



## Greysbrooke Primary School Long Term Curriculum Plan

Our school curriculum provide an outline of core knowledge “around which teachers can develop exciting and stimulating lessons to promote the development of pupils knowledge, understanding and skills as part of the wider school curriculum.” An all-inclusive ‘curriculum paradigm’ is representative of Greysbrooke’s ethos, as we believe that everything that happens in school reflects our culture and hence everything that happens in school (including unstructured times such as breaks) or through school (e.g. residential experiences) is part of the curriculum. In addition to the delivery of subject knowledge and acquisition of skills, our curriculum also promotes wider elements such as visits, assemblies, and performances. Spiritual, moral, social and cultural experiences are maximised with ‘awe and wonder’ opportunities celebrated.

Class: 3			
	Autumn	Spring	Summer
Literacy	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul> </li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals [for example, children’s]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• 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)</li> </ul> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul>		

	<p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul> </li> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• read and write numbers up to 1000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> </ul> <p>add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> <li>• a three-digit number and hundreds</li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li> <li>• 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</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above</li> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• measure the perimeter of simple 2-D shapes</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• 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</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example to calculate the time taken by particular events or tasks].</li> <li>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a</li> </ul>

	<p>complete turn; identify whether angles are greater than or less than a right angle</p>
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- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- 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

<b>Year: 3</b> <i>Headings in italic are Cornerstones topics</i>						
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Geography/History</b>	<i>Flow Geography Focus</i>	<i>Pharaohs History Focus</i>	<i>Tribal Tales History Focus</i>	<i>Scrumdiddlyumptious Geography Focus</i>	<i>Gods and Mortals History and Geography focus</i>	<i>Gods and Mortals History and Geography focus Ancient Greece</i>
<b>Art/DT</b>	<i>Flow</i> <b>ART: Abstract River Paintings (water-colour painting, collage/relief work)</b>	<i>Pharaohs</i> <b>DT: Egyptian jars (3D design, clay modelling)</b>	<i>Tribal Tales</i> <b>ART: Neolithic/iron age art (iron age jewellery design 3D modelling)</b>	<i>Scrumdiddlyumptious</i> <b>DT: Healthy Sandwich snacks (Cooking and nutrition)</b>	<i>Gods and Mortals</i> <b>ART: Greek art and design (3D sculpture)</b>	<i>Gods and Mortals</i> <b>DT: Fit for a god (Design an item for a god- 3D modelling)</b>
<b>ICT</b>	<b>We are Programmers</b> - programming an animation Focus - Programming	<b>We are Bug Fixers</b> - finding and correcting bugs in programs. Focus - Computational thinking	<b>We are Presenters</b> - videoing performances. Focus - Creativity	<b>E-Safety</b> <a href="http://www.thinkyouknow.com">www.thinkyouknow.com</a>	<b>We are Communicators</b> - Communicating safely on the Internet. Focus - Communication/ Collaboration	<b>Keyboard Skills and Word Processing</b>
<b>Music</b>	<i>GBS KS2 Harvest celebration</i>  <b>Charanga: Let your spirit fly</b> R& B, Michael Jackson, Motown, Soul  <b>Cornerstones: Flow</b>	<i>GBS KS2 Christmas production</i>  <b>Charanga: Glockenspiel Stage 1</b>  <b>Cornerstones: Pharaohs</b>	<b>Charanga: Three Little Birds</b> Reggae  <b>Cornerstones: Tribal Tales</b>	<b>Charanga: The Dragon Song</b>  <b>Cornerstones: Scrumdiddlyumptious</b> Mu 1 2 4	<b>Charanga: Bringing us together</b>  <b>Cornerstones: Gods and Mortals</b> Mu 4	<b>Charanga: Reflect, Rewind and Replay</b>  <b>Cornerstones: Gods and Mortals</b> Mu 4
<b>RE</b>	<b>Exploring Living By Rules.</b> Explore rules for living found in sacred writings.	<b>Symbols of Worship</b> Compare and contrast the use of symbols, actions and gestures used in worship by different communities.	<b>Religion in the Home</b> Compare and contrast the practise of religion in the home in different religious communities.	<b>Religious leaders</b> Imaginatively enter into the life of key religious figure and make links with teachings and practises of special significance to the followers.	<b>Beginning of the World</b> Consider the meaning of a wide range of stories about the beginnings of the world and ask questions about their importance to believers.	<b>Traditions of Special Foods</b> Explore the diversity of a range of religious traditions and identify the similarities and differences.
<b>PSHE/ Citizenship (Under Review)</b>	New beginnings How do rules affect me?	Keeping myself safe Say no to bullies	Respect for property	Going for goals	Taking responsibility for my healthy life	Changes

