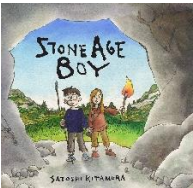
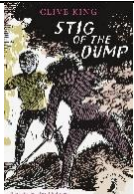
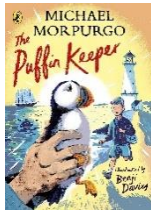
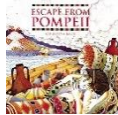




Mansbridge Primary School Long Term Curriculum Plan – Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme						
Reading	Purposes: Behaving as a Reader – Lots of modelling how to be a reader whilst reading class books. Modelling decoding, retrieving and verbalising inference will help the children to understand the thought process behind these skills. Retrieval – Many questions, both verbal and written, will focus on retrieval: picking out relevant information needs to be consistent and frequent for children to master this skill. Decoding - We will still be encouraging the children to use their decoding skills to read unfamiliar words, especially since longer chapter books will be relatively new to them. Objectives: Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books Listening attentively to a longer and a wider range of texts Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Reading for a range of different purposes Asking self-directed questions/ showing curiosity to deepen their understanding Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Retrieving and recording information from fiction and non-fiction Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends Recognising the conventions of organisation, structure and presentation of the different forms they read Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Showing awareness that writers have different purpose Commenting on the effect that the reader's or writer's context has on the meaning of text Commenting on the writer's viewpoint Identifying the main purpose Commenting on the effect on the reader Identifying main ideas drawn from more than one paragraph and summarising these Extending their interest in the meaning and origin of words					
	Predicting what might happen from details stated and implied.	Being willing to experiment with reading choices	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	Being willing to experiment with reading choices	Being willing to experiment with reading choices
	Drawing inferences such as inferring characters' feelings, thoughts and	Using contents pages and indexes to locate information	Drawing inferences such as inferring characters' feelings, thoughts and	Being willing to experiment with reading choices	Using contents pages and indexes to locate information	Beginning to identify how structure and

	motives from their actions, and justifying inferences with evidence Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tale Preparing readings for performance and showing understanding through volume, tone, intonation and action.	Beginning to identify how structure and presentation contribute to meaning Using dictionaries to check the meaning of words they have read Identifying how language, structure, and presentation contribute to meaning	motives from their actions, and justifying inferences with evidence Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tale Recognising some different forms of poetry (e.g. free verse; narrative poetry)	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Beginning to identify how structure and presentation contribute to meaning Recognising some different forms of poetry (e.g. free verse; narrative poetry) Discussing words and phrases that capture the reader's interest and imagination	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Beginning to identify how structure and presentation contribute to meaning Using dictionaries to check the meaning of words they have read Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	presentation contribute to meaning Recognising some different forms of poetry (e.g. free verse; narrative poetry) Discussing words and phrases that capture the reader's interest and imagination Retelling orally a wider range of familiar stories including fairy tales, myths and legends
Key Texts	 Stone Age Boy <i>Satoshi Kitamura</i>	 Stig of the Dump <i>Clive King</i>	 George's Marvellous Medicine <i>Roald Dahl</i>	 The Iron Man <i>Ted Hughes</i>	 The Puffin Keeper <i>Michael Morpurgo</i>	 Escape from Pompeii <i>Christina Balit</i>

	 Stig of the Dump - <i>Clive King</i>	 The Big Book of the UK <i>Imogen Russell Williams</i>				
Additional Texts	Variety of Prehistoric texts linking the Stone Age, Bronze Age and Iron Age					Non-fiction Roman Texts
Writing Outcomes	<u>Narrative story set in Stone Age (portal)</u> Audience: peers Purpose: to entertain <u>Diary writing – in role as a character from Stig of the Dump</u> Audience: the writer Purpose: to inform	<u>Information fact file about the UK</u> Audience: KS2 children Purpose: to inform <u>Informal letter describing the UK</u> Audience: non-UK resident Purpose: to persuade.	<u>A poster to advertise George's medicine</u> Audience: Farmers Purpose: to persuade <u>Narrative writing – a scene from Grandma's perspective</u> Audience: peers Purpose: to entertain	<u>Diary writing in role as Hogarth and the Iron Man</u> Audience: their self, in role Purpose: to inform <u>Instructional writing: how to make a paper mâché volcano</u> Audience: peers Purpose: to inform	<u>Informal Letter between characters in The Puffin Keeper</u> Audience: chosen character Purpose: to inform <u>Narrative writing – additional scene for The Puffin Keeper</u> Audience: peers Purpose: to entertain	<u>Newspaper report: the finding of Roman coins at Mansbridge</u> Audience: Southampton residents Purpose: to inform <u>Information page for a website about Manor Farm (linked to Country Trust)</u> Audience: KS2 children Purpose: to inform
Writing Skills	Plan their writing by: - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - Organising paragraphs around a theme					

- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Using conjunctions, adverbs and prepositions to express time and cause and fronted adverbials.

Using and punctuating direct speech.

Spelling:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular Plurals [for example, children's]
- 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 words and punctuation taught so far

Hand Writing

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

- using expanded noun phrases to convey complicated information concisely	-Using simple organisational devices [for example, headings and sub-headings]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.	Using adverbs, conjunctions and preposition to express time and cause.	Creating setting, characters and plot.	-Using simple organisational devices [for example, headings and sub-headings]
-Using Preposition	using conjunctions, adverbs and prepositions to express time and cause	Using adverbs, conjunctions and preposition to express time and cause.	Using fronted adverbials.	-using commas after fronted adverbials	using conjunctions, adverbs and prepositions to express time and cause
-Using fronted adverbials			Using commas after fronted adverbials.	--organising paragraphs around a theme	
- use a thesaurus.	using fronted adverbials		organising paragraphs around a theme	- use plural possessive apostrophe accurately	using fronted adverbials

	-Creating setting, characters and plot. organising paragraphs around a theme assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors using and punctuating direct speech	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although indicating possession by using the possessive apostrophe with plural nouns using commas after fronted adverbials	Using fronted adverbials. Using commas after fronted adverbials. organising paragraphs around a theme	Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. Indicating possession by using the possessive apostrophe with plural nouns.	-using conjunctions, adverbs and prepositions to express time and cause using simple organisational devices [for example, headings and sub-headings]	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although indicating possession by using the possessive apostrophe with plural nouns using commas after fronted adverbials
Maths	<u>Place value</u> • 3digit Count in 100's • Representing numbers to 1000 • Partition a number in 100s, 10s and 1s • Find 100, 10 and 1 more or less • Compare and order numbers up to 1000 • Count in 50s <u>Addition & Subtraction</u> • Add in 1s and 10s-to-3-digit numbers • Subtract 1s and 10s from 3-digit numbers • Add and subtract 3-digit numbers and 2-digit numbers	<u>Addition and subtraction –</u> • Adding and subtracting 100s • Add and subtract 3-digit numbers • Decide if we need to exchange • Exchange across more than one column • Learn how to check our answers in different ways • Use bar models to solve 1 and 2 step problems <u>Multiplication and division</u>	<u>Multiplication and division</u> • Compare multiplication and division statements • Using multiplication facts to solve problems • Find multiplication and division fact families • Multiply and divide by partitioning • Solve multiplication and division problems <u>Money</u> • Record money in £ and p • Convert money	<u>Length and perimeter</u> • Measure lengths in millimetres, centimetres and metres • Compare lengths • Add and subtract lengths • Measure the perimeter of a shape • Learn about equivalent lengths <u>Fractions</u> • Make a whole with a unit and a non-unit fraction • Explore tenths as fractions	<u>Fractions</u> • Find equivalent fractions • Compare fractions • Add and subtract fractions • Find fractions of an amount <u>Time</u> • Learn about hours, days, months, years • Estimate times • Tell time to the nearest minute • Calculate start and end times • Solve time problems.	<u>Angles – properties of shape</u> • Learn about turns • Learn what a right angle is • Understand and draw parallel and perpendicular lines • Identify and draw vertical and horizontal lines • Recognise and describe right angles of a 2D shape • Recognise, describe and construct 3D shapes <u>Mass</u>

