

YEAR 3 DETAILED SUBJECT PLAN

<p>We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. We have committed to the Lancashire 'We are Reading' initiative and promote reading wherever possible in school.</p> <p>All children participate in a daily lesson where skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use them effectively to extend learning across the curriculum.</p> <p>Phonics and Spelling - Our school reading scheme is very well resourced and uses high quality texts. The 'Letters and Sounds' phonics scheme is used throughout EYFS/KS1 and we progress onto 'No Nonsense' spelling scheme once pupils are competent at phase five.</p> <p>Reading Scheme - Our recently updated reading scheme comprises a range of Oxford Reading Tree and Rigby Star texts, supplemented with a free reading books to further extend and engage pupils, helping to instil a love for reading.</p> <p>Our pupils are encouraged to read as widely as possible. We hand out 'Caught Reading' tickets if pupils are found reading outside of lessons and these are entered in a prize draw in our weekly celebration assembly. We set challenging reading targets every term and pupils are rewarded for reaching these by achieving bronze, silver and gold (Pupils who achieve their gold award have an extra special treat at the end of the year). We also engage in and actively promote local community reading projects such as the Euxton Library Reading Challenge.</p>						
E N G L I S H . E N G L I S H	Autumn		Spring		Summer	
	The Stone Age to the Iron Age	The Stone Age to the Iron Age	Roman Invasion!	Roman Invasion!	Animals	Animals
	Books & Authors					
	Stone Age Boy by Satoshi Kitamura.	Variety of texts on The Stone Age to the Iron Age. Christmas poems.	Variety of texts on 'The Romans' Variety of letter texts.	Variety of play scripts Variety of instructional texts	Aesop-Fables (animal themed)	Variety of encyclopaedias Persuasive writing texts.
	Unit A					
	Adventure & Mystery	Explanation.	Non Chronological Reports (History Link)	Play Scripts & Performance	Myths and Fables	A - Z Information Texts (Science Link - Animals)
	Introduction to adverbs-When (then, next, soon, therefore)- How(quickly, carefully) Introduction to inverted commas for direct speech.	Cause/Reason using conjunctions [when, so, because] Using commas to separate clauses.	Cause/Reason using conjunctions [when, so, because]. Headings and sub- headings to aid presentation.	Use of the present perfect form of verbs instead of the simple past [He has gone out to play contrasted with He went out to play] Adverbs-When (then, next, soon, therefore) - How quickly, carefully).	Use inverted commas to punctuate direct speech Revise use of adverbs and prepositions.	Word families based on common words – technical vocabulary linked to Science Headings and sub-headings to aid presentation.
	Unit B					
	Discussion - for and against	Performance Poetry - Christmas	Recount - letter writing	Instructions	Poetry on a theme - Animals (shape poems/calligrams, language play)	Persuasive Writing (Geography Link)
	Cause/Reason using conjunctions [when, so, because] Introduction to paragraphs as a way to group related material.	Revision of Autumn Term Grammar work and application.	Expressing time/place using conjunctions [when, before, after, while,] Using prepositions for where Use paragraphs as a way to group related material.	Expressing time/place using conjunctions [when, before, after, while,] Using prepositions for where [above, below, beneath, within]	Formation of nouns using a range of prefixes [E.G. super-, anti-, auto-] Adverbs-When (then, next, soon, therefore) - How (quickly, carefully)	Revision of Summer Term Grammar work and application.
Writing Opps						
Scaffolded • Adventure story- Write the story for Stone Age Boy (picture book) • Discussion	Scaffolded • Explanation – How to survive ... (Stone, Bronze or Iron Age) • Poetry Write + Perform(Group)-Blast Off to Christmas (Paired) -Something Comes	Scaffolded • Report – a non-chronological report on the Romans • Recount – a letter written as a Roman soldier	Scaffolded • Play script-based on a short Roman story • Instructions-linked to DT or Art work.	Scaffolded • Myth or Fable – write their own fable • Poetry write an animal themed poem.	Scaffolded • Small group write-A to Z book, animals and their diets (Science link) • Persuasive leaflet – linked to Southport	

