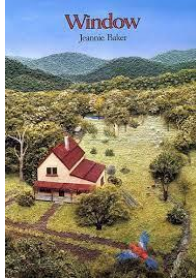
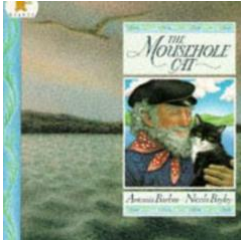
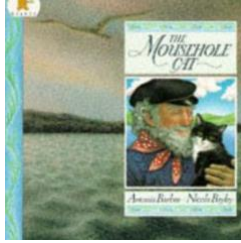




Year 3 Long Term Curriculum Plan
Radnor House Prep School

Year 3 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Farm to fork	Sustainability	Zero to hero	Zero to hero	Create and innovate	Create and innovate
Quality Texts		 <p>Window By Jeannie Baker</p>				
English (possible writing outcomes)	<p>Understand imperative verbs Sequencing information in instructions Create clear instructions Use precise persuasive language</p> <p>Explanation texts- bees</p> <p>Persuasive posters- healthy eating</p> <p>Character descriptions- Roald Dahl week</p>	<p>Use precise, descriptive language. Justify opinions Make careful observations Describing scenes</p> <p>Making reductions and inference</p> <p>Animal poems- Acrostic poems</p>	<p>Letter from one character to another.</p> <p>Story mapping Predictions Retell parts of the story from an alternative perspective.</p>	<p>Recount events- character tier recount of the events</p>	<p>Write in the role of Tranio or Livia. Newspaper report on the eruption. Add more excitement to the plot – What happened if they awoke? Write a eulogy for Tranio's dad. Poem for remembering Pompeii.</p>	<p>Biography of the iron man. Character description using figurative language. Setting description. Write a sequel – how did the iron man end up there? Diary Entry Letters to other characters. Re-write parts of the text.</p>

<p>Writing skills:</p>	<p>Words/ Vocabulary:</p> <p>Strengthen verbs for use in dialogue: whispered, grunted, yelled</p> <p>Strengthen verbs to give information about characters:</p> <p>Sophie <i>spied</i> an unusual object at the water's edge.</p> <p>Jack <i>stomped</i> along the road and into the park.</p> <p>Technical vocabulary related to topic: Volcano, erupt, lava, flow, magma Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution,</p>	<p>Sentence structure:</p> <p>Vary sentence starters:</p> <p>Adverb – Slowly, Rose stepped into the dark tunnel.</p> <p>Adverbial phrases – How – With a heavy heart, Blue Kangaroo hopped down the stairs.</p> <p>Where – On the other side of the forest, wolf was waiting.</p> <p>When – After a short time, she found herself in front of a tiny cottage.</p> <p>Ing starter – Smiling, Jack turned to Rose. Continue to develop use of embedded relative clause: Fibonacci rabbits, who live in fields, like to eat grass.</p> <p>Power of three to add detail: The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees.</p> <p>Topic sentence to open paragraphs: Many different animals live in the rain forest.</p>	<p>Text structure:</p> <p>Use five-part structure for narrative: opening, build-up, problem, resolution, ending which form paragraphs.</p> <p>Non-narrative:</p> <p>Introductory hook to introduce topic and interest reader.</p> <p>Paragraphs organise material with the same theme.</p> <p>Developed end with a personal response or an interesting fact.</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play)</p>	<p>Punctuation:</p> <p>Comma with adverbial phrases.</p> <p>Introduction to inverted commas to punctuate direct speech</p>
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Reading skills:	Word reading / Vocabulary: Self-monitoring for understanding is an automatic process. Show interest in reading more challenging texts beyond those used in school and have the stamina to finish them. Interested in words and language used in books, in finding appropriate alternatives, recording them and drawing on them for use in writing. Use dictionaries to check the meaning of words.	Inference / Prediction / Making links: Select non-fiction materials appropriate for the purpose. Compare books and state preferences. When reading, draw on knowledge of other books and genres to consider possible plots and outcomes. Recognise particular character types and the role they may play in a book. Ask questions to improve their understanding. Predicting what may happen from details stated and implied.	Explanation / Comprehension: Show understanding of how the setting of a book can influence the plot and the type of characters. Show understanding of how a writer chooses words and language to create specific effects on the reader. Use words and language from reading to create a specific effect on the reader. Identify themes and conventions. Discuss words and phrases that capture the reader's interest and imagination.
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Maths	Number: Place Value Number: Addition and Subtraction Multiplkicationnn and Division Number: Fractions		Number: Place Value Number: 4 operations Measurement: Length and height Measurement: Mass and volume Measurement: Time		Number: Fractions Measurement: Money Measurement: Time Geometry: Properties of shapes Statistics: Data	
	Skills: Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. They will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems.					
Science	Plants – life cycle of functions of different plants	Light – sources of light, shadows	Forces and magnets	Animals – including humans nutrition, skeletons and muscles	Rocks	Continue – working scientifically
	Skills: Make relevant observations Carry out a fair test with support, recognise and explain why it is a fair test Record their observations in written, pictorial and diagrammatic forms, begin to select the appropriate format to record their observations Begin to offer explanations for what they see and communicate in a scientific way what they have found out Measure using given equipment and select equipment from a limited range					