<b>Science</b>	Animals including humans	Rocks	Forces and Magnets	Science Week and Investigations	Plants	Light
<b>MFL</b>	What do I already know? Simple classroom commands Greetings & song Introducing myself Ça va? Simple ans Colours	My family Numbers - 20 Le/la/les Introduce dictionaries Cognates Days Months Happy Birthday Christmas cards	Alphabet Classroom objects In my bag Body parts Clothes	Introduction to France Town /Shops intro Weather Hobbies Mother's Day card Easter Card	French ART - Matisse Time o'clock Fruit Pets Hobbies	Ice-cream flavours Role play Where do you live? My house Transport
<b>PE</b>	<i>Flow</i>	<i>Pharaohs</i>	<i>Tribal Tales</i>	<i>Scrumdiddlyumptious</i>	<i>Gods and Mortals</i>	<i>Gods and Mortals</i> Ancient Greece
Sport	<b>Multi-Skills (Tag rugby)</b> Changing and maintaining centre of balance, hand-eye co-ordination, using agility, stopping and turning in a game, observation/matching others speed, carrying ball when running	<b>African Dance</b> Count beats and change direction when dancing, keep count and tempo, develop steps with clarity and rhythm, working co-operatively, use music to keep the beat, devise African style dance steps and patterns	<b>Groovy Gymnastics</b> Jumping with safe, stable landing, different ways to jump, shapes and travelling, create complex shapes at different levels, travelling, rolling, balance focus	<b>Brilliant Ball Skills (football)</b> Dribble with greater control, roll or throw at a target with accuracy, anticipate the ball and be ready to catch, sending and receiving the ball, understand rules of the game, apply tactics learnt	<b>Throwing and Catching (Kwik cricket)</b> rounders) Underarm, overarm technique, throw accurately, catching with cushioned hands, bowling technique, batting technique, fielding skills, safe zone game play	<b>Active Athletics</b> Running, throwing using arms and legs for distance, standing long jump, appropriate pacing for relay, sprinting, long distance running, competition and sporting ways
Health	<b>Body Parts and their functions</b> External body parts, skeleton function, muscle function, brains, heart & lungs, mouth & stomach	<b>Healthy Minds, emotions and Goals</b> Naming emotions, how situations make me feel, positive emotions, ambition, determination/perseverance, goals	<b>Hygiene, Medicine and Exercise</b> Bacteria, fungi & viruses, gum disease, tooth decay, symptoms, diagnoses and prescriptions, dangers of medicine, co-ordination, independent exercise	<b>Body Protectors and body changes</b> Valuing our bodies and taking care of ourselves, missing senses, healing process, body changes	<b>Relationships with others and opinions</b> Relationships with friends, negative feelings, playground relationships, relationships with parents/carers, fair/unfair, explaining opinions, listening	<b>Diet and Vitamins</b> <b>Food</b> importance, balanced diet, food plate, portion control, vitamins, sun safety

Fitness	<b>Boot Camp</b> Raising heart rate, simple patterns of movement, circuit based activities,	<b>Mighty Movers</b> Analyse running techniques, hand over relay baton in efficient manner, running circuits,	<b>Skip to the beat!</b> Safety aspects concerned with skipping, large rope skipping technique, compose sequence of skipping moves, large rope skipping to songs and rhymes, rope and non-rope technique	<b>Gymfit circuits</b> Strength, flexibility, aerobic fitness, circuit training	<b>Cool core (strength)</b> Learn techniques to those similar in Pilates, link agility and core strength, hula hooping for core strength, develop activities into a circuit, squat thrusts, burpees, , running squat	<b>Fitness Frenzy</b> Basic circuit moves, running, jumping jacks, ball pass, honesty, rope and none-rope skipping, strength and stamina
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