


**Mattishall Primary School**  
**Green Class Class Year Year 3**  
**Long Term Curriculum Plan**

	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
<b>English</b>	<b>LITERACY TREE - WRITING</b>					
	<p style="text-align: center;"><b>Leon and The Place Between by Angela McAllister</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Persuasive posters</li> <li>• Setting descriptions</li> <li>• Thought bubbles/diaries</li> <li>• Dialogue</li> <li>• Character descriptions</li> <li>• Own version fantasy narrative</li> </ul> <p style="text-align: center;"><b>The Heart and the Bottle by Oliver Jeffers</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Narrative retellings</li> <li>• Own version 'dilemma' narrative</li> </ul>	<p style="text-align: center;"><b>The BFG by Roald Dahl</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Recount (diary entry)</li> <li>• Character descriptions</li> <li>• Wanted posters</li> <li>• New chapters</li> <li>• Instructions</li> <li>• Own version fantasy narrative</li> </ul> <p style="text-align: center;"><b>The Tear Thief by Carol Ann Duffy</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Shared poems</li> <li>• Persuasive posters</li> <li>• Discussions</li> <li>• Letter of explanation</li> </ul>	<p style="text-align: center;"><b>Escape from Pompeii by Christina Balit</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Setting descriptions</li> <li>• Diaries</li> <li>• Letters</li> <li>• Thought bubbles</li> <li>• Advertisement/Poster</li> <li>• Newspaper report</li> </ul> <p style="text-align: center;"><b>The Last Garden by Rachel Ip</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Setting descriptions</li> <li>• Advertisement/Poster</li> <li>• Retelling</li> <li>• Instructional Flyer</li> <li>• Social media updates</li> <li>• Dialogue</li> <li>• Own version extended narrative</li> </ul>	<p style="text-align: center;"><b>Black Dog by Levi Pinfold</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Postcards</li> <li>• Dialogue</li> <li>• Retellings</li> <li>• Descriptions</li> <li>• Own version 'suspense' narrative</li> </ul> <p style="text-align: center;"><b>Sparky by Jenny Offil</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Short news reports</li> <li>• Diaries</li> <li>• Character descriptions</li> <li>• Adverts</li> <li>• Own traditional tale</li> </ul>	<p style="text-align: center;"><b>The Mysteries of Harris Burdick by Chris Van Allsberg</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Dialogue</li> <li>• Setting descriptions</li> <li>• Atmospheric descriptions</li> <li>• Captions and Titles</li> <li>• Own version mystery narrative</li> </ul> <p style="text-align: center;"><b>Flotsam by David Wiesner</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Sequels (mystery narratives)</li> <li>• Postcards</li> <li>• Setting descriptions</li> <li>• Non-chronological reports</li> <li>• Message in a bottle letters</li> </ul>	<p style="text-align: center;"><b>Jim: A Cautionary Tale by Hilaire Belloc</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Warning posters</li> <li>• Alternative endings</li> <li>• Performance poetry</li> <li>• Letter of apology</li> <li>• Narrative poem</li> </ul> <p style="text-align: center;"><b>The Day I Swapped my Dad for Two Goldfish by Neil Gaiman</b></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Thought bubbles</li> <li>• Missing scenes</li> <li>• Diaries</li> <li>• Own version narrative</li> </ul>
	<p><b>READING:</b>            Our school follows the <b>Read Write Inc Phonics</b> programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of <b>Read Write Inc Phonics</b>, children participate in daily <b>Reading for Understanding</b> lessons, building on vocabulary and comprehension skills.</p> <p><b>SPELLING:</b>            We follow the <b>Spelling Shed</b> scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.</p>					
<b>Maths</b>	<b>WHITE ROSE MATHS</b>					
	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and Subtraction</li> <li>• Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Length and Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Mass and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Money</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Shape</li> <li>• Statistics</li> </ul>
<b>Science</b>	<b>CORNERSTONES</b>					
	<ul style="list-style-type: none"> <li>• Animal Nutrition and Skeletal System</li> </ul>		<ul style="list-style-type: none"> <li>• Forces and Magnets</li> </ul>		<ul style="list-style-type: none"> <li>• Plant Nutrition and Reproductions</li> <li>• Light and Shadows</li> </ul>	
<b>Art &amp; Design</b>	<b>CORNERSTONES</b>					
	<ul style="list-style-type: none"> <li>• Contrast and Complement</li> </ul>		<ul style="list-style-type: none"> <li>• Ammonite</li> </ul>		<ul style="list-style-type: none"> <li>• Beautiful Botanicals</li> </ul>	
<b>Design &amp; Technology</b>	<b>CORNERSTONES</b>					

		• Cook Well, Eat Well		• Making it Move		• Greenhouse
Geography	CORNERSTONES					
				• Rocks, Relics and Rumbles		• Our Planet, Our World
History	CORNERSTONES					
	• Through the Ages					• Emperors and Empires
Computing	TEACH COMPUTING					
	• Computing Systems and Networks - Connecting computers	• Creating media - Stop frame animation	• Programming A - Sequencing sounds	• Data and information - Branching databases	• Creating media - Desktop publishing	• Programming B - Events and actions in programs
Music	CHARANGA					
	• Let Your Spirits Fly	• Christmas Carol Concert	• Glockenspiel Stage 1 (Glockenspiel)	• Three Little Birds (Glockenspiel)	• Bringing Us Together	• Reflect, Rewind and Replay
Physical Education	REALPE +					
	REAL PE Personal Skills TAG Rugby	REAL PE Social Skills Real GYM	REAL PE Cognitive Skills Real GYM	REAL PE Health and Fitness Skills Real DANCE	REAL PE Physical Skills Cricket	REAL PE Creative Skills Athletics
Religious Education	DISCOVERY RE					
	• Hinduism - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	• Christianity - Has Christmas lost its meaning?	• Christianity - Could Jesus heal people?	• Christianity - What is 'good' about Good Friday?	• Hinduism - How can Brahman be everywhere?	• Hinduism - Pilgrimage: How does pilgrimage to the Ganges help Hindus show commitment to God?
Modern Foreign Languages	PRIMARY LANGUAGES NETWORK					
	• French A New Start	• French The Calendar and Celebrations	• French Animals I Like and Don't Like	• French Carnival and Playground Games	• French Breakfast, fruit, nouns	• French Going on a picnic
RSHE - Life Skills	My Relationships RSE Solution (See RSHE Curriculum Map)	My feelings RSE Solution (See RSHE Curriculum Map)	My Rights and Responsibilities RSE Solution (See RSHE Curriculum Map)	My Body RSE Solution (See RSHE Curriculum Map)	My Beliefs RSE Solution (See RSHE Curriculum Map)	Asking for Help RSE Solution (See RSHE Curriculum Map)
	Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council, sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc. Other supporting and linked curriculum subjects are: English, Computing, RE and PE (REAL PE).					