



Worthington Primary School Curriculum Plan



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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Swords and Sandals Romans

Year Group: Year 3 Teacher: Mrs P Mistry Spring Term 2

English	Maths
Give opinions with evidence Use conjunctions to contrast Use conjunctions for cause and effect Prepositions Adverbial phrases Use persuasive techniques Use emotive language Use figurative and imagery devices To create poetry Noun phrases Multi-clause sentences Use dialogue Draft, edit and write a story	Finding half, quarter, third Recognising half, quarter, third Count in fractions Unit and non-unit fractions Tenths Tenths as decimals Fractions on a number line Fractions of objects Equivalent fractions Adding and subtracting fractions Ordering and comparing fractions

Topic: History and Geography	Science
Romans: What happened when the Romans came to Britain? Why did the Romans invade Britain? How easy was it for the Romans to take over Britain? Was life hard for a Romans soldier on Hadrian's wall? Were the Roman roads a positive development for everybody? What did the Romans leave behind that is still significant today? A Roman army experience	States of matter (4) Compare and group the 3 states of matter Explore how particles behave in solids, liquids and gases. Investigate melting points Explore freezing and boiling points Explore evaporation and condensation Understand the water cycle

Expressive Arts	Computing
Design and Technology: Cooking and Nutrition, eating seasonally Food around the world Seasonal Food Cutting and Peeling Tasting seasonal ingredients Making a mock up Evaluating seasonal tarts	Creating Media – Photo Editing Changing digital images Changing the composition of images Changing images for different uses Retouching Images Fake images Making and evaluating a publication

RE	PSHE
Why do Christians call the day Jesus died ‘Good Friday’? [Salvation] Make sense of belief: Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Understand the impact: Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Make connections: Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.	Relationships and Sex Education 1. To know scientific names for male and female sexual parts and use them confidently. 2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. 3. To value their own body and recognise its uniqueness. 4. To understand the benefits of carrying out regular personal hygiene routines. 5. To consider who is responsible for their personal hygiene now, and how this will change the future. 6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. 7. To understand what I have learned and be able to share it with others.

MFL French	Music
The Hungry Caterpillar in French: <ul style="list-style-type: none"> listening to, and understanding, a familiar story read in French. Starting to learn to use the French/English dictionaries to look up key nouns from the story, like "caterpillar" and "egg" learning new nouns (different fruits) recapping days of the week and numbers Then making little Days of the Week/Hungry Caterpillar booklets Starting to understand the grammar point that all nouns in French are either masculine or feminine. Starting to understand the difference between Le and La ("the" for a masculine noun and "the" for a feminine noun) and Un and Une ("one/a" for a masculine noun and "one/a" for a feminine noun) Starting to understand that to pluralise a noun in French, you usually just add an "s" (like in English), but not always (like in English) Easter words and Easter cards (writing the greeting in French)	Unit 4 – Pitch Begin to create simple rhythmic patterns, melodies and accompaniments. Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range

PE	Enrichment Activities
<p>Badminton Can watch, track, and catch a shuttle successfully. To perform a basic forehand action with increasing accuracy. To perform a basic backhand shot with increasing control. To keep a rally going using a range of shots. To hit a shuttle into space (at different speeds and heights) to try beat an opponent. To compete with others.</p> <p>Football To stop the ball with my feet. To pass the ball with the inside of my feet. To dribble the ball using my feet. To make a standing tackle. To shoot a stationary football. To participate in a group football game.</p>	<p>Veg Power – Eat more veg whole school competition.</p> <p>World Book Day</p> <p>NSPCC</p>