Curriculum coverage 2019/20

Redcastle Family School						
Year Group 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main theme /topic	**Stone Age -Iron age**	**What the Romans Gave to Britain**	**Mountains and Volcanoes**		**Plants**	
Focus	**History**	**History/Geography**	**Geography/Science**		**Geaogaphy/Science**	
English key texts 3 to 4 weeks each unit	**Stig of the Dump**-Clive King **Stone age Boy**-Satoshi Kitamura	**Roman Myths** -Geraldine MaCaughrean	**Escape from Pompeii** Christina Balit **Journey to the centre of the Earth** -Usborne Abridged Jules Verne	**Heidi** -Johanna Spyri	**Secret Garden** -Frances Hodgson Burnett (**James and the Giant Peach)** **(Tom's Midnight Garden**)	**Jack and the Baked Bean stalk** Colin Stimpson
Poetry 1 to 2 weeks each unit LITERARY TERMS		Poetry (2 weeks): Classic Poetry Twas the night before Christmas				
Grammar Word Groups	Sentence construction	Determiners Conjunctions	Adverbs Prepositions	Speech Tenses	Nouns paragraphs	Word Families Prefixes
Writing **Non-Fiction**	Children could write a: **Myth** **Diary** **Recount:** Observer of the Roman Invasion **Narrative** Adventure story **Explanation Text** (Topic Link- Science) **Formal Letter** (From Film Clip, History Link)Text types: · Diary · Information texts (non chronological reports) · Instructions · Freeform narrative poetry (link to Michael Rosen 'I was born in the Stone Age' fiction with historical setting	Children could write a: **Newspaper Report**: on the eruption of Vesuvius . **Playscript-** A scene from The eruption of Vesuvious **Non-Chronological report** **Biography:** Mary Anning (Science) Text types: · Letter writing ·) · Biography · Stories which raise a dilemma	Children could write a: **Letter:** From Heidi to her Grandmother/Clara **Narrative –adventure story**	Children could write a: **Letter** **Persuasive poster/advert:** Keeping fit/Eating Healthy **Biography:** William Morris (Art)	Children could write a: **Instruction: Bean Cycle** Text types: · Poetry – playing with language · Persuasive text · Leaflet Newspaper **James and the Giant Peach** **Diary** **Instructions**	Children could write a: Playscript
Maths White Rose	**Number – Place Value**	**Number – Addition and**	**Number - Multiplication**	**Measurement: length and**	**Number – fractions**	**Geometry –**

	Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number **Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).** Compare and order numbers up to 1000 **Read and write numbers up to 1000 in numerals and in words.** Solve number problems and practical problems involving these ideas. **Count from 0 in multiples of 4, 8, 50 and 100 Number – Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	**Subtraction** **Estimate the answer to a calculation and use inverse operations to check answers.** Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Number – Multiplication and Division** **Count from 0 in multiples of 4, 8, 50 and 100**. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. **Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.**	**and Division** 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 objectives **Measurement: Money** **Add and subtract amounts of money to give change, using both £ and p in practical contexts.** **Statistics** Interpret and present data using bar charts, pictograms and tables. **Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables**	**Perimeter** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). **Measure the perimeter of simple 2D shapes** **Number - Fractions** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. **Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.** Solve problems that involve all of the above.	**Recognise and show, using diagrams, equivalent fractions with small denominators.** Compare and order unit fractions, and fractions with the same denominators. **Add and subtract fractions with the same denominator within one whole [for example, 5 7 + 1 7 = 6 7] Solve problems that involve all of the above.** **Measurement: Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. **Estimate and read time with increasing accuracy to the nearest minute.** Record and compare time in terms of seconds, minutes and hours. **Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.** Know the number of seconds in a minute and the number of days in each month, year and leap year. **Compare durations of events [for example to calculate the time taken by particular events or tasks].**	**Properties of Shapes** Recognise angles as a property of shape or a description of a turn. **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.** Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Draw 2-D shapes and make 3-D shapes using modelling materials.** Recognise 3-D shapes in different orientations and describe them. **Measurement: Mass and Capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Science	**Light** Pupils learn to distinguish a light source from reflected light. They learn that light travels in straight lines, study how we see and are taught how to protect their eyes. They investigate the and carry out some experiments to find out about shadow formation and how shadows can change. Light and Dark Reflective Surfaces Mirrors Sun safety Shadows Changing Shadows	**Forces and Magnets** Pupils explore magnetism and non-contact forces. They test materials for magnetic properties and think about what materials are magnetic. They investigate the magnetic poles. Pushes and Pulls Faster and Slower Scrapyard Challenge Magnet Strength The Magnetic Poles Magnets	**Rocks** Pupils explore the characteristics of rocks and learn their names. They carry out simple tests on different rocks discover how rocks are formed. They explore the composition of soil and think about how soil is made. They learn about the formation of fossils and make their own model fossils. They look at pictures of dinosaur fossils and try to come to some conclusions about the living dinosaurs the fossils came from. Types of Rock Grouping Rocks Soil Formation Fantastic Fossils Mary Anning Investigating Soil Permeability	**Animals including Humans** Pupils revisit the classification of animals according to diet as carnivores, herbivores or omnivores, researching the diets of animals in more detail. They look at human dietary requirements and begin to identify different food types and their different uses in the body. Dissecting an owl pellet provides a link between learning about diets and the study of skeletons. They then learn about external and internal skeletons, making a life size skeleton cut-out and studying the names and functions of the major bones in the human skeleton. Types of Nutrition Amount of Nutrition Types of skeletons Names of Bones Function of Skeleton Mighty Muscles		**Plants** Pupils carry out a long-term investigation of the factors that affect the growth of plants, observing and measuring their plants for the course of the unit. They learn about the main functions of the different parts of a plant and study the life cycle of a flowering plant and the different Parts of plants **What Plants need to grow** **What have I found out?** Moving Water Fantastic Flowers Life Cycle
History	Sone Age to Iron age Exploring the Stone Age, Bronze Age and Iron Age periods. Looking at what made these periods in history special exploring the discoveries and inventions. We will look at what cave men were really like and discover what it would have been like to live in those times. We will examine the types of homes people used to live in, what they ate and how they farmed. We will also learn why historical artefacts are important and how we can use them to help us discover information about the past.	Romans	Pompeii Romans		Edwardian England	
Geography		Investigating Major cities :London	Andy Warhol (1928-1987) Investigating Mountains and Volcanoes		Brecks comparison with hilly region -Italy Mountains	

			Geographical Assocation			
RE	BBC Bitesize Christianity Bible and Baptism	Introduction to the New Testament	What is Good Friday ?	Key parables -Christianity	Islam	Islam
ICT Rising Stars E-Safety Throughout	**We are Networkers** **Unit 3.4**	**We are Programming** **Unit 3.1**	**We are Bug Fixers** **Unit 3.2**	**We are Communicators** **Unit 3.5**	**We are Presenters** **Unit 3.3**	**We are Opinion Pollsters** **Unit 3.6**
	Children will develop the following key skills across the year: ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● understand computer networks including the internet; ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information					
Art/DT	**Q: Can pictures tell a story?** **ART** Cave Drawings- **(Stone-Age)** Charcoal/pencil -	**ART** Pottery - Stone-age pots/lanterns Patterns Acrylic Painting of pots. **David Moss**	**Q: What makes Earth angry?** **DT**- Junk Models/Collage – Earth/volcanoes/Rocks Ideas-Recycled Art- **Jane Perkins** **Art**-Fossils –Pencil Sketches	**DT**- Buildings Temples - structure (cc Hist/Pompeii, people)	**Q: Can we survive without plants?** **ART**- Extended drawing/ still Life/ Printing/ Phtography (Fabrics –Repeated patterns - **William Morris**, (Edwardian) Ideas- extended drawings, Digital Designing (wrapping paper)	**ART/DT**-Collage /Weaving –- **Janet Bolten** (Modern textile collage). **Andy Goldsworthy (1956)** Ideas- Dying (natural resources & materials.
MFL **French**	**Pupils will be taught to**: ♣listen attentively to spoken language and show understanding by joining in and responding ♣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 ♣broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣describe people, places, things and actions orally* and in writing					
Resources/Visits	Local Church				Forgotten Garden	Brecks