

Key Stage 2 Curriculum Plan 2024/2025
YEAR 3



Curriculum Drivers						
Spirituality	Enquiry		Knowledge of the World		Possibilities	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Visits and visitors	Ufton Court for Prehistory learning (History) – October 2024		Shakleton workshop virtual visit? (Geography) Virtual Reality workshop? (Geography)		Visit to Mandir Temple? (RE) Whole school Visit?	
Brain builders	Healthy living: exercise/eating	Volcano research	Roman Shield	Easter	Ancient Egyptians	Royal Ascot
Mathematics (White Rose Maths)	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Fractions Mass and capacity		Fractions Money Time Shape Statistics	
Science (Kapow)	Movement and nutrition	Forces and magnets	Rocks and soils	Light and shadows	Plant reproduction	Making Connections
Communication	<ul style="list-style-type: none"> 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. 					
Reading	<p>In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts.</p> <p>The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:-</p> <ul style="list-style-type: none"> 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. 					
	<p>Key Texts Studied:</p> <p>Stone Age Boy by Satoshi Kitamura How to wash a woolly mammoth by Michelle Robinson and Kate Hindley Stig of the Dump by Clive King Poems by Michael Rosen and other authors RE Texts: Hinduism and Christianity Science Information Text: Movement and nutrition Science Information Text: Forces and magnets</p>		<p>Key Texts Studied:</p> <p>Escape from Pompeii by Christina Balit Little People, Big Dreams Series National Geographic Kids (Digital Resource): Antarctica Non-fiction texts about Antarctica, Shakleton and Romans RE texts: Christianity Science Information Texts: Soil and Rocks Science Information Text: Light and Shadows</p>		<p>Key Texts Studied:</p> <p>Non-fiction texts about Ancient Egyptians RE Texts: Hinduism Science Information Texts: Plant reproduction Other texts TBC</p>	
Writing	<p>In Key Stage 2 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS2)</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> 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 <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> Write instructions Write recounts Write persuasively Write explanations Write non-chronological reports Write biographies 					

	<ul style="list-style-type: none"> • Write in a journalistic style • Write arguments • Write formally <p>Poetry</p> <ul style="list-style-type: none"> • Learn by heart and perform a significant poem(s) • Write poems that convey an image (simile, word play, rhyme and metaphor) 					
Computing	Coding Online Safety		Spreadsheets Touch-Typing Email		Branching Databases Simulations Graphing	
History	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		Why did Romans settle in Britain?		What did the Ancient Egyptians believe?	
Geography	Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?	
Music	Let your spirit fly/Glockenspiel Stage		Three Little Birds/The Dragon Song		Bringing Us Together/Reflect/Rewind and Replay	
Physical Education	Learning Objectives: Working together	Learning Objectives: Being part of a team	Learning Objectives: Exploring PE	Learning Objectives: Thinking of others	Learning Objectives: Competing as a team	Learning Objectives: Challenging yourself
	Sporting Theme: Tag Rugby	Sporting Theme: Handball	Sporting Theme: Dance/Gym	Sporting Theme: Tennis	Sporting Theme: Cricket/Rounders	Sporting Theme: Athletics/OAA
PSHE	PSHE Class Charter Families and Relationships		Health and Well-being Safety and the changing body		Citizenship Economic Well-being	
Art	Sculpture and 3D: Abstract shape and space		Drawing: Growing artists		Drawing: Power prints	
Design Technology	Digital world: Wearable technology		Cooking and nutrition: Eating seasonally		Structures: Constructing a castle	
Religious Education	Hinduism Diwali	Christianity Christmas	Christianity Jesus' Miracles	Christianity Easter	Hinduism Hindu beliefs	Hinduism Pilgrimage to the River Ganges
	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non-Hindu?
French	French greetings with puppets	French adjectives of colour, size and shape	French playground games: numbers and age	In a French classroom	French transport	A circle of life in French