

**MILNTHORPE PRIMARY SCHOOL YEARLY PLAN**  
**Year 3**



CURRICULUM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>English</b>	<p><b>Recount</b> <i>The search for Tutankhamum: Patricia Cleveland-Peck</i></p> <p><b>Instructions</b> <i>Fossilisation process</i></p> <p><b>Traditional Tales</b> <i>Hansel and Gretel</i></p>	<p><b>Fiction</b> <i>I was a rat: Phillip Pullman</i></p> <p><b>Vocabulary Building</b> <i>Pebble in my pocket</i></p> <p><b>Poetry</b> <i>Limericks</i></p>	<p><b>Structure Poetry Haiku</b> Japanese blossom</p> <p><b>Writing and performing a play – Class production</b></p> <p><b>Report</b> <i>Ancient Greeks (History)</i></p>	<p><b>Explanations</b> Animal care (Science) <i>Interview with a Tiger and other clawed beasts</i></p> <p><b>Traditional Tales</b> <i>Roald Dahl – Revolting Rhymes</i></p> <p><b>The Shape Game – Anthony Browne</b></p>	<p><b>Adventure Stories</b> <i>Ug – Raymond Briggs</i></p> <p><i>Stig of the Dump – Clive King</i></p> <p><b>Persuasion – Persuasive letter writing</b></p>	<p><b>Iron Man – Ted Hughes</b></p> <p><b>Poetry appreciation</b></p>
<b>SCIENCE</b>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>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.</p>		<p><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects but magnets don't</p> <p>Observe how magnets attract and repel each other and attracts some materials but not others.</p> <p>Compare and group every day materials on the basis of whether they are attracted to a magnet</p>	<p><b>Animals including humans</b></p> <p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><b>Plants</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that</p>	<p><b>Light</b></p> <p>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</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows</p>

			Describe magnets as having two poles Predict whether two magnets will attract or repel each other depending on which poles are facing.		flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	change
<b>HISTORY</b>	<b>Ancient Egypt</b>  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study		<b>Ancient Greece</b>  A study of Greek life and achievements and their influence on the western world		<b>Stone Age</b>  changes in Britain from the Stone Age to the Iron Age	
<b>GEOGRAPHY</b>		<b>Volcanoes and mountains and Earthquakes</b>  Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes		<b>The UK</b>  Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time		<b>What links Jamaica, the Lake District and the Mediterranean?</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, North America and a region in a European country
<b>R.E.</b>	<b>What do we know about Jesus</b>	<b>Christmas journeys</b>	<b>Why celebrate Pesach?</b>	<b>Identity and belonging</b>	<b>What does it mean to be a Buddhist?</b>	<b>How do peoples beliefs influence their actions?</b>
<b>MFL</b>	<b>Getting to Know You</b>  Introducing the basics of the French language.  Engaging in	<b>All About Me</b>  Naming body parts and everyday actions, identifying & naming colours and describing	<b>Food Glorious Food</b>  Learning the vocabulary for a range of food, expressing likes & dislikes and to counting	<b>Friends &amp; Family</b>  Identifying and introducing family & pets. Naming places in the home. Learning the	<b>Our School</b>  Learning key vocabulary and phrases in the context of school life e.g. school places,	<b>Time</b>  Learning days of the week, months and dates (including birthdays and festivals)

	conversations (asking and answering questions, listening and responding) in the context of: greetings & introductions; discussions about how you are feeling; saying goodbye and counting from 0-10.	clothing.  Listening to spoken language & demonstrating understanding by asking questions & responding; reading words, phrases and simple writing; appreciating stories, songs, poems & rhymes; Developing accurate pronunciation & intonation; broadening vocabulary using dictionaries; understanding basic grammar of feminine & masculine noun.	using plural nouns.  Appreciating stories, songs, poems and rhymes; Understanding the key features and patterns of basic grammar; describing people, places & things orally and in writing; engaging in conversation (asking & answering questions).	French alphabet to explore the patterns and sounds of the language & support spelling of familiar words and names.  Broadening vocabulary; exploring patterns & sounds through songs & rhymes; conjugation of high-frequency verbs; writing phrases from memory; developing sentence creation in written and verbal dialogue.	classroom objects and expressing preferences about activities and subjects.  Broadening vocabulary; understanding basic grammar in the context of school activities; listening to spoken language & demonstrating understanding; speaking & writing in sentences using familiar vocabulary, phrases & language structures.	and also counting from 11-31.  Developing accurate pronunciation and intonation; listening to spoken language and demonstrating understanding; reading & writing; speaking in sentences with knowledge of basic language structure; presenting ideas and information orally; understanding basic grammar rules.
<b>COMPUTING</b>	<b>Computing systems and networks – Connecting computers</b>	<b>Creating media – Stop frame animation</b>	<b>Programming A – Sequencing sound</b>	<b>Data and information – Branching databases</b>	<b>Creating media – Desktop publishing</b>	<b>Programming B – Events and actions in programs</b>
<b>P.E.</b>	<b>Games: Tag Rugby Dance</b>	<b>Games: Football Gymnastics</b>	<b>Games: Hockey Gymnastics</b>	<b>Games: Tri Golf Games: Mini Red Tennis</b>	<b>Athletics: Track Swimming</b>	<b>Athletics: Field OAA (trip) Games: Rounders</b>
<b>MUSIC</b>						
<b>D.T.</b>	<b>Levers and Linkages</b>  Moving pictures Christmas cards.  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		<b>Structures (including a circuit)</b>  Moving monsters  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  apply their understanding of computing to			<b>Shell Structures</b> CAD (Computer aided design)

			program, monitor and control their products			
<b>ART</b>	<p><b>Egyptians</b> <b>Digital media</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Pencil sketches</b> <b>Different types of pencils</b> <b>Drawing</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Vincent Van Gogh</b> <b>Painting</b></p> <p>about great artists, architects and designers in history</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>			<p><b>Stone Age Art</b> <b>Cave paintings</b> <b>Painting</b></p> <p>about great artists, architects and designers in history</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
<b>PSHE</b>	<p><b>Aiming High</b></p> <p>Focus on goals and aspirations Applying growth mindset to new challenges and resilience Sharing aspirations Stereotyping</p>	<p><b>Safety first</b></p> <p>Being responsible for own safety Making decisions and peer pressure Everyday risks and what to do in dangerous situations Substances First aid</p>	<p><b>Digital Wellbeing</b></p> <p>What we use the internet for Benefits and risks of online activity Healthy screen time balance Online relationships, cyber bullying Privacy issues Social media</p>	<p><b>Team</b></p> <p>Impact their actions can have on a team Successful team work skills Individual responsibilities in a team and resolving conflicts</p>	<p><b>VIPs</b></p> <p>Relationships with important people Qualities of a good friend, strategies for disputes and bullying</p>	<p><b>It's my body</b></p> <p>Making safer choices about our bodies. Learn facts about bodies, sleep, exercise, diet, cleanliness and substances. Choice and consent</p>
<b>LEARNING OUTSIDE THE CLASSROOM</b>					Stone age camp DT LINKS	