</b> <b>B1, B2</b></p> <p>C) Gain &amp; Deploy Skills C1, C2</p>	<p><i>L2.1 What do different people believe about God?</i></p> <p><b>Religions Studied:</b> Christianity Hinduism Islam</p> <p><b>Skills to be developed:</b> <b>Believing strand</b></p> <p>A) Know about &amp; Understand A1</p> <p><b>B) Express &amp; Communicate</b> <b>B1, B2, B3</b></p> <p>C) Gain &amp; Deploy Skills C1</p>	<p><i>L2.4 Why do people pray?</i></p> <p><b>Religions Studied:</b> Christianity Hinduism Islam</p> <p><b>Skills to be developed:</b> <b>Expressing strand</b></p> <p>A) Know about &amp; Understand A1, A2, A3</p> <p><b>B) Express &amp; Communicate</b> <b>B1, B3</b></p> <p>C) Gain &amp; Deploy Skills</p>