

Recovery Curriculum Long Term Overview – Adapted for Covid Catch-Up

Each subject / area should include a Knowledge and a Skill

Year 3



| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Topic | Stone, Fire and Ice | | Mayans | Volcanoes | Rampaging Romans | |
| Maths | Place Value Addition and Subtraction | Multiplication and Division | Multiplication and Division Money Statistics | Measurement Fractions | Fractions Time | Shape Mass and Capacity |
| Reading | How to wash a Woolly Mammoth Stone Age Boy <i>(UG instead)</i> K: Reference to life in the past. S: Vocab Retrieval | Stone Age Boy The secrets of Stonehenge. K: Non- Fiction/ Fact Finding. S: Retrieval Inference Sequencing Summarise | The Rain Player Chocolate Tree K: Fictional characters from the past S: Retrieval Inference Sequencing Summarise | Lava Escape from Pompeii K: Dramatic texts that draw in the reader S: Inference Prediction Summarise Explain | Romulus and Remus – Myth The Thieves of Ostia K: Myths and Legends S: Word Meaning Inference Prediction Summarise Explain | Meet the ancient Romans Queen of Darkness K: Fact Finding – Adventure Text S: Word Meaning Inference Prediction Summarise Explain |
| Writing | Instruction Writing Diary Entry | Adventure Tale Information/ Newspaper | Poetry Persuasive Letter | Alternative Ending Warning Tale | Myths - Character Description Recount | Newspaper Report Meeting Tale (two female characters) |
| GP | Contractions Preposition Conjunctions Possessive apostrophes K: Identifying Contractions Preposition Conjunctions Possessive apostrophes S: Applying to writing Using contracted words | Direct speech Imperatives Determiners Adverbs Word Class K: Identifying Direct speech Imperatives Determiners Adverbs Word Class S: Applying to writing Using apostrophes for possession | Word Class Punctuation Possessive apostrophes Time/cause Perfect tense Past and present tense K: Identifying Word Class Punctuation Possessive apostrophes Time/cause Perfect tense S: Applying to writing Writing prefixes and suffixes | Prefixes Suffixes - Year 2 recap Prepositions Direct Speech Perfect form of verbs Word Class Conjunctions K: Identifying Prefixes Suffixes Prepositions Direct Speech Perfect form of verbs Word Class S: Applying to writing Writing using direct speech | Editing grammar Perfect tense Adventurous word choices Expanded noun phrases Commas K: Identifying Adventurous word choices Expanded noun phrases Commas S: Applying to writing Editing grammar Writing in perfect tense | Clauses and commas Homophones Paragraphing Sentences level (structures) Using correct verb forms K: Identifying Clauses and commas Homophones Paragraphing Sentences level (structures) S: Applying to writing Using correct verb forms |
| Spelling | The /aw/ sound spelled ou 10 Words The /u/ sound spelled ou 10 Words The /j/ sound spelled with a y 10 Words Words with the /aw/ sound ending -sure 10 Words Words with the /uh/ sound ending -sure 10 Words Challenge words | The prefix re- 10 Words The prefix dis- 10 Words The prefix mis- 10 Words Suffixes beginning with vowel letters 10 Words | The long /a/ sound spelled ai 10 Words The long /a/ sound spelled ei 10 Words The long /a/ sound spelled ey 10 Words The suffix -ly 10 Words Homophones 10 Words Challenge words 10 Words | Ending with the /l/ sound spelled -al 10 Words Ending with the /l/ sound spelled -le 10 Words Adding the suffix -ly to -le words 10 Words Adding the suffix -sly to -ic words 10 Words Adding the suffix -ly exceptions 10 Words Challenge words 10 Words | The suffix -er with -ish words 10 Words The /z/ sound spelled sh 10 Words Words ending with the /g/ sound spelled -gg 10 Words The /z/ sound spelled ss 10 Words Homophones 10 Words Challenge words 10 Words | The suffix -ian pronounced like vision 10 Words Challenge words 10 Words Revision 10 Words Revision 10 Words Revision 10 Words Revision 10 Words |
| Science | Rocks & fossils (Classifying, observing & testing) K: Understanding the scientific method | Animals including humans (RSE and Food Chains) K: Animals and humans have | Animals including humans K: Nutrition Understanding animals cannot make their own food | Forces and magnetism K: Polarity, comparing everyday objects for magnetism | Light (shadows & light sources, investigating) K: Need for light to see shadows | Plants (Mrs Gren, parts of plants, growing, life cycle) K: Parts of a plant Functions Requirements for them to grow |

