

Stanningley Primary School
CLASS 3 CURRICULUM MAP (Long Term Planning)

CLASS 3	Autumn 1 7 Weeks +2days	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
ENGLISH	Week 1-2: Sentence Structure Writing to Entertain Character Descriptions Focus on adjectives/expanded noun phrases/full sentences Week 3: Sentence Structure Writing to Entertain Character Descriptions Focus on adjectives/expanded noun phrases/full sentences Week 4: Sentence Structure Writing to Inform Newspaper Report Focus on inverted commas Week 5-8 Black History – Rosa Parks Writing to Inform Biography Story Focus on use of adverbs/conjunctions	Week 1-3 Stone Age Class Text: Stone Age Boy Writing to Entertain Story. Character/Setting Descriptions Focus on Apostrophes, subordinate clauses and tense Week 4-7 Bronze Age to the Iron Age Writing to Inform Newspaper Article Explanations Writing to Entertain Descriptions Focus on subordinate clauses and paragraphing.	Week 1-3 Class Text: The Tin Forest Writing to Entertain Story Character and Setting Descriptions Focus on apostrophes, prepositions and description Week 4-6 Class Text: The lion, the witch and the wardrobe Writing to Entertain Story Focus on inverted commas, paragraphs and description	Week 1 – 2 – Ancient Egypt Why move to the Nile? Writing to Persuade Letter Focus on layout and organisation Week 3 -4 – Ancient Egypt Life of an Egyptian Writing to Inform/Entertain Diary Focus on subordinate clauses and paragraphing. Also look at tense Week 5-6 - Ancient Egypt Mummification Writing to Inform Instructions Focus on organisation, adverbs and punctuation	Week 1 -3 –Ancient Egypt Curse of the Mummies Writing to Entertain Story Focus on apostrophes, prepositions and description Week 4-6 Ancient Egypt Egyptian Report Writing to Inform Non-Chronological Report Focus on Layout and organisation	Week 1-2 – Coasts Writing to Entertain Setting Description Focus on prepositions, adverbs and conjunctions Week 3-4 – Coasts Writing to Persuade/Inform Letter Focus on organisation, layout and punctuation. Week 5-7 – Seaside Writing to Entertain Poetry Focus on different layouts and techniques
Class Text	Reading for pleasure: Harry Potter and the Philosophers Stone by J.K Rowling Sammy Feels Shy by Tom Percival Story of Rosa Parks The Nothing To See Here Hotel by Steven Butler	Reading for Pleasure: The Christmas Pig by J.K Rowling Stone Age Boy by Satoshi Kitamura	Reading for Pleasure: Mega Monster by David Walliams The Tin Forest by Helen Ward	Reading for Pleasure: The Creakers By Tom Fletcher	Reading for Pleasure: The Ancient Egypt Sleepover by Stephen Davies	Reading for Pleasure: The Witches by Roald Dahl

