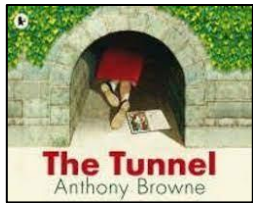
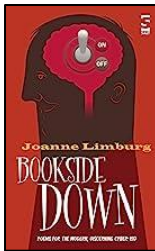
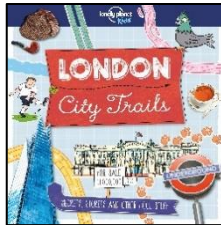
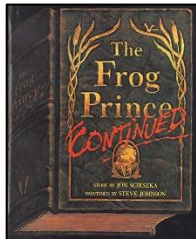
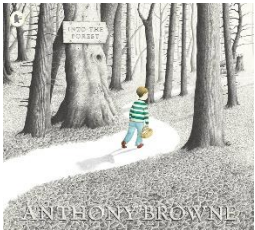
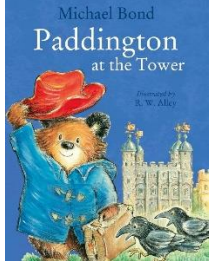


Curriculum Overview Year 3 - Cycle A

Topic	Term 1 ‘Totally Thames’			Term 2 ‘Raiders and Invaders’		Term 3 “Going Global”	
Key Concepts		Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 3		Autumn 1 – Totally Thames			Autumn 2 – Totally Thames		
English Text							
Text genre		Familiar setting	Explanation	Poetry (CLPE)	Information	Fairy tale (with twist)	
Writing outcome(s)		F: Character description F: Retelling (orally – text map) F: Innovated version	NF: Explanation text: The Water Cycle	Class anthology of published poems	NF: Non-Chronological report about the Tower of London (following trip to the Tower of London)	NF: Diary entry (The Frog Prince’s plan) F: Innovated version	Publishing
Grammar		Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Sentence function: statement, question, command Suffix: -ness, -ful, -less, -ment	Range of sentences Different sentence functions Correct tense Progressive verb form Range of conjunctions Grouping information (intro to paragraphing) Commas in a list	Vocabulary development Poetic language and devices	Different sentence functions Correct tense Range of conjunctions Adverbs for time, place, and how Expanded noun phrases Grouping information (intro to paragraphing) Punctuation apostrophe singular possession and omission	Different sentence functions Past tense Range of conjunctions Adverbs for time, place, and how Expanded noun phrases Grouping information (intro to paragraphing) Inverted commas (dialogue)	

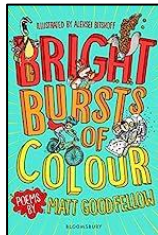
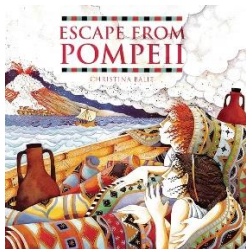
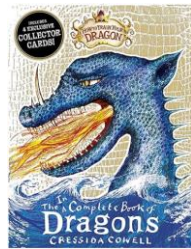
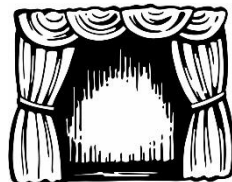
	Apostrophe for singular possession and omission Full stops capital letters commas in a list	Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions Apostrophe for singular possession Suffix: -ness, -ful, -less, -ment Full stops capital letters		Full stops capital letters commas in a list	Punctuation apostrophe singular possession and omission Full stops capital letters commas in a list Exclamation mark	
Spelling over the term (No Nonsense)	Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix ‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’	Rare GPCs The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin) Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> Apostrophe Revise contractions from Year 2		Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.		
Curriculum concept links						
Wider curriculum writing opportunities						