<u>Independent (APP)</u> • Recount- Stone Age day • Adventure story – give the story opener for pupils to complete. (Moving statue) • Biography – Mary Anning (linked to Science).	<u>Independent (APP)</u> • Report-Settlements (Hist/Geog) • Discussion – for and against on a current topic.	<u>Independent (APP)</u> • Myth-Based on Perseus • Non-Chronological report-Roman temple + God/goddesses Recount-Boudicca or class trip.	<u>Independent (APP)</u> • Instructions-Art/DT • Traditional tale-Based on Goldilocks • Non-chronological report-linked to a different aspect of the Romans or Science.	<u>Independent (APP)</u> • Poetry – based on a theme. • Modern fable-based on The Hare and The Tortoise	<u>Independent (APP)</u> • Informal letter-Southport Tourist Board (Geography) • Non-chronological report / Info page-Teeth and Diet (Science)
Enrichment					
Euxton Walk - Settlement Features		Chester Trip - Romans		Zoo trip - animals	
Cross Curricular Links					
History & Geography - settlements	DT - Christmas theme	History, Art, DT - Romans	Science- Light and Astronomy (weather)	Science, Geography - plants and animals and their diets	

We see Mathematics as an essential life skill and a practical tool with which children can make sense of the world around them. We offer children a comprehensive foundation in all areas of Mathematics through a varied experience of the subject.
All children participate in a daily hour and skills are consolidated and extended through our curriculum areas.
Emphasis is placed on the understanding of number. Mental arithmetic is used effectively to develop children’s mathematical abilities and independent thinking and to create a positive attitude to Maths.

	Autumn	Spring	Summer
M A T H S	<p>Number: Place Value 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</p> <p>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. 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.</p> <p>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. 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.</p>	<p>Number: Multiplication and Division 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. 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.</p> <p>Measurement: Money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>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.</p> <p>Measurement: Length and perimeter Measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml). Measure the perimeter of simple 2D shapes.</p> <p>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.</p>	<p>Number: fractions 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,, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Solve problems that involve all of the above.</p> <p>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].</p> <p>Geometry: Properties of shape 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.</p> <p>Measurement: Mass and Capacity Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>

S C I E N C E	<p>The world of Science is a magical one for children. In following the National Curriculum, we provide a broad based experience of Science and, in particular, encouraging enquiring minds. Emphasis is placed on scientific investigation with hands on activities to consolidate knowledge and develop understanding of the world around them, to enable every child to experience success in this area of the curriculum.</p>		
	Autumn	Spring	Summer
	<p>Material Properties Rocks and properties Comparing and grouping How fossils are formed</p>	<p>Forces & Magnets Magnetic forces act at a distance Attraction and repulsion Poles of a magnet</p> <p>Light & Astronomy Shadows & Sun movement Light is reflected from a surface Patterns in size of shadows</p>	<p>Plants Identify, locate and describe functions Requirements for growth Transport of water Lifecycle - flowers</p> <p>Animals including humans Nutrition - digestive system Teeth- functions Construct & interpret food chains</p>
A R T & D E S I G N	<p>Children are encouraged to become visually perceptive and are given a wide range of experiences and materials to develop their artistic skills. An interest and understanding of art, craft and design from other times and places is also developed.</p>		
	Autumn	Spring	Summer
	<p>Digital Image Settlements - link with Geography (Local area collage)</p>	<p>Printing Mosaic (Romans) - link to History</p>	<p>Painting Flowers - link with Science</p>
C O M P U T I N G	<p>In addition to discrete subject teaching including programming and networking, computers are an essential curriculum tool and all children are given opportunities to develop their skills. Skill based work focuses around areas such as word processing, data handling and graphic design. Children are actively encouraged to apply their skills to other curriculum areas to support their learning.</p>		
	Autumn	Spring	Summer
	<p>Multimedia Graphics - Link with Art</p> <p>Programming Hopscotch app</p> <p>Online Safety Powerful Passwords & My Online Community</p>	<p>Online Internet research - Link with History</p> <p>Programming Logo</p> <p>Online Safety Things for sale & Show respect online</p>	<p>Multimedia E-books - Link with A-Z English Unit</p> <p>Data Link to Science</p> <p>Online Safety Writing good Emails</p>
D & T	<p>DESIGN & TECHNOLOGY Technology is a subject that requires children to apply knowledge and skills to solve practical problems. Children begin by exploring with practical materials, gradually developing their ability to plan, design, criticise and refine their own work.</p>		
	Autumn	Spring	Summer
	<p>Materials Photo frames - Christmas link</p> <p>Food Tech History / Geography link (fire - toasted marshmallows)</p>	<p>3D Modelling Pneumatics Roman Soldiers</p> <p>Food Tech Roman link - Mediterranean food</p>	<p>Food Technology & Packaging Sandwiches - link with Science (Nutrition)</p>