	Begin to identify patterns in recorded measurements					
History		What is the ice age and how did this change the functioning of the world.				
	<p>Skills:</p> <p><u>Chronological understanding</u></p> <p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p><u>Range and depth of historical knowledge</u></p> <p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p><u>Interpretations of history</u></p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Look at representations of the period – museum, cartoons etc</p> <p><u>Historical enquiry</u></p> <p>Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research</p> <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>					
Geography	Global warming with key question of what is climate change and global			Rivers of the world		Uk comparison with Europe

	warming.					
	<p>Skills:</p> <p><u>Direction/Location</u></p> <p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p> <p><u>Drawing maps</u></p> <p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p> <p><u>Representation</u></p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p><u>Using maps</u></p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p><u>Scale/Distance</u></p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p><u>Map knowledge</u></p> <p>Begin to identify points on maps A,B and C</p> <p><u>Style of map</u></p> <p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p><u>Perspective</u></p> <p>Begin to draw a sketch map from a high view point.</p> <p><u>Geographical enquiry</u></p> <p>Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>					
Religious Studies (FW) Hinduism	<u>Autumn 1-Farm to Fork</u> <u>Special Festivals</u>	<u>Autumn 2-Sustainability</u> <u>Beliefs and</u>	<u>Spring 1-Zero to Hero</u> <u>Beliefs and Teachings</u>	<u>Spring 2-Zero to Hero</u> <u>Religion in the Community</u>	<u>Summer 1-Create & Innovate</u> <u>Sacred Writings</u>	<u>Summer 2-Create & Innovate</u> <u>Ways of</u>

Christianity Sikhism Judaism Humanism Non-religious beliefs Islam Buddhism	Rosh-Hashanah- Judaism (15-17Sep)	<u>Teachings</u> Introducing Humanism	Christianity- Jesus Who is Buddha? Hinduism- Brahman and The Trimurti	Meaning of Community	What do we mean by sacred?	<u>Worshipping</u> Symbols and signs in the Church
	Yom Kippur- Jewish New Year	Sikhism – Mool Mantra	<u>Important Stories within Religion</u> The Story of Moses & Egypt	Role of the Mosque in the Community	Bible for Christians Bible split/sectioned	Worship in the Synagogue
	Harvest Festivals around the world (October)	Judaism- Leading a Kosher Life		Role of the Gurdwara in the Community	Guru Granth Sahil	The 5 K's- Sikhs
	<u>Places of Worship</u> Gurdwaras- Sikhism	<u>Special Festivals</u> Diwali- Sikhism/Hinduism 12Nov	Parables from the Bible- The Lost Son/ Jonah and the Whale/ Good Samaritan	Role of the local church and priest or vicar.	The Qur'an	Hindu Worship – Congregational and at home
	Mandir- Hinduism	Thanksgiving 23Nov	Stories about Hindu Gods and Goddesses	Role of the Synagogue in the Community		Worship in the Mosque
	Cathedral- Christianity	Hanukah- 7-15Dec	When the 10 Commandments are revealed			
	Find similarities	Christmas- Christianity	Trip: Buddhapadipa Temple London			
		Trip: Gurdwara Sri Guru Singh Sabha, Hounslow				

	Skills:					
Indoor PE Outdoor PE	Swimming	Swimming	Dance	Dance	Gymnastics	Gymnastics
	Athletics	Athletics	Invasion Games (Rugby)	Invasion Games (Rugby)	Striking and Fielding (Rounders)	Striking and Fielding (Rounders)