	- Learn when to exchange 1s, 10s and 100s - Add and subtract using mental and written methods	- Recognise when groups are equal and when they are not - Learn the 3,4- and 8-times tables - Find a simple remainder when a number is divided - Use a bar model to solve multiplication and division problems	- Add and subtract amounts of money - Finding change <u>Statistics</u> - Present information in different ways - Use pictograms, bar charts and tables - Answer questions based on information presented in different ways	- Understand fractions as numbers - Calculate fractions of a set of objects		- Measure mass in kilograms and grams - Work out different intervals on a scale - Add, subtract, and compare masses - Problem solving involving mass <u>Capacity</u> - Measure capacity in litres and millilitres - Covert between litres and millilitres - Compare and order capacities - Add and subtract capacities - Problem solving involving capacities
Science	<u>Animals incl humans</u> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	N/A	<u>Rocks and Fossils</u> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognise that soils are made from rocks and organic matter	<u>Forces and magnets</u> To be able to compare how things move on different surfaces To notice that some forces need contact between two objects, but magnetic forces can act at a distance To understand that magnets have two poles and observe how they attract or repel each other and attract some materials and not others. I can, predict, compare and group together a variety of everyday materials on the basis of whether they are	<u>Plants</u> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Children to explore the requirements of plants for life and growth. To investigate the way in which water is transported within plants To explore how different plants pollinate, form seeds and disperse them.	<u>Light</u> To notice that light is reflected from surfaces and that we need light in order to see things and that dark is the absence of light. To recognise that light from the sun can be dangerous and there are ways to protect your eyes To recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the sizes of shadows change

				attracted to a magnet or not		
Computing	<u>Online Safety</u> why it is important to be careful who & what information we trust and share online Examples of bullying behaviour online and how to get support. Difference between 'belief' 'opinion' and 'fact' and how/where they might be shared online. Understanding the positive/negative effects of too much time on technology	<u>Online Safety (continued)</u> ICT To identify network devices around me. To explain how a network can be connected to other networks. To identify the benefits of computing networks.	<u>Coding 1</u> <u>Scratch: Music</u> To explain that programs start because of an input and that this can happen in different ways. (Inputs/ Outputs) <i>e.g. use mouse or keyboard to start a program</i> To explain what a sequence is. To create a sequence of commands to produce a given outcome. (Sequencing) <i>e.g. when playing notes, they need to be ordered to create the correct tune</i>	<u>Digital Literacy 1</u> <u>Word Processing</u> - Recognise that different software/devices have a given purpose - linked to unit - Copy/Paste - Left click/right click - Shortcuts - Recognise that different devices/software have different purposes - Formatting: columns, margins, textboxes, tables - Use of a scroll wheel/bar on mouse/touchpad - Touch-typing - Evaluate outcomes, saying what they have done well and what they want to do better next time	<u>Coding 2</u> <u>Scratch Game e.g. maze</u> To explain what a sequence is. To create a sequence of commands to produce a given outcome. (Sequencing) <i>e.g. when playing notes, they need to be ordered to create the correct tune</i> To design and build simple subroutines (Sequencing) <i>e.g. code a mini task separately to avoid repetition e.g. the series of things an enemy does when encountered.</i>	<u>Digital Literacy 2</u> <u>Branching Databases</u> - Recognise that different software/devices have a given purpose - linked to unit -To know you can use search technologies to find data/information - Use software to collect data e.g. online survey - Collect data manually - To be able to read and understand a branching database -To be able to answer questions using database -To be able to create your own branching database - Use a digital device to collect data automatically (if possible)
PSHE	<u>Health and Wellbeing</u> What is a balanced diet? Individual Liberty Making choices and understanding what influences their choices Democracy	<u>Health and Wellbeing</u> Celebrate strengths and set goals Describing and managing feelings Individual Liberty Rules and our responsibility in staying safe Rule of Law	<u>Relationships</u> Responding to how others feel Mutual Respect & Tolerance How different behaviour can make us feel Individual Liberty	<u>Relationships</u> Forming and maintaining healthy relationships Differences in families Individual Liberty Bullying and its consequences Rule of Law	<u>Living in the Wider World</u> Research, discuss and debate topical issues, events, or concerns (child led) Rule of Law Being part of a community Democracy	<u>Living in the Wider World</u> Responsibilities towards our community and environment Democracy Begin to develop enterprise skills Individual Liberty

