

**Robert Shaw Primary & Nursery School**  
**Year 3 – Curriculum Plan**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<b>Belonging</b>		<b>Exploring</b>		<b>Discovering</b>
<b>Oxfam curriculum area</b>	Identity and diversity	Social justice and equity	Sustainable development	Globalisation and interdependence	Peace and conflict
<b>Key question</b>	<b>How does culture influence food and clothing?</b>		<b>How can small actions change the world?</b>		<b>Why do people settle in Britain?</b>
<b>Topic outcomes</b>	1. Create a film about the cultures represented in their class and how these affect different ways of dressing 2. Publish a cookbook reflecting recipes from the cultures represented at RS – hold a tasting session		1. DT outcome to sell to raise money for charity 2. <b>tbc</b>		1. <b>tbc</b> 2. <b>tbc</b>
<b>Key texts</b>	The Proudest Blue – Ibtihaj Muhammad The Culture of Clothes – Giovanna Alessio & Chaaya Prabhat				Coming to England – Floella Benjamin Black and British – David Alusoga Empire’s End (A Roman Story) – Leila Rashid
<b>Hook</b>	<b>tbc</b>		<b>tbc</b>		<b>tbc</b>
<b>Enrichment</b>	<b>tbc</b>		<b>tbc</b>		<b>tbc</b>
<b>English</b>	<b>tbc</b>		<b>tbc</b>		<b>tbc</b>
<b>Maths</b>	<b>Number: Place Value</b> <b>Number: Addition and Subtraction</b> <b>Number: Multiplication and Division</b>		<b>Number: Multiplication and Division</b> <b>Measurement: Money</b> <b>Statistics</b> <b>Measurement: Length and Perimeter</b> <b>Number: Fractions</b>		<b>Number: Fractions</b> <b>Measurement: Time</b> <b>Geometry: Properties of Shape</b> <b>Measurement: Mass and Capacity</b>
<b>Science</b>	<b>Animals including humans</b> <i>- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i> <i>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i> <b>Plants</b> <i>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i> <i>- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and</i>		<b>Rocks</b> <i>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> <i>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> <i>- recognise that soils are made from rocks and organic matter</i> <b>Light</b> <i>- recognise that they need light in order to see things and that dark is the absence of light</i> <i>- notice that light is reflected from surfaces</i> <i>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</i>		<b>Forces and magnetism</b> <i>- compare how things move on different surfaces</i> <i>- notice that some forces need contact between two objects, but magnetic forces can act at a distance</i> <i>- observe how magnets attract or repel each other and attract some materials and not others</i> <i>- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</i> <i>- describe magnets as having two poles</i> <i>- predict whether two magnets will attract or repel each other, depending on which poles are facing.</i>

	<p>room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>- recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- find patterns in the way that the size of shadows changes.</li> </ul>	
<b>History</b>	<b>Spaced retrieval:</b> chronology; learning from previous years	<b>Spaced retrieval:</b> chronology; learning from previous years	Why did people settle in Britain? From the Stone Age to Edward the Confessor; compare with why people have settled in Britain in recent times (refugees, economic migrants, etc.)
<b>Geography</b>	<b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, Y2 content	Oceans, pollution, plastics, carbon footprints, Antarctic, Arctic	<b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, Y2 content, spring term content
<b>DT</b>	<b>Cooking</b>	Design and make a reusable shopping bag	<b>tbc</b>
<b>Art</b>	<b>tbc</b>	Sculpture using 'rubbish'	<b>tbc</b>
<b>Music</b>	Charanga units: Let your spirit fly; Glockenspiel Stage 1	Charanga units: Three little birds; The Dragon Song	Charanga units: Bringing us together; Reflect, Rewind and Replay
<b>RE</b>	<p><b>3.2 Religion, family and community: Prayer</b> How do religious families and communities practice their faith? The example of prayer.</p> <p><b>3.3 Worship and sacred places</b> Where, how and why do people worship? Investigating places of worship in Nottingham City.</p>	<p><b>3.1 Beliefs and questions</b> What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p>	<b>3.4 Inspirational people from the past</b> What can we learn from inspiring people in sacred texts and in the history of religions?
<b>Computing</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>
<b>PE</b>	<p><b>Swimming</b> Swim competently, confidently and proficiently over a distance of at least 5 metres.</p> <p><b>Dance</b> Link actions, remember and repeat dance phrases and perform short dance/gym sequences.</p>	<p><b>Hockey</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Throwing and catching: Netball</b> Jumping, agility, tactics, communication, collaboration, catching.</p>	<p><b>Character education and Orienteering</b> Outdoor and adventurous activities as an individual and as a team member.</p> <p><b>Athletics</b> Coordination, balance, strength, flexibility, control, technique</p>

<p><b>PSHE</b></p>	<p><b>Me and My Relationships:</b> Rules and their purpose; Cooperation; Friendship (including respectful relationships); Looking after others  <b>Valuing Difference:</b> Recognising and respecting diversity; Being respectful and tolerant; My community</p>	<p><b>Keeping Myself Safe:</b> Managing risk; Decision-making skills; Drugs and their risks; Staying safe online  <b>Rights and Responsibilities:</b> Skills we need to develop as we grow up; Helping and being helped; Looking after the environment; Managing money</p>	<p><b>Being my Best:</b> Keeping myself healthy and well; Celebrating and developing my skills; Developing empathy  <b>Growing and Changing:</b> Relationships; Changing bodies; Keeping safe; Safe and unsafe secrets; Basic First Aid</p>
<p><b>French</b></p>	<p><b>A new start:</b> 1a Getting to know you; 1b Numbers; 1c Colours.  <b>The calendar and celebrations:</b> 2a Bonfire night colours; 2b Calendar time</p>	<p><b>Animals I like and don't like:</b> 1a Epiphany celebrations; 1b Animals around us.  <b>Carnival and playground games:</b> 2a Carnival &amp; playground games; 2b Easter celebrations</p>	<p><b>Breakfast, fruit nouns, hungry giant:</b> 1 The Hungry Giant.  <b>Going on a picnic:</b> 2a Map Explorers Gingerbreadmen; 2b Going on a picnic</p>