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| | <p>Understanding there are different types of rocks and how they are formed</p> <p>S: Undertaking a fair test Recording data Making</p> | <p>skeletons and muscles</p> <p>S: Asking appropriate questions to develop learning Describing the functions of bone and muscle</p> | <p>S: Creating healthy eating plan Basic cooking skills</p> <p>SCIENCE WEEK in T4</p> | <p>How things move on different surfaces</p> <p>S: Asking questions Predictions Fair test Observing and measuring Recording data Interpreting results Evaluating</p> | <p>Danger of light/ How to protect your eyes</p> <p>S: Reflecting light on to a target</p> | <p>Life cycle</p> <p>S: Investigating how water moves through a plant</p> |
| Computing | <p>Desktop Publishing -Create a survival guide</p> | <p>Animation -Building a stone age village</p> | <p>Sequences in Music</p> <p>Building the skills.</p> | <p>Events in action- Linked to creating Escape from Pompeii</p> | <p>Connecting Computers</p> | <p>Handling data: branching databases</p> |
| History | <p>Stone Age K: Learning about the geographical differences between the Ice Age and modern times.</p> <p>S: Developing an understanding of events before the children's birth</p> | | <p>K: Mayans, Story of Chocolate,</p> <p>S: Compare and contrast culture and lifestyle in Central American history</p> | <p>K: impact of historical events.</p> <p>Create a chronologically accurate timeline of historical events.</p> <p>Recap - answer questions using specific information sources.</p> | <p>Romans (Kent Life trip April 26th) K: The Roman Empire and its impact on Britain</p> <p>S: Create a chronologically accurate timeline of historical events.</p> <p>Year 2 recap - make 'now and then' comparison and research a famous British historical event, explain local area changes through sources.</p> <p>Year 2 recap - Using first hand evidence discuss changes in our local area through evidence such as photos, maps and newspaper reports - link to School 10 yr celebration event.</p> | |
| Geography | <p>Mapwork (Comparing & locating) Year 2 recap - World continents and oceans.</p> | <p>K: Identifying the Arctic & Antarctic, poles and landforms</p> <p>S: drawing symbols on maps and identifying key features</p> | <p>K: Fair trade</p> <p>S: Case study between UK & Guatemala</p> | <p>K: Volcanoes Plate tectonics – link with skills, map skills</p> <p>S: Create and label an erupting volcano.</p> | <p>K: Maps of Europe, Roman Empire.</p> <p>S: Plot a Roman town (fieldwork study)</p> | <p>K: Local differences - what impact did it have on OUR local area.</p> <p>Year 2 Recap Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork</p> |

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| | | | | | | <p>and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>S:Map reading and mapwork Canterbury train trip - 'Walking Fieldwork Study'</p> |
| DT | <p>K: Stone Age Tools (Clothing)</p> <p>S: Knot tying, using natural resources (Sowing)</p> | <p>K: Stonehenge Models/Stone age model.</p> <p>S: Using materials to create desired effect.</p> | <p>K: Understanding the factory process of creating foods. SCIENCE WEEK IN T4</p> <p>S: Designing & making chocolate (full process)</p> | <p>K: Paper mache 3D volcano creation</p> <p>S: Using materials to create desired effect.</p> | <p>K: Chariots/catapults</p> <p>S: develop moving parts, review and adapt design</p> | <p>K: Full Design Process (plan, make, do, review)</p> <p>S: Design and make shields (full process)</p> |
| Art | <p>K: Create Stone Age outfits.</p> <p>S: Design and Plan: Textiles</p> <p>Fire, Stone, Ice – Jackson Pollack</p> | <p>K: Create Cave paintings & Clay Sculpture</p> <p>S: pastels, charcoal: blending, moulding</p> | <p>K: cultural maya clothing / textiles</p> <p>S: huipila design (fabric paints/ appliqué)</p> <p>CK: artist study - Frida Kahlo</p> | <p>K: artist study - Frida Kahlo</p> | <p>K: Roman architecture</p> <p>S: Mosaic patterns</p> | <p>Roman – Leonardo da Vinci</p> <p>Romans – Architecture/artefacts etc</p> |
| RE | <p>What is it like to be a Christian in Britain today? Comp-Good Samaritan</p> | <p>Celebrations: Diwali, Remembrance, Hanukkah, Xmas</p> | <p>Sikhism What do different people believe about God? Why are festivals important to religious communities?</p> | <p>Sikhism Important features of Sikhism.</p> <p>Christianity Easter Cover Good Friday year 2 recap</p> | <p>Christianity- What is the trinity? When Jesus left what was the impact of pentecost. 5 key concepts within the Bible's big story.</p> | <p>Christianity - Make links between stories and Christian life/actions. Comp – History of the Bible Different texts within the Bible.</p> |
| PE | Athletics | Dance - Swing | Netball Swimming | Tennis Swimming | Cricket | Floor - Gymnastics Year 2 - Recap |
| Games | Rounders | Hockey | Dodgeball | Tennis | Handball 1 week swimming | Tag Rugby |
| MFL | <p>Core Unit 1 -Greeting each other -Introducing themselves -Counting up to 10 -Introducing their immediate family</p> | <p>Core Unit 2 -Saying the days of the week -Naming colours -Counting between 11 and 20 -Naming countries/intercultural topic -Expressing likes and dislikes</p> | <p>Core Unit 3 - identifying body parts - Counting up to 31 - identifying items of clothing - naming the months of the year - birthdays</p> | <p>Unit A -Saying animal vocabulary -Asking about pets -Describing animals using adjectives -Using prepositions -Naming animal homes</p> | <p>Unit B -Naming common foods -Expressing likes and dislikes -Saying what they are eating -Naming cutlery -Saying what they would like to have -Understanding cooking instructions</p> | <p>Unit C -saying how they travel to school -naming places in school -listing the contents of their pencil case -telling the time -naming school subjects</p> |