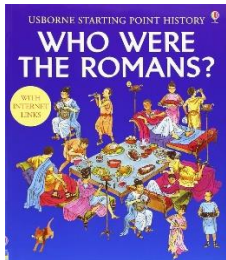
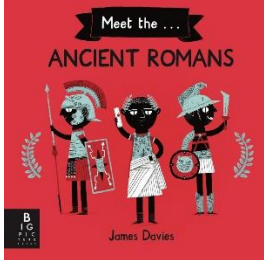
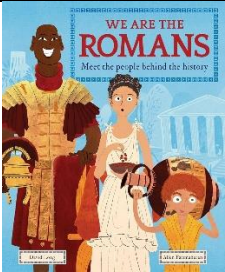
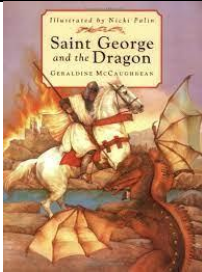
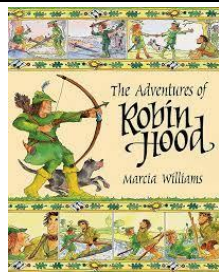
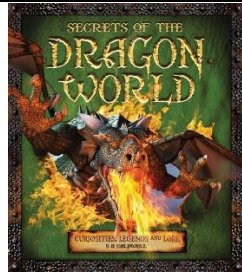
Suggested wider reading

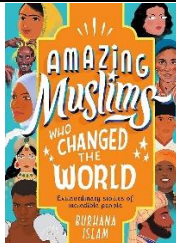
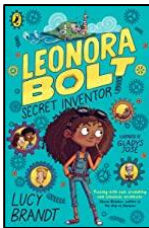


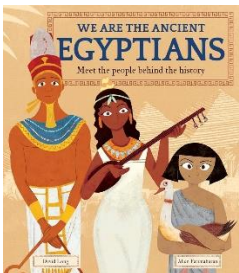
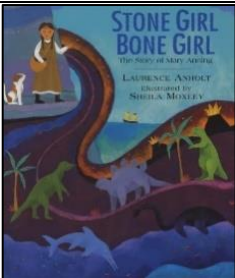
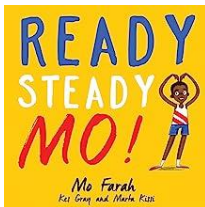
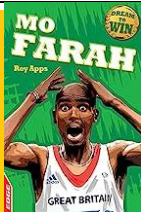
and other Anthony Browne

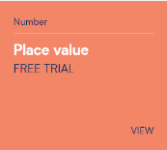
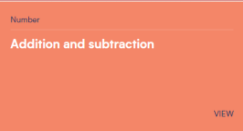
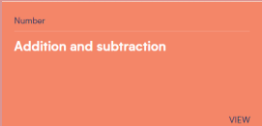
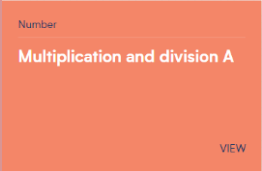
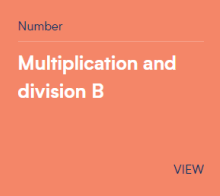
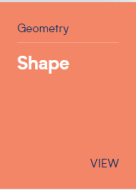
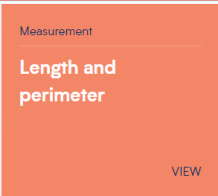
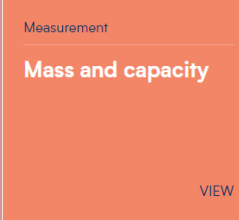
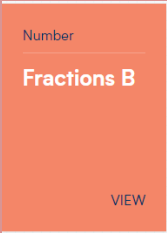
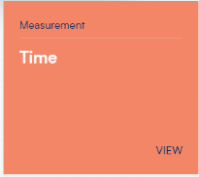
books

Year 3	Spring 1 – Raiders, Traders and Invaders			Spring 2 – Raiders, Traders and Invaders		
English Text		 ROMANS WORKSHOP				
Text genre	Poetry (CLPE)	Recount	Historical narrative	Information (Pie Corbett)	Playscript (Oracy)	
Writing outcome(s)		NF: Roman Experience	F: Setting descriptions, thought bubbles NF: Diaries, letters, Newspaper report	Description of the Manchester Ridgeback NF: Non-chronological report on (innovated) dragon	Focus: Oracy Guided Reading: explore a range of playscripts	Publishing
Grammar	Vocabulary development Poetic language and devices	Range of sentences Correct verb tense Progressive verb form Range of conjunctions Paragraphs Inverted commas (dialogue) Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions	Range of sentences Correct verb tense Progressive verb form Range of conjunctions Paragraphs Inverted commas (dialogue) Commas in a list Apostrophe for possession and omission Expanded noun phrase Adverbs for time, place and how Prepositions	Range of sentences Different sentence functions Correct verb tense Progressive verb form Range of conjunctions Paragraphs Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions	Range of sentences Different sentence functions Correct verb tense Progressive verb form Range of conjunctions Adverbs for time, place, and how (stage directions and narrator) Playscript conventions Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions	
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'		Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe Revise contractions from Year 2	Proofreading Revise proofreading routines Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term.	- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) - Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	

Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						

Year 3	Summer 1 – Going Global			Summer 2 – Going Global		
English Text						
Text genre	Adventure	Instructions		Biography	Adventure	
Writing outcome(s)	F: Character description NF: Response to job advert in role F: First or third person recount of rescue	NF: Instructions – Mummification - How to Prepare for the Afterlife	Publishing	NF: Biography on chosen significant person	F: Short story inspired by first 4 chapters	Publishing
Grammar	Range of sentences Correct verb tense Range of conjunctions Dialogue (inverted commas) Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Progressive verb form Commas in a list Apostrophe for possession and omission Use of the forms 'a' or 'an'	Range of sentences Different sentence functions Correct verb tense Range of conjunctions Present perfect verb form Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Progressive verb form Commas in a list Use of the forms 'a' or 'an'		Range of sentences Correct verb tense Range of conjunctions Paragraphs Commas in a list Apostrophe for possession Expanded noun phrase Dialogue - quotes Progressive verb form Headings and subheadings Vary sentence starters	Range of sentences Correct verb tense Progressive verb form Range of conjunctions Dialogue (inverted commas) Present perfect verb form Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Commas in a list Apostrophe for possession and omission Use of the forms 'a' or 'an' Vary sentence starters	
Spelling over the term (No Nonsense)	Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes			Proofreading Proofread own writing for misspellings of personal spelling list words. Learning and Practising spellings		
	The /ʌ/ sound spelt 'ou' (<i>young, touch</i>) Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i>			- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) - Learn words from personal lists.		

	Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes Apostrophe Revise contractions from Year 2 Rare GPCs The /i/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>)			Pupils: Learn selected words taught in new knowledge this term.		Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.
Curriculum concept links						
Wider curriculum writing opportunities				Biography – Science – Mary Anning		
Suggested wider reading	 			 		

Maths	Number: Place value  Recap- Y2 Geometry: Shape Making Connections D&T Cam toys Number : Addition and subtraction 	Number: Addition and Subtraction  Number: Multiplication and division  Assess and review	Number: Multiplication and division  Geometry: Shape – to support length and perimeter teaching.. 	Measurement: Length and perimeter  Making connections Number: Fractions apply shape through fractions	Measurement: Mass and capacity  Number: Fractions 	Measurement: Apply fraction and calculation Time  Statistics Making connections Geography - weather 
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			Plants	Number Fractions A VIEW Assess and review	Measurement Measurement: apply fractions of amounts, apply calculations Money VIEW Recap shape - EMW Making Connections D&T Mayans 3D masks	Assess and review
Science Cycle A&B	Light	Animals including Humans	Forces and Magnets Making connections Maths – Length and Perimeter	Rocks and soils Making connections Maths-Mass and capacity	Plants	
Geography Year 3 &4	<u>The Thames and another European Capital with a river</u> Water cycle – life of a river, The Thames, source to mouth Other rivers in the UK Rivers in Europe – longest, widest, fastest flowing etc. Locate on a map. Compare city to London. Physical and human aspects		<u>UK & Europe</u> Scotland v Italy Label maps with major cities and physical features Compare the physical features, including climate of both, similarities & differences. ‘Read’ physical maps and describe. Understand volcanoes		<u>Africa (Egypt) v UK</u> Weather – compare & contrast key features of Egypt's geography including Biomes Longitude and latitude Compare Egypt to a country on the same latitude	
	Geographical Skills to run throughout each unit use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use					

	fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
Assessment activity/Outcome	Poster/mind map – to show understanding why people live around rivers Challenge – include positive and negative reasons	Travel brochure – Visit Rome Include: physical and human landmarks, culture, architecture, a short description of the journey / proximity to England / location in Europe using key vocabulary (compass points) May include links to history e.g. Ancient Roman landmarks	Quiz Write a quiz with a selection of questions based on the physical and human features of same latitude - Egypt and Mexico Include key physical landmarks Include human features Multiples choice
Locational Knowledge	Term 1 European Rivers https://www.geoguessr.com/seterra/en/vgp/3135	Italy (major cities) https://www.geoguessr.com/seterra/en/vgp/3393 UK/Scotland (major cities) https://www.geoguessr.com/seterra/en/vgp/3104	Africa https://www.geoguessr.com/seterra/en/vgp/3163
History Year 3 & 4	Local History Thames Royal Buildings BHM – Statues & the slave trade Describe events that happened in the past using specific dates Carry out research on a particular topic and present my findings Understand/explain how the past has shaped the present	British History The Roman Empire and Its impact on Britain BH David Olusoga – Black & British pg 8 & 9 – The Romans Describe events that happened in the past Can talk/write about what life would have been like for early settlers Use various sources to find answers to questions posed Know how different groups went about their daily lives and compare their lifestyles. Carry out research on a particular topic and present my findings.	World History Ancient Egyptians Use a timeline State how long-ago things happened. Can talk/write about what life would have been like Understand/explain how the past has shaped the present. Know how different groups went about their daily lives and compare their lifestyles. Know how artefacts can help us build a better picture of the past. Begin to understand how and why decisions were made in the past. Carry out research on a particular topic and present my findings.
Assessment Outcome/Activity	Create an E book - The Tower of London – the history of it, location, when and why it was built, what it was used for, what it is used for now etc. Include facts learnt on trip.	Diary entry – a day in the life of... Roman citizen SC – you must mention at least 3 of the things you have found out about e.g. what did you eat for lunch, how was work today, what are you doing for leisure at the weekend?	A poster showing 'life in Ancient Egypt' – including: food, work, society, clothes, religion, etc. Challenge: include 'lift-the-flap' modern Egypt comparisons

Art	Landscapes/Seascapes Outcome: Painting Look at the work of different Landscape artists. Experiment with water colours, blending, bleeding etc. Outcome: Landscape in the style of...	Collage – relate to Roman Mosaics Know what a mosaic is and how they are created. Experiment and create own based on The Romans Outcome Mosaic	Egyptian Art Outcome - 3D Canopic jars (clay or mod roc) How and why did the Egyptians create canopic jars? What were they made of and what significance did the designs have? Create own Sketch up
Corridor Displays	Humanities	STEM	Art
DT	Chairs Game of thrones What makes a good chair? What is essential? Design and make a throne fit for ...	Roman shield And /or brooches Why did the romans create designs and decorate their shields? Did the designs mean anything? Design and make own shield.	FOOD TECH Sandwiches What is the most popular sandwich in the UK? What does a good sandwich consist of. Experiment with different breads and different fillings. Make own lunch. Create a survey – google docs
RE Cycle A&B Buddhist Centre	L2.1 What do different people believe about God? (Christians, Hindus and/or Muslims)	L2.4 Why do people pray? (Christians, Hindus and/or Muslims)	L2.7 What does it mean to be a Christian in Britain today?
Computing	3.3 We are presenters Use a variety of technologies creatively to video a performance iMovie Green Screen/ Dolink (iPad)	3.1 We are programmers Design, write and debug programs for an animation Scratch Making connections: maths-shape	3.5 We are communicators Understand the networks which allow safe communication on the internet Gmail

PSHE	Being me in My world	Celebrating difference	Dream goals	Healthy me	Relationships (See overview document of lessons to teach)	Changing me
PE Lesson 1-	hockey Paralympic sports day	Dance	Swimming	Swimming	Swimming	Swimming
PE Lesson 2- coach PPA	Fitness	Football	Gymnastics	Netball	Striking and fielding	Athletics
Spanish	Phonetics I am Learning Spanish	Animals	Instruments	I know how...	Fruits	Ice-creams
MUSIC	Rap and Poetry exploration. Music as either rhythm or Ambience. 1,2,3	London: Waterloo Sunset, Kinks Learn and perform 1,3,5	Recorders Stage.1/2 Part.1 of unit 1,3,4,5	Play Singing/performance 1,3,4	Glockenspiel Stage.2 Part.1 of unit 1,3,4,5	Reflect, Rewind and replay, instrument's and songs we've explored throughout the year 1,2,3,4,5
Listening	Songs about London	Children's Film Soundtracks	Music from the 70s	Performance	Country	Instrument based songs
Trips	Walk in Local Area Tower of London		British Museum – What did the Romans use as money?		British Museum – Ancient Egyptian Victoria Park – Treat Whitechapel Art Gallery - P4C, oracy / art	
Visitors						

