

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
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 (UG instead) 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

	<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>

						<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>

<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 Trails</p> <p>Orienteering.</p>	<p>Shelter and Fire. (In association with Godinton House)</p>	<p>Plants and Animals</p>

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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