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MATHS Power Maths (aligned with White Rose Maths)	Week 1-3 Number – Place Value Week 4- 8 Number – Addition and Subtraction	Week 9-10 Number – Addition and Subtraction Week 11-14 Number –Multiplication and Division Week 15 REVIEW	Week 1-3 Multiplication and Division Week 4-5 Measurement – length and perimeter - to finish in Spr2 first	Week 6-8 Measurement – Fractions Week 9-10 Measurement – Mass and Capacity Week 11 CONSOLIDATION/REVIEW	Week 1-2 Number - Fractions Week 3 Measurement – Money Week 4-6 Measurement – Time	Week 7-9 Geometry – Properties of Shapes Week 10-11 Statistics Week 12-13 CONSOLIDATION/REVIEW
 	Chemistry: Rocks -compare and group together different kinds of rocks (M, I and S) on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock -Recognise that soils are made from rocks and organic matter.	Physics: Light -Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is blocked by an opaque object - Find patterns in the way that the size of shadows change.	Physics: Forces and magnets -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Biology: Animals including Humans -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Biology: Plants -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Biology: Plants -Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
COMPUTING Purple Mash	Unit 3.1 Coding 5 week DESIGN, WRITE AND DEBUG PROGRAMS THAT ACCOMPLISH SPECIFIC GOALS, INCLUDING CONTROLLING OR SIMULATING PHYSICAL SYSTEMS; SOLVE PROBLEMS BY DECOMPOSING THEM INTO SMALLER PARTS Unit 3.2 Online safety 3 week	Unit 3.3 Spreadsheets 3wk USE SEQUENCE, SELECTION, AND REPETITION IN PROGRAMS; WORK WITH VARIABLES AND VARIOUS FORMS OF INPUT AND OUTPUT Unit 3.4 Typing 4 week	Unit 3.8 Graphing 6 week unit SELECT, USE AND COMBINE A VARIETY OF SOFTWARE (INCLUDING INTERNET SERVICES) ON A RANGE OF DIGITAL DEVICES TO DESIGN AND CREATE A RANGE OF PROGRAMS, SYSTEMS AND CONTENT THAT	Unit 3.5 Email 6 week UNDERSTAND COMPUTER NETWORKS INCLUDING THE INTERNET; HOW THEY CAN PROVIDE MULTIPLE SERVICES, SUCH AS THE WORLD WIDE WEB; AND THE OPPORTUNITIES THEY OFFER FOR COMMUNICATION AND COLLABORATION	Unit 3.6 Branching Databases 6 week [science link - plants – branching database to identify different common plants/trees] SELECT, USE AND COMBINE A VARIETY OF SOFTWARE (INCLUDING INTERNET SERVICES) ON A RANGE OF DIGITAL	Unit 3.7 Simulations 7 week DESIGN, WRITE AND DEBUG PROGRAMS THAT ACCOMPLISH SPECIFIC GOALS, INCLUDING CONTROLLING OR SIMULATING PHYSICAL SYSTEMS; SOLVE PROBLEMS BY

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	USE TECHNOLOGY SAFELY, RESPECTFULLY AND RESPONSIBLY; RECOGNISE ACCEPTABLE / UNACCEPTABLE BEHAVIOUR; IDENTIFY A RANGE OF WAYS TO REPORT CONCERNS ABOUT CONTENT AND CONTACT	USE TECHNOLOGY TO ACCOMPLISH GIVEN GOALS	ACCOMPLISH GIVEN GOALS, INCLUDING COLLECTING, ANALYSING, EVALUATING AND PRESENTING DATA AND INFORMATION		DEVICES TO DESIGN AND CREATE A RANGE OF PROGRAMS, SYSTEMS AND CONTENT THAT ACCOMPLISH GIVEN GOALS, INCLUDING COLLECTING, ANALYSING, EVALUATING AND PRESENTING DATA AND INFORMATION	DECOMPOSING THEM INTO SMALLER PARTS
RE/CULTURES Leeds Agreed Syllabus Christianity (+ Islam & Judaism) Following the Leeds Agreed Syllabus	CL2.6 How do Jews remember the stories of God's covenant? <i>The religion studied in this unit: Judaism</i>	CL2.5 How do ancient stories influence modern celebrations?		FL2.12 How does the Bible help Christians to live a good life? <i>The religion studied in this unit: Christianity</i>	CL2.2 How do different people express their spirituality?	

