


**Mattishall Primary School**  
**Green Class 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  |
| English   | LITERACY TREE - WRITING   |   |  |   |  |  |
|   | <b>Leon and The Place Between by Angela McAllister</b><br>Outcomes: <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>   | <b>The BFG by Roald Dahl</b><br>Outcomes: <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> | <b>Escape from Pompeii by Christina Balit</b><br>Outcomes: <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>                        | <b>Black Dog by Levi Pinfold</b><br>Outcomes: <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>   | <b>The Wilderness by Steve McCarthy</b><br>Outcomes: <ul style="list-style-type: none"><li>Character introductions</li><li>Letter of advice</li><li>Descriptive poem</li><li>SOS message</li><li>Identification label</li><li>A guide to enjoying the wilderness</li></ul> | <b>Jim: A Cautionary Tale by Hilaire Belloc</b><br>Outcomes: <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> |
|   | <b>The Heart and the Bottle by Oliver Jeffers</b><br>Outcomes: <ul style="list-style-type: none"><li>Character descriptions</li><li>Narrative retellings</li><li>Own version 'dilemma' narrative</li></ul>  | <b>Cinderella of the Nile by Beverley Naidoo</b><br>Outcomes: <ul style="list-style-type: none"><li>Short news report</li><li>Diary entry</li><li>Character description</li><li>Advert</li><li>Own version traditional tale</li></ul>                 | <b>The Barnabus Project by the Fan Brothers</b><br>Outcomes: <ul style="list-style-type: none"><li>Instructional writing (escape plan, experiment)</li><li>Descriptions</li><li>Advertisements</li><li>Letters of advice</li><li>Dialogue</li><li>Brochure</li></ul> | <b>Nen and the lonely fisherman by Ian Eagleton</b><br>Outcomes: <ul style="list-style-type: none"><li>Own version of the narrative with a twist on the traditional tale</li><li>Advert character description</li><li>Thought bubbles</li><li>Diary entry</li><li>Message in a bottle</li><li>Setting description</li></ul> | <b>Flotsam by David Wiesner</b><br>Outcomes: <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>                             | <b>The Day I Swapped my Dad for Two Goldfish by Neil Gaiman</b><br>Outcomes: <ul style="list-style-type: none"><li>Thought bubbles</li><li>Missing scenes</li><li>Diaries</li><li>Own version narrative</li></ul>                    |
|   | <b>READING:</b><br>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.<br><b>SPELLING:</b><br>We follow the <b>Spelling Shed</b> scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary. |   |  |   |  |  |
| Maths   | WHITE ROSE MATHS  |   |  |   |  |  |
|   | <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>  |
| Science   | CORNERSTONES  |   |  |   |  |  |
|   | <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></ul>  | <ul style="list-style-type: none"><li>Light and Shadows</li></ul>  |
| Art & Design  | CORNERSTONES  |   |  |   |  |  |
|   | <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>   |  |
| Design & Technology   | CORNERSTONES  |   |  |   |  |  |

|                          |  |  |  |  |   |  |
|--------------------------|--|--|--|--|---|--|
|                          |  | <ul style="list-style-type: none"><li>Cook Well, Eat Well</li></ul>                            |  | <ul style="list-style-type: none"><li>Greenhouse</li></ul>                                       |   | <ul style="list-style-type: none"><li>Making it Move</li></ul>   |
| Geography                | CORNERSTONES   |  |  |  |   |  |
|                          |  | <ul style="list-style-type: none"><li>Our Planet, Our World</li></ul>                          | <ul style="list-style-type: none"><li>Rocks, Relics and Rumbles</li></ul>                |  |   |  |
| History                  | CORNERSTONES   |  |  |  |   |  |
|                          | <ul style="list-style-type: none"><li>Through the Ages</li></ul>   |  |  |  | <ul style="list-style-type: none"><li>Emperors and Empires</li></ul>                      |  |
| Computing                | TEACH COMPUTING  |  |  |  |   |  |
|                          | <ul style="list-style-type: none"><li>Computing Systems and Networks - Connecting computers</li></ul>  | <ul style="list-style-type: none"><li>Creating media - Stop frame animation</li></ul>          | <ul style="list-style-type: none"><li>Programming A - Sequencing sounds</li></ul>        | <ul style="list-style-type: none"><li>Data and information - Branching databases</li></ul>       | <ul style="list-style-type: none"><li>Creating media - Desktop publishing</li></ul>       | <ul style="list-style-type: none"><li>Programming B - Events and actions in programs</li></ul>   |
| Music                    | CHARANGA   |  |  |  |   |  |
|                          | <ul style="list-style-type: none"><li>Let Your Spirits Fly</li></ul>   | <ul style="list-style-type: none"><li>Christmas Carol Concert</li></ul>                        | <ul style="list-style-type: none"><li>Glockenspiel Stage 1 (Glockenspiel)</li></ul>      | <ul style="list-style-type: none"><li>Three Little Birds (Glockenspiel)</li></ul>                | <ul style="list-style-type: none"><li>Bringing Us Together</li></ul>                      | <ul style="list-style-type: none"><li>Reflect, Rewind and Replay</li></ul>   |
| Physical Education       | REALPE +   |  |  |  |   |  |
|                          | REAL PE<br>Personal Skills<br><br>TAG Rugby  | REAL PE<br>Social Skills<br><br>Real GYM   | REAL PE<br>Cognitive Skills<br><br>Real GYM  | REAL PE<br>Health and Fitness Skills<br><br>Real DANCE   | REAL PE<br>Physical Skills<br><br>Cricket   | REAL PE<br>Creative Skills<br><br>Athletics  |
| Religious Education      | DISCOVERY RE   |  |  |  |   |  |
|                          | <ul style="list-style-type: none"><li>Hinduism - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</li></ul>  | <ul style="list-style-type: none"><li>Christianity - Has Christmas lost its meaning?</li></ul> | <ul style="list-style-type: none"><li>Christianity - Could Jesus heal people?</li></ul>  | <ul style="list-style-type: none"><li>Christianity - What is 'good' about Good Friday?</li></ul> | <ul style="list-style-type: none"><li>Hinduism - How can Brahman be everywhere?</li></ul> | <ul style="list-style-type: none"><li>Hinduism - Pilgrimage: How does pilgrimage to the Ganges help Hindus show commitment to God?</li></ul> |
| Modern Foreign Languages | PRIMARY LANGUAGES NETWORK  |  |  |  |   |  |
|                          | <ul style="list-style-type: none"><li>French<br/>A New Start</li></ul>   | <ul style="list-style-type: none"><li>French<br/>The Calendar and Celebrations</li></ul>       | <ul style="list-style-type: none"><li>French<br/>Animals I Like and Don't Like</li></ul> | <ul style="list-style-type: none"><li>French<br/>Carnival and Playground Games</li></ul>         | <ul style="list-style-type: none"><li>French<br/>Breakfast, fruit, nouns</li></ul>        | <ul style="list-style-type: none"><li>French<br/>Going on a picnic</li></ul>   |
| RSHE - Life Skills       | <b>My Relationships</b><br>RSE Solution<br>(See RSHE Curriculum Map)   | <b>My feelings</b><br>RSE Solution<br>(See RSHE Curriculum Map)                                | <b>My Rights and Responsibilities</b><br>RSE Solution<br>(See RSHE Curriculum Map)       | <b>My Body</b><br>RSE Solution<br>(See RSHE Curriculum Map)                                      | <b>My Beliefs</b><br>RSE Solution<br>(See RSHE Curriculum Map)                            | <b>Asking for Help</b><br>RSE Solution<br>(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.<br>Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE). |  |  |  |   |  |