Curriculum Overview 2019-2020 - Year Group 3						
	Autumn A	**Autumn B**	**Spring A**	**Spring B**	**Summer A**	**Summer B**
Topic	**A World of Pure Imagination – CATCF theme (8 weeks)**	**Savage Stone Age (7 weeks)**	**On the Move (6 weeks)**	**Get your Greek On (6 weeks)**	**Violent Volcanoes (5 weeks)**	**Whole school themed topic (7 weeks) TBC**
Text focus	**Charlie and the Chocolate factory – Roald Dahl**	**Stig of the Dump – Clive King** **Also: Cave Baby – Julia Donaldson Stone Age Boy - Satoshi Kitamura**	**The Boy at the Back of the Class – Onjali Rauf** **Welcome to Nowhere – Elizabeth Laird** **The Journey – Francesca Sanna** **https://www.amnesty.org.uk/fiction-primary-secondary-school-teach-human-rights-literature**	**Who let the Gods out? Maz Evans**	**The Firework Maker's Daughter – Phillip Pullman**	
English	**Instructions** – how to make product **Persuasive** leaflet and speech/pitch **Setting description** of an imaginary room in Wonka's factory – use art to design or build in shoebox prior to written work. Lots of language exploration opportunities for descriptive writing **Reading (fiction, non-fiction and poetry topic texts)** Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture	**Diary entry** – in role as Barney **Character description + narrative section** – Stig **Non-chronological report** – Stone Age **Recount** – trip to Murton Park **Reading (fiction, non-fiction and poetry topic texts)** Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc)	**Narrative sections** – from different perspectives (SMSC/PSHE) **Persuasive brochures/adverts** **Poetry** **Reading (fiction, non-fiction and poetry topic texts)** Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of	**Narrative** – adventure/quest theme **Non-chronological report** **Instructions and explanation** - Sundials **Reading - (fiction, non-fiction and poetry topic texts)** Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell	**Narrative** – Suspense and drama themes plus powerful action scenes **Newspaper report** **Reading (fiction, non-fiction and poetry topic texts)** Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in	**Review of weaker areas** –match to whole school topic **Reading (fiction, non-fiction and poetry topic texts)** Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama

	books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book
SPAG / Spelling	Complete spelling analysis for children using written work – create a spelling profile for each child See Babcock spellings Autumn Term SPAG – Suffixes review from Y2 – making new words Word classes Statement, question, command Expanded noun phrases Tenses Basic punctuation reviews	Action weak areas from spelling analysis previous half term See Babcock spellings Autumn Term SPAG – Formation of nouns using prefixes Using determiners – a/an Subordinating and coordinating conjunctions – fronted adverbials Paragraphs – headings and subheadings Word classes	See Babcock spellings Spring Term + spelling analysis Pronouns Commas in a list Apostrophes for contraction Speech intro Expressing time and cause using conjunctions, adverbs and prepositions More advanced tense work -continuous, perfect etc	See Babcock spellings Spring Term + spelling analysis Pronouns/noun phrases Prefixes and suffixes Word classes Statement, question command Expanded noun phrases Tenses Subordinating and coordinating conjunctions Paragraphs	See Babcock spellings Summer Term + spelling analysis Pronouns Commas in a list Apostrophes for contraction Speech intro Expressing time and cause using conjunctions, adverbs and prepositions More advanced tense work -continuous, perfect etc	See Babcock spellings Summer Term + spelling analysis Revision of weaker areas
Maths	Place value Addition and subtraction Mental methods and number sense Close gaps from Year 2	Addition and subtraction Multiplication and division Mental methods and number sense	Multiplication and division Money and statistics	Measurement – length and perimeter Fractions	Fractions Time	Geometry Mass and capacity
Science	Forces and magnets	Animals including humans	Plants	Light Use data loggers – ICT	Rocks	

History **All work feeds into being able to answer the key historical inquiry questions created at the start of the unit**	Brief look at the history of chocolate – timelines Aztecs	Use artefacts as primary sources of information – what do they tell us? What could they be? Lots of discussion and enquiry work. Chronology work - where does the Stone age fit into history? Sequence events and artefacts Find out about life during this time Cause and effect examples Use a range of sources to find out information Select and record information relevant to the study and key questions	Look at past events which have caused people to move – refugees and immigration in history	Use artefacts as primary sources of information – what do they tell us? What could they be? Lots of discussion and enquiry work. Chronology work - where do the Ancient Greeks age fit into history? Sequence events and artefacts Find out about life during this time – compare with life today and the Stone Age Cause and effect examples Use a range of sources to find out information Select and record information relevant to the study and key questions Look at different interpretations of history –in what ways is the past represented? Be able to distinguish between different types of sources and how valuable they are to our studies	Key events relating to eruptions - chronology	**Review of weaker areas** –match to whole school topic
Geography **All work feeds into being able to answer the key geographical inquiry questions created at the start of the unit**	Geographical enquiry – ask/initiate questions linked to chocolate/sweets UK map review – locations of factories/places where sweets and chocolate are manufactured How are these places affected by chocolate production? Use different kinds of map to locates areas where chocolate	Use 4 compass points to follow and give directions Use letter/number coordinates to locate features on a map Try to make a map of a short route experienced with features in correct order (ICT link) Try to make a simple scale	Orienteering – follow a route on a map with some accuracy Look at journeys taken by refugees – describe and represent them geographically	Ancient and modern day Greece map work	Locate places on a larger scale – review continents Find Indonesia and other locations known for volcanic activity Look at maps, pictures and other sources to identify similarities and differences between a UK region and Java. Compare physical and human features, draw	**Review of weaker areas** –match to whole school topic