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HISTORY Rising Stars Voyagers Scheme	What was new about the New Stone Age? <i>Changes in Britain from the Stone Age to the Iron Age</i> STONE AGE TO IRON AGE - Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers' - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Know and understand the history of these islands (The UK) as a coherent chronological narrative from the earliest times to the present day.	How unpleasant were the Bronze and Iron Ages? <i>N.C. Changes in Britain from the Stone Age to the Iron Age</i> - Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers' - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Know and understand the history of these islands (The UK) as a coherent chronological narrative from the earliest times to the present day.		How much did the Ancient Egyptians achieve? <i>N.C. The achievements of the earliest civilizations</i> <i>Maths – Geometry and shape</i> ANCIENT EGYPT - Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of: Ancient Egypt; - Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations and the expansion and dissolution of empires. - Understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt - Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts		
GEOGRAPHY Rising Stars Voyagers Scheme Fieldwork skills			Where on Earth are we? LOCATIONAL GEOGRAPHY: IDENTIFY THE POSITION AND SIGNIFICANCE OF LATITUDE, LONGITUDE, EQUATOR, NORTHERN HEMISPHERE, SOUTHERN HEMISPHERE, THE TROPICS OF CANCER AND CAPRICORN, ARCTIC AND ANTARCTIC CIRCLE, THE PRIME/GREENWICH MERIDIAN AND TIME ZONES (INCLUDING DAY AND NIGHT); LOCATE THE		Is climate cool? PHYSICAL GEOGRAPHY: DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING: CLIMATE ZONES, BIOMES AND VEGETATION BELTS, RIVERS, AND MOUNTAINS	Do you like to be beside the seaside? LOCATIONAL KNOWLEDGE: NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES (INCLUDING HILLS.

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			WORLD'S COUNTRIES, USING MAPS TO FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) AND NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES SKILLS AND FIELDWORK: USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED			MOUNTAINS, COASTS AND RIVERS), AND LAND-USE PATTERNS; AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME FIELDWORK AND SKILLS: USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED USE THE EIGHT POINTS OF A COMPASS, FOUR AND SIX-FIGURE GRID REFERENCES, SYMBOLS AND KEY TO BUILD THEIR KNOWLEDGE OF THE UNITED KINGDOM AND THE WIDER WORLD
DT		Design and make Christmas tree decorations to hold chocolate coins prove that the design meets a set criterion and make sure that it looks attractive. Choose materials for both suitability and appearance and work accurately to measure, make cuts and make holes. Select the most appropriate tools and techniques for a given task and explain how to improve a finished model saying why a it has, or has not, been successful		Mechanical systems Levers and Linkages Design and make moving Easter cards know how to strengthen a product by stiffening a given part or reinforce a part of the structure and prove that a design meets a set criterion, making sure that it looks attractive. Choose a material for both its suitability and its appearance and work accurately to measure, make cuts and make holes. Explain how to improve a finished model and say why a model has, or has not, been successful		

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				FOOD TECHNOLOGY Healthy and varied diet [including cooking and nutrition requirements for KS2] Design and make a healthy sandwich Making savoury quiches - describe how food ingredients come together - weigh out ingredients and follow a given recipe to create a dish - talk about which food is healthy and which food is not - know when food is ready for harvesting		
ART	Cave painting - recognise when art is from different historical periods Sketching faces – expressions - know how to use sketches to produce a final piece of art - know how to show facial expressions in art. - know how to use different grades of pencil to shade and to show different tones and textures - recognise when art is from different historical periods – portraits - know how to use sketches to produce a final piece of art	Iron age art - recognise when art is from different historical periods - recognise when art is from different cultures	Study of great artists MC ESCHER - know how to identify the techniques used by different artists - know how to compare the work of different artists - recognise when art is from different cultures - recognise when art is from different historical periods	Egyptian art - recognise when art is from different historical periods - recognise when art is from different cultures	Study of great artists William Turner - know how to identify the techniques used by different artists - know how to compare the work of different artists - recognise when art is from different cultures - recognise when art is from different historical periods	Painting coasts - know how to create a background using a wash - know how to use a range of brushes to create different effects in painting revisit work on W Turner
PSHE You, Me & PSHE Scheme of Work	Keeping safe and managing risk Bullying - See it, Say it, Stop it.	Identity, society & equality Celebrating difference	Mental health and emotional wellbeing Strengths and challenges	Drug, alcohol and tobacco education Tobacco is a drug	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Physical health & wellbeing What helps me choose?
MINDMATE	Feeling good & being me	Friends & Family	Life Changes	Strong emotions	Being the same, being different	Solving problems/ Making it better