	<p>Skills:</p> <p>Dance: Beginning to improvise independently to create a simple dance; beginning to improvise with a partner to create a simple dance; translates ideas from stimuli into movement with support; beginning to compare and adapt movements and motifs to create a larger sequence; uses simple dance vocabulary to compare and improve work.</p> <p>Gym: Applies compositional ideas independently and with others to create a sequence; copies, explores and remembers a variety of movements and uses these to create their own sequence; describes their own work using simple gym vocabulary; beginning to notice similarities and differences between sequences; uses turns whilst travelling in a variety of ways; beginning to show flexibility in movements; beginning to develop good technique when travelling, balancing, using equipment etc. Games: Understands tactics and composition by starting to vary how they respond; vary skills, actions and ideas and link these in ways that suit the games activity; beginning to communicate with others during game situations; uses skills with co-ordination and control; develops own rules for new games; makes imaginative pathways using equipment; works well in a group to develop various games; beginning to understand how to compete with each other in a controlled manner; beginning to select resources independently to carry out different skills.</p> <p>Athletics: Beginning to run at speeds appropriate for the distance <i>e.g. sprinting and cross country</i>; can perform a running jump with some accuracy; performs a variety of throws using a selection of equipment; can use equipment safely and with good control;</p> <p>Outdoor Adventurous activities: Develops listening skills; creates simple body shapes; listens to instructions from a partner/ adult; beginning to think activities through and problem solve; discuss and work with others in a group; demonstrates an understanding of how to stay safe.</p> <p>Swimming: Swims competently, confidently and proficiently over a distance of at least 25 metres; uses a range of strokes effectively <i>e.g.</i> front crawl, backstroke and breaststroke; performs safe self-rescue in different water-based situations.</p> <p>Evaluation: Watches and describes performances accurately; beginning to think about how they can improve their own work; work with a partner or small group to improve their skills; make suggestions on how to improve their work, commenting on similarities and differences;</p> <p>Healthy Lifestyle: Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>
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Art	Autumn 1 – Farm to Fork <u>Drawing & Sculpture</u> Farm to Fork topic: Silk – From silkworm to clothing store. Practise 3-dimensional sketching techniques. Shading/Tonal/Stippling/Hatching/Cross-hatching/Scuttling Research journey from silk farm to store, compile	Autumn 2 – Sustainability <u>Painting</u> (Shape/form/texture) Create a painting with a range of tertiary water colours with light and dark areas. Focus on primary and the secondary colours. Colour mixing. Then tertiary colours.	Spring 1– Zero to Hero <u>Collage</u> Create a collage for purpose with a colour block. Create colour block by using the same colour. Artist: Robin Brooks	Spring 2 –Zero to Hero <u>Sculpture</u> Still life sculpture. 3D visual art. Use of water to correct. Artist interpretation. Clay tools Create a sculpture for purpose in the shape of an animal with textures created through paint. Acrylic paint.	Summer 1 – Create and Innovate <u>Painting</u>	Summer 2 – Create and Innovate
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	<p>information in creative scrapbook poster.</p> <p>Leaf rubbings on paper</p> <p>Leaf rubbing/printing on clay</p> <p>Sculpting silkworms, eggs and cocoons. Paint with acrylic.</p>	<p>Creating darker and lighter colours by adding black or white.</p> <p>Contrasting colours to compliment.</p> <p>Artist: Anne Devenport</p> <p>Drawing-charcoal pencils & charcoal sticks</p> <p>Create cave drawings</p> <p>Create a stencil, outline, basic shading, observational drawing</p>		Artist: Jian Mahony	Artist: Vincent Van Gogh	
	<p>Skills:</p> <p>Colour: Name primary colours. Name and make 3 secondary colours. Mix shades of secondary and primary colours. Name and mix some tertiary colours –amber, magenta, teal, vermillion (scarlet, ruby, cerise), violet, spring green. Explore complementary colours and identify their relationship on a colour wheel.</p> <p>Tone: Select appropriate brush size. Create different lines. Create layers through painting on top of wash.</p> <p>Line:</p> <p>Shape:</p> <p>Texture:</p>					
Design Technology (STEAM)	Autumn 1 Snapper Puppets	Autumn 2 Danbo toy	Mini STEAM projects (Zero to hero inventions) Trebuchet elastic band car Coding introduction	Money Box made from wood joining techniques.		