	ingredients are produced – understand the equator and how shown on a map Label up own maps – using a key Compare a linked location to own country – temp, climate, vegetation, rivers, key landmarks etc Use a range of sources to answer questions – photos, globe, internet etc	drawing Use symbols and simple keys			conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in Java and compare to region of the UK. Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. Match boundaries – find the same boundary or a country on a different scale (blank map with no country/city labels)	
Music	Demonstrate the ability to recognise the use of structure and expressive elements through dance (PE link) Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. ICT link Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds	Singing focus – Christmas production Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). Demonstrate the ability to recognise the use of structure and expressive elements through dance (PE)	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm.	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm.	**Review of weaker areas** –match to whole school topic

		singing parts of a song 'in their heads.'				
Art	Artistic representation of product – **drawing** – sketch different designs and choose final – refine and alter drawings – design packaging – Literacy link Create **shoebox version of imaginary room** – Literacy and DT link	**Printing** – print using a variety of different materials, objects and techniques including layering Explore pattern and shape, creating designs for printing Cave markings	**Collage/textiles** – Use a variety of techniques including dying, quilting, weaving and embroidery, applique Make a class quilt/blanket to show diversity and journeys Collage – experiment with a range of media – overlapping/layering etc	**3D form** – Greek clay pots Look at examples of pots and designs from the past Can join clay adequately and work reasonably independently Construct simple clay base for extending and modelling other shapes Painting of designs	**Painting** – mix a variety of different colours and review which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures Volcanic landscape paintings Look at the work of some famous landscape artists – Turner and Monet. Use as inspiration. Painting of paper mache volcano Batik – fabric work Indonesian technique	**Review of weaker areas** –match to whole school topic
DT **For each project, work through full DT process: research, design, refine, create, refine, evaluate**	Create **shoebox version of imaginary room** with moving parts – Literacy link Science link – CATCF **magnetic games** **Test out chocolate creations/products** – develop new flavours and designs to pitch to Willy Wonka. **Create a product.**			**Greek pots (Art link) and Sundials (Science link)**	**Create a working Volcano – paper mache**	**Review of weaker areas** –match to whole school topic
RE **Make links with topic, a range of religions and everyday life**	**3.2 – Who can inspire us?** Look at a range of inspirational figures in the modern world and also in religion. What do they have in common? Who is the most inspirational to you and why	**3.1 What does it mean to be a Jew?** History of Judaism and basic facts Ten commandments ans significance to Jewish faith Explore artefacts linked to	**3.3 How are beliefs expressed through the arts? (Music link)** What are feelings and emotions to do with religion?	**3.4 What do Christians believe about a good life?** Explore key Christian beliefs Easter	**P4C discussions/debates**	**P4C discussions/debates**

	Some P4C activities/themed discussions also	the faith – significance Hanukkah – compare celebrations Visitor into school to discuss their faith Some P4C activities/themed discussions also	How can music be a form of expressing faith for some religions? Where and how is colour used to express religious feelings and ideas? How are art and artefacts important to religion? Can drama be used to reinforce teaching of religious stories? Some P4C activities/themed discussions also	Visitor into school to discuss their faith Some P4C activities/themed discussions also		
PE	Dance and games	Gymnastics and games	Dance and games	Athletics and games	Gymnastics and games	Athletics and games
ICT **Research and E-safety will feature throughout the year**	**Online Safety** - In this unit, children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods. **NC Objectives:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	**Word Processing Skills –** This is the third word processing unit, following the units in Years 1 and 2, aimed at teaching basic word-processing skills to children. In this unit, children will learn to use various features for formatting text. The first lesson, which is intended to be used at the start of the school year, focuses on some important computer skills and introduces children to screenshots and the Snipping Tool, and secure use of passwords. **NC Objectives:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Programming Turtle Logo and Scratch** - This Programming Turtle Logo and Scratch unit will teach your class to create and debug algorithms. Following on from the earlier Year 2 unit on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks. **NC Objectives:** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	**Internet Research and Communication** - This unit focuses on how to effectively search using key words and how to safely communicate online. The lessons focused on Internet research will demonstrate the importance of word order when searching. They will also start to examine the results returned and how to distinguish between a reliable and unreliable website or webpage. Children will learn to save webpages in a browser, as well as in a file or folder. They will also understand how this can be shared with others. Children will identify ways of communicating online, how they can keep safe and the importance of being responsible while communicating online with others. **NC Objectives:** understand	**Presentation Skills –** This unit develops children's use of presentation software. The first three lessons teach children new skills, following on from previous skills learnt; setting the theme, slide transitions, animating objects onto the slide, creating hyperlinks in the action settings and adding audio and video **NC Objectives:** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Drawing & Desktop Publishing -** This unit is aimed at developing children's graphic and presentation skills by introducing drawing as opposed to painting. It also goes on to further children's understanding of layouts using a desktop publishing application. Children will learn to draw, order, group and manipulate objects to make a picture. They will also learn to evaluate and create effective layouts, combining text and images. There are a number of different drawing applications used in primary schools.

	content and contact. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		'Google Draw' comes with any gmail account. Word processors/presentation applications/desktop publishing packages have some of the features of drawing applications and can be used, but are not as good as a specific drawing application. **NC Objectives:** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Spanish	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work
PSHE	**Physical health and wellbeing – What helps me choose?**	**Keeping safe and managing risk – Bullying – see it, say it, stop it**	**Sex and relationship education – Growing up and changing**	**Mental health and emotional wellbeing – Strengths and challenges**	**Drug, alcohol and tobacco education – What do we put into our bodies?**	**Identity, society and equality – Celebrating difference**