L A N G U A G E S	Autumn		Spring		Summer	
	RIGOLO 1 Unit 1: Bonjour Cultural: French New Year Cards British Values Respect other cultures		RIGOLO 1 Unit 2: En Classe Cultural: Kite Festival		RIGOLO 1 Unit 3: Mon Corps Cultural: French food	
	Children learn about different places, the human and physical processes that shape them and the people who live with them. This helps children to make sense of their surroundings and the wider world. Geographical skills are developed throughout the school and environmental issues explored.					
G E O G R A P H Y	Autumn		Spring		Summer	
	SETTLEMENT UK & map skills British Values Responsibility – survival in settlements				CONTRASTING LOCALITY Coast - Southport	
	We aim to arouse an interest in the past and develop an understanding of other times. We encourage children to develop the ability to acquire evidence from historical sources and understand interpretations of history.					
H I S T O R Y	Autumn		Spring		Summer	
	STONE AGE / IRON AGE Changes in Britain during period		ROMAN EMPIRE Impact on Britain British Values Respect – accepting change for improvement			
	Children are given opportunities to perform and compose music, from simple sound making to reading from simple notation. They are encouraged to develop concentrated listening skills and to appraise the music of others. We enjoy close links with Lancashire Music Service, Broughton Music Service and Chorley Silver Band where many of our children take up on the opportunity of learning a musical instrument.					
M U S I C	Autumn		Spring		Summer	
	Recorder course		Salt, Pepper, Vinegar, Mustard		Celebrate!	
	Christmas music		Hey You!		Play it again	
P E & S P O R T	PHYSICAL EDUCATION & SPORT Children enjoy indoor and outdoor facilities and the emphasis is on dance, games and gymnastics. Pupils in Key Stage One and Two attend the local swimming pool for lessons and presently Year 5 and 6 children have the opportunity to experience outdoor pursuits during two activity holidays. Through the year groups, children are also able to take part in a wide range of extra-curricular sporting activities and to compete throughout the year in district Football, High Fives, Golf, Rugby, Rounders, Cricket, Athletics, Cross-Country Running and Swimming.					
	Autumn		Spring		Summer	
	Net/Wall - Core Task - 1 Dance - Dorset Ring Dance Machines OAA-Core Task		Gymnastics - Core Task - 'Balancing Act' Invasion Games - Core Task - 'Three touch ball'		Athletics - Core Task - Furthest Five, Pass the Baton, Take Aim Invasion Games - Core Task - Three touch ball Striking and Fielding Games - Core Task - Cricket - run the loop	

P S H E	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION At Primrose Hill, personal and social development is seen as central to the education of our children, and permeates the whole curriculum. Personal and social development is concerned with acquiring attitudes and values, knowledge and understanding, abilities and skills necessary for the development of the self, the self in relation to others, social responsibility and morality. “We will encourage self-reliance, self-confidence and self-discipline in our children so that they may become responsible and responsive members of society.” The cross-curricular elements contribute to personal and social development as do pastoral care, the organisation of the school and the quality of relationships between all members of the school community. Our philosophy of emphasising the talents and positive achievements of children does much to develop self-confidence and a positive self-image essential to learning and to personal growth. “We will emphasise the positive achievements of children in school, and in their outside activities.”		
	Autumn	Spring	Summer
	Taking Part Economic well-being and financial capability British Values Respect for others Responsibility for self/others	Keeping Safe Its ok to Tell	Emotional Health and Well-being Healthy Lifestyles British Values Responsibility for self/others
R E	RELIGIOUS EDUCATION In R.E. the Lancashire Syllabus is followed. The focus of this is exploring:- Shared human experiences, Religious traditions, Beliefs and values, Personal meaning. <i>Parents may withdraw children from these lessons if they wish.</i>		
	Autumn	Spring	Summer
	WHO SHOULD WE FOLLOW? Christianity - The Church What makes a good leader? Christianity - God Who should we look up to? British Values Respect other religions	WHO SHOULD WE FOLLOW? Sikhism What qualities make a good leader? Christianity - Jesus What qualities make a good leader?	WHO SHOULD WE FOLLOW? Judaism What inspires you? Islam Who has the X Factor? British Values Respect other religions