	What habits are and why they can be hard to change Individual Liberty	How to make a clear and efficient call to emergency services and first aid for head injuries or bites and stings. Rule of Law				How to stay safe in the sun and the importance of spreading the message
Geography		Hampshire and its Land Use (cities and counties) To understand the different uses for land in Hampshire To identify cities and counties of the UK and describe where they are using geographical language To compare another county with Hampshire Democracy	Volcanoes and Earth Quakes To describe and understand the layers of the Earth and volcanoes and earthquakes Rule of Law	Focus on Europe Name and locate the countries of Europe and identify their main physical and human characteristics. Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features Democracy		
History	<u>Theme- Similarities and difference</u> What was better the Stone Age, Bronze Age or Iron Age? To be able to describe where people and dates fit within a chronological framework. To compare life in the Stone Age to our life today.				<u>Theme- Significance Consequences</u> How did the Romans influence the culture of people living in Britain? To continue to develop a secure chronology of the period of study. To be able to construct informed responses that involve thoughtful selection of information. To be able to explain why the Roman army was so powerful To establish a chronological understanding of the Romans invasion of Britain. To be able to use evidence to build up a picture of past events. to be able to explain Boudicca's rebellion from different points for view.	

	To understand how historians find out about the past.				To understand that what we know about the past comes from lots of different sources. to understand the impact the Romans empire had on us today. To discover and use facts about Roman Gods To know what an aspect of life was like for normal people in the Roman times.	
RE	Mary Mother of God Christianity Concept: Holy	Angels Christianity Concept: Angels	Good and Evil Hinduism Concept: Holi - Hindu	Key Events of Holi Week Christianity Concept: Suffering	Places of Worship – Church/ Mandir Christianity and Hinduism Concept: Sacred Places	Raksha and Bandhan Hinduism Concept: Protection
PE	Health Related Fitness Warm up, cool down after exercise, demonstrate core strength, perform variety of Yoga poses Tag rugby Scoop ball, dodge and tag safely	Gymnastics – linking movements together Football Pass ball accurately, dribble a ball with both feet, make decisions, defend	Netball / basketball Track opponents, shoot using good techniques Dance Develop a motif demonstrating agility balance, coordination and precision	Gymnastics – receiving body weight Net/Wall Tennis – take up ready positions to strike a ball, volley a ball on the forehand and backhand striking the ball downwards	Athletics Use correct technique to start a sprint race, replicate the techniques for running, jumping and throwing, challenge individual PB Strike and fielding Cricket Position of players, throw accurately and powerfully, bowl with run up	Dance and movement – movements using whole body on Tumble track Health Related Fitness – improving techniques
Art & Design	Key Art Concept - Drawing Skills based unit developing an understanding of proportion in Self portraits	N/A	Key Art Concept - <u>3D form</u> Creating 3D Paper Mache Volcanos. Topic based (Eruptions and disruptions)	N/A	Key Art Concept - <u>Painting and mixed media</u> Exploring light and dark through different media	N/A

Design & Technology	N/A	Key D&T Concept - <u>Shell structures</u> Explore, design, make and evaluate a castle	N/A	Key D&T Concept - <u>Levers & Linkages</u> Explore, design, make and evaluate an 'Iron Man' with moving parts	N/A	Key D&T Concept - <u>Cooking and Nutrition</u> Healthy eating Explore, design, make and evaluate a healthy, home-grown snacks (Country Trust link)
Music	Iron age rap Improvising using melody and rhythms Communicating thoughts, feelings and ideas through a simple composition of a rap Using musical grid notation to record and then perform	City and countryside sound scape Create a layered soundscape using simple rhythmic patterns and melodies	Dramatic Music Storm Interlude (Benjamin Britten) Night on the Bare Mountain (Mussorgsky) Identifying instrumentation, dynamics, tempo, pitch and the effect on the listener.	Chinese Music Begin to read simple notation and through exploration of the pentatonic scale Use musical notation to compose and perform own piece based on pentatonic scale.	Roman Music Using the elements of pitch, dynamics, tempo, timbre, melody and texture to explore musical mood (in the context of Roman battles) Create a final piece communicating different moods and effects	
MFL	Greetings and salutations	Numbers and birthdays	Body parts	Calendar dates	Food and drink	Weather and places