	<p>Skills:</p> <p>To generate ideas with growing confidence for an item, considering its purpose and the user/s.</p> <p>To identify a purpose and establish criteria for a successful product.</p> <p>Begin to understand CAMS and different forms of energy</p> <p>To understand and assemble various models focusing on movement, energy and structure.</p> <p>To understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>To learn about existing products and to identify what makes the product appealing or less appealing.</p> <p>To make drawings with labels when designing and when planning; explain their choice of materials and components including function and aesthetics.</p> <p>To understand how to be safe in the workshop and how to use tools correctly.</p> <p>To understand what tools and equipment works best for each job.</p> <p>To begin to understand the properties of some wood (hardwoods, softwoods, plywood).</p> <p>To start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. To create a joint and linkage using the correct tools and materials.</p> <p>To measure, mark out, cut, score and assemble components and start to work safely and accurately with a range of simple tools.</p> <p>To start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. To begin to understand how to make the right design choice based on complexity.</p> <p>To understand how to decorate a product based on original design.</p> <p>To start to evaluate their product against original criteria e.g. how well it meets its intended purpose.</p>		
Music and Music Technology	Animal Music	Saharan Music <p>Pupils learn about music from Western, Sub-Saharan Music.</p> <p>Learn to perform polyphonic rhythms on the djembes and other percussion instruments and compose a piece of music using the techniques learnt in the unit.</p> <p>L1- Learning about Western African countries, cultures and music. Exploring African Drumming Techniques using Djembes.</p> <p>L2- Performing an African Drumming Polyrhythmic Piece- 'Sun Over the Sahara' as a whole class ensemble. Learning about 'cyclic rhythms' and 'polyrhythms.'</p> <p>L3-Listen to a piece of African Dance Music and revising words and terms from lessons 1-2. Composing a drumming piece based on different African countries.</p> <p>L4- Exploring syncopated rhythms by taking part in a listening task. Learn to sing 'Wimoweh,' with a focus on the syncopated rhythms</p> <p>L5- Perform 'Wimoweh' as a whole class.</p> <p>L6-7- Exploring Call and Response and composing a piece of music using call and response ideas. Compose and perform a call and response piece as part of a small band.</p> <p>L8- End of unit self-assessment task and final performance.</p>	Theme and Variation & Learning the Ukulele

Skills:**Listening and appraisal:**

Listening to music from a range of musical genres including Western Classical Music, World Music and Popular Music genres.

Gaining an understanding of music within the context of history, society and other cultures

Learning to aurally recognise instruments from sub-Saharan Africa and Western orchestral instruments

Learning about the elements of music- include rhythm, metre, tempo, pitch and melody, structure and form, harmony, tonality, texture, dynamics and timbre

Composing:

Understanding the importance of the elements of music and how they are used to compose and perform music,

Composing music using graphic scores and simple music notation including crotchets, quavers, minims and rests.

Composing music using staff notation on the treble clef

Using MAC computers and iPads to compose music. Developing music technology skills by composing music using Garageband music software

Performance:

Learning to play a range of instruments including the ukulele, tuned and untuned percussion, keyboards and the piano.

Working collaboratively with your peers to perform a song

Singing songs in a range of genres, in unison and in canon and two-part harmony

Learning to apply the elements of music tempo, dynamics and harmony to a performance

PSHE	Autumn 1 <u>Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective	Autumn 2 <u>Healthy Me</u> Food labelling and healthy swaps Exercise Fitness challenges Attitudes towards drugs Keeping safe and why it's important online and off-line Respect for myself and others Healthy and safe choices	Spring 1 <u>Celebrating Differences</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Spring 2 <u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Summer 1 <u>Relationships</u> Family roles and responsibilities Friendship and negotiation Keeping safe online Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation	Summer 2 <u>Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
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	<p>Skills:</p> <p>Being Me in My World: Face new challenges positively and know how to set personal goals. Know what I value most about my school and can identify my hopes for this school year. Empathise with people in this country whose lives are different to my own. To understand my rights and responsibilities as a citizen of my country and as a member of my school. Make choices about my own behaviour because I understand how rewards and consequences feel. To understand that my actions affect me and others. To understand that an individual's behaviour can impact on a group. To understand how democracy and having a choice benefits the school community and know how to participate in this.</p>					
	Vocabulary and conversations using numbers to 100	Vocabulary and conversations about colours	Learn Spanish number rhymes	Vocabulary and conversations using a variety of greetings	Learn Spanish songs	Building vocab into conversation
	<p>Skills:</p> <p><u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.</p>					
	<p><u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>					