

**Key Stage 2 Curriculum Plan 2020/2021**

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|  | Curriculum Drivers  |  |
| Spirituality  | Enquiry  | Knowledge of the World  | Possibilities  |

**YEAR 3**

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|   | **Term 1**  | **Term 2**  | **Term 3**  | **Term 4**  | **Term 5**  | **Term 6**  |
| **Main Topic**  | Ancient Greece | Influential Italy   | Extreme Earth  |
| **Additional topic**  | Pumpkin Soup |  |  |
| **Starting Question**  | When and where was this period of time? | What does influential mean? | Are natural disasters *always* dangerous?  |
| **Main** **Subject** **Drivers**  | History  | Geography/ History  | Geography/Science  |
| **Visits and visitors**  |  Outdoor learning focus  | Roman visitor Pizza workshop  | Gurdwara  |
| **Entry point/Hook**  | Selection of Greek Myths | Italian food. The perfect pizza topping How much pasta is eaten in Italy?  | Earthquakes |
| **Finale**  | To create an Ancient Greek vase  | Roman day! (dress like a Roman, Roman lunch, Roman Visitor)  | Extreme Earth Class assembly  |
| **Brain builders**  | European animals  | Retell the Christmas Story  | Design a traditional Italian meal  | Design a Roman shield  | Research a famous volcano  | Make a hat for Royal Ascot  |
| **Mathematics**  | Maths Mastery programme of study here  | Maths Mastery programme of study here  | Maths Mastery programme of study here  |
| **Science**  | Forces and magnets  | Animals including humans – identify, lifecycles and reproduct ion Nutrition, transport ation of  | Animals including Humans/Li ght  | Light  | Plants Functions and parts of a flowering plant. Identify plants Lifecycles Requireme nts of  | Rocks   |

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|  |  | water and nutrients in the body, muscle and skeletal of humans and animals.  |  |  | growth – seed dispersal  |  |
| **Communicat****ion**  | * **Engage in meaningful discussions in all areas of the curriculum.**
* **Listen to and learn a wide range of subject specific vocabulary.**
* **Through reading identify vocabulary that enriches and enlivens stories.**
* **Speak to small and larger audiences at frequent intervals.**
* **Practise and rehearse sentences and stories, gaining feedback on the overall effect and use of standard English.**
* **Listen to and tell stories often so as to internalise the structure.**
* **Debate issues and formulate well- constructed points.**
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| **Reading**  | **In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts.**  |
| **The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:** * **Read and listen to a wide range of styles of text, including fairy stories, myths and legends.**
* **Listen to and discuss a wide range of texts.**
* **Learn poetry by heart.**
* **Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.**
* **Take part in conversations about books.**
* **Learn a wide range of poetry by heart.**
* **Use the school and community libraries.**
* **Look at classification systems.**
* **Look at books with a different alphabet to English.**
* **Read and listen to whole books.**

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| **Writing**  | In Key Stage 2 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS2) Throughout Key Stage 1, through all curriculum areas and across both years, children will have the opportunity to write:  |
| **Narrative** * **Write stories set in places pupils have been**
* **Write stories that contain mythical, legendary or historical characters or events**.
* **Write stories of adventure.**
* **Write stories of mystery and suspense.**
* **Write letters**
* **Write plays**
* **Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum**

 | **Non Fiction** * **Write instructions**
* **Write recounts**
* **Write persuasively**
* **Write explanations**
* **Write non-**

**chronological reports** * **Write biographies**
* **Write in a**

**journalistic style** * **Write arguments**
* **Write formally**
 | **Poetry** * **Learn by heart and perform a significant poem(s)**
* **Write haiku**
* **Write**

**cinquain** * **Write poems that convey an image (simile, word play, rhyme and**

**metaphor)**  |
| **Computing**  | Purple Mash  | Purple Mash  | Purple Mash  |
| **History**  | Ancient Greece |   | The Roman Empire  | Historical events and what they taught us about Earth.  |
| **Geography**  |   | Location of Italy Human and physical features of Italy  Comparison of Italy and the UK.  |   | Earthquakes and volcanoes (link back to the topic of Italy)  |
| **Music**  | Recorders  | Recorders  | Recorders  | Recorders  | Recorders  | Recorde rs  |
| **Physical Education**  |  Gymnastics  | Gymnasti cs  | Netball Dance  | Netball Swimming  | Rounders Dance  | Athletics Dance  |
| **Art**  |   | Sketches- Greek vases Scratch art  Christmas decoratio ns  | Guiseppe Arcimbold o- fruit faces    |   | Monet- water colour  | Painting- colour mixing  |
| **Design** **Technology** **And Food for Life**  | Inventions Strengthen, stiffen and reinforce more complex structures  |   | Pizzas & healthy eating  | Roman structures/ shields   Boats & floating  | Creating volcanoes  |
| **Religious Education**  | Hinduism Diwali  | Christiani ty Christmas  | Christianit y Jesus’ Miracles  | Christianity Easter  | Sikhism Sharing and community  | Sikhism Prayer and worship.  |