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| <p>Music</p> | | <p>K: Chants and song to scare away an stone age animal.</p> <p>S: play and perform in solo and ensemble contexts, using their voices</p> | <p>K – Creating theme music for animation.</p> <p>S: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>K – Creating theme music for animation.</p> <p>Understand how different sounds can be created.</p> <p>S: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>K-Performance music - creating a variety of different sounds to include tempo, rhythm and pitch.</p> <p>S: develop an understanding of the history of music.</p> | <p>K- composers/ musicians study - link to reading comprehension for background information (with Year 2 recap)</p> |
| <p>Life Skills</p> | <p>Personal Care</p> <p>I can choose a meal I know I will eat.</p> <p>I can tie my own shoelaces.</p> <p>I know to wash my hands after coughing/sneezing into them.</p> | <p>Personal Care</p> <p>I can get changed for PE or other activities quickly and can look after my belongings.</p> <p>I know what to do if I get lost.</p> <p>I am able to come to school prepared for the day and pack my own bag. (Knowing if I need my PE kit or reading book)</p> | <p>Understanding the world</p> <p>I understand the value of money.</p> <p>I am aware of road safety and know when it is safe to cross the road.</p> <p>I have an understanding of the annual calendar and can identify a few key dates. (Christmas/Birthday)</p> | <p>Social and Emotional Skills</p> <p>I can recognise and value the feelings of others especially when working as part of a team.</p> <p>I know what to do to calm down and action this independently.</p> <p>I can empathise with other people's emotions.</p> | <p>Personal Safety</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> | <p>Social and Emotional Skills</p> <p>I can understand the concept of bullying, how to recognise it and address it.</p> <p>I recognise that children's actions can affect my feelings.</p> |
| <p>British Values (Woven through)</p> | <p>Mutual respect – Getting to Know each other and respecting each other's opinions.</p> <p>The Rule of Law: following class rules to keep each other safe</p> | <p>Mutual respect: Working together stone age models.</p> | <p>Active Participation – Persuasive letter and debate.</p> <p>Tolerance – Comparing cultures.</p> | <p>Individual Liberty: Self-help and responsibility</p> | <p>Personal Freedom</p> <p>Rule of Law: Romans</p> | <p>Democracy: Romans</p> |
| <p>Outdoor Learning</p> | <p>S: Knot tying, using natural resources</p> <p>K: Shelter building.</p> | <p>Clay Sculpture</p> <p>Tone change: blending paints.</p> | <p>S: Creating healthy eating plan - science week</p> <p>Basic cooking skills</p> | <p>Maps - Micro mapping</p> <p>Compass</p> <p>Trails</p> <p>Orienteering.</p> | <p>Shelter and Fire. (In association with Godinton House)</p> | <p>Plants and Animals</p> |

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| E- Safety using Project Evolve. | Copyright and ownership Privacy and security | Managing online information | Online bullying and online reputation | Online relationships | Self-image and identity | Health wellbeing and style |
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