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	Goals & aspirations <i>I'm good at.... & I am going to try & be better at...by setting myself a simple target</i>	Unkind behaviours <i>I understand that when I am unkind it impacts on others</i>	Life in KS2 New faces/ new routines <i>I am learning to handle change</i>	Introducing strong emotions, including anger <i>I know it's ok to feel strong emotions sometimes</i>	Differing opinions <i>I accept that my friends & I might have different opinions</i>	Dealing with difficult situations <i>I can work with different people in my class</i>
PE	Personal Coordination – Footwork Static Balance – One leg	Social Dynamic Balance to Agility – Jumping and Landing Static Balance - Seated	Cognitive Dynamic Balance – On a Line Coordination – Ball Skills	Fitness Agility – Ball Chasing Static Balance - Stance	Creative Coordination – Sending and receiving Counter Balance – With a Partner	Physical Agility – Reaction and Response Static Balance – floor Work
SWIMMING	<i>The National Curriculum states: "All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively such as front crawl, backstroke and breaststroke and perform safe self-rescue in different water-based situations."</i>					
SPANISH Session delivered by Señora Vanessa Woodward	- Unit 1 Hola! - Greet and say goodbye - Ask someone's name and say your own - Ask how someone is and respond and some basic nouns - Numbers 1-10 - Social conventions/ask and answer questions and first notions of gender (el, la) Rockalingua Online BBC languages Links to games www.spanish-games.net/spanoshtopics www.languageangels.com	- Unit 2 En la aula - Recognise and repeat classroom instructions - Show understanding with physical response - Identify classroom objects - Identify colours and describe an objects colour - Cultural: Christmas in Spain – similarities and differences - Gender, ask and answer questions, basic word order, using context to determine meaning and compare languages	- Unit 3 Los Fonicos - Recognise vowel sounds in single letters - Recognise vowel sounds in familiar words - Say vowel sounds and perform with actions - Recognise 5 'C' sounds in single sounds (ca, ce, ci, co, cu) - Say 'C' sounds and perform actions to show understanding - Use knowledge of all phonic sounds to say individual words - Identify key phonic sounds	- Unit 4 Los Numeros - Say and understand numbers 1-10 - Use numbers to do simple calculations - Say and understand colours - Say what is your favourite colour - Word order and position adjectives of adjectives in sentence	- Unit 5 Mi Nombre - Ask and say your name - Ask/Say what someone's name is - Culture: Easter in Spain – similarities and differences - Use 1st and 3rd person singular (llamarse – me llamo/se llama)	- Unit 6 La La Oruga Muy Hambrienta - Understand days of the week - Learn and say fruit names - Give a simple opinion (Me Gusta) - Recognise negative sentences - Say/read some familiar words - Recognise and name familiar nouns - Read and show understanding of familiar single words and join in with actions to accompany familiar songs, stories and rhymes.
MUSIC Session delivered by Mrs Rivers (Art Forms)	Florence Price: A trailblazer for African American female composers. (BBC Ten Pieces) Year 3 Unit 2 (second part (Charanga): What Stories does	Antonio Vivaldi – 'Winter' from the Four Seasons- BBC Ten Pieces Christmas- KS2 Nativity	Charanga topic: Year 3 Unit 1: How does Music bring us closer together? Developing notation skills Ensemble work: Tuned/untuned percussion. Composition and performance.	Egyptians: 'Tutankhamun!' song- Sing Up Charanga topic: Year 3 unit 2- 'What stories does music tell us about the past?'- Enjoying improvisation	Whole class Recorder: Following the 'Red Hot Recorder' and 'Charanga' schemes.	Whole class Recorder: Following the 'Red Hot Recorder' and 'Charanga' schemes. Ensemble work – including tuned/untuned percussion, including boomwhackers.

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	Music tell us about the Past?' -an introduction to Gospel music ('When the Saints go Marching in') and the music of New Orleans. Enjoying Improvisation. Harvest whole school performance with year 3 showcase					
VISIT / VISITOR						