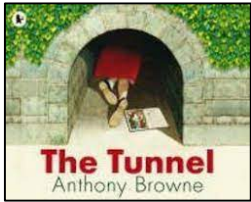
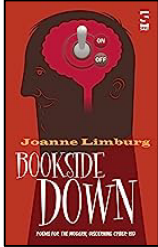
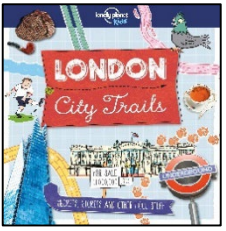
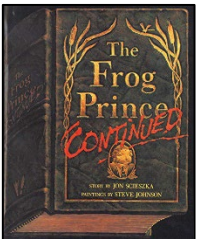

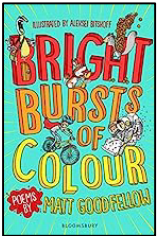
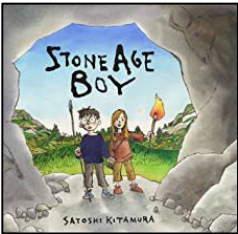
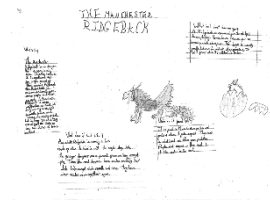
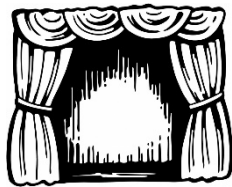
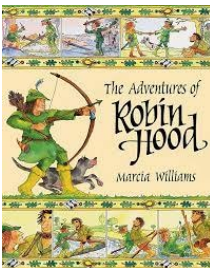



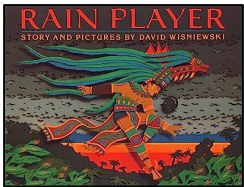
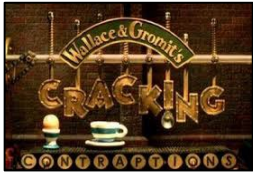


Curriculum Overview Year 3 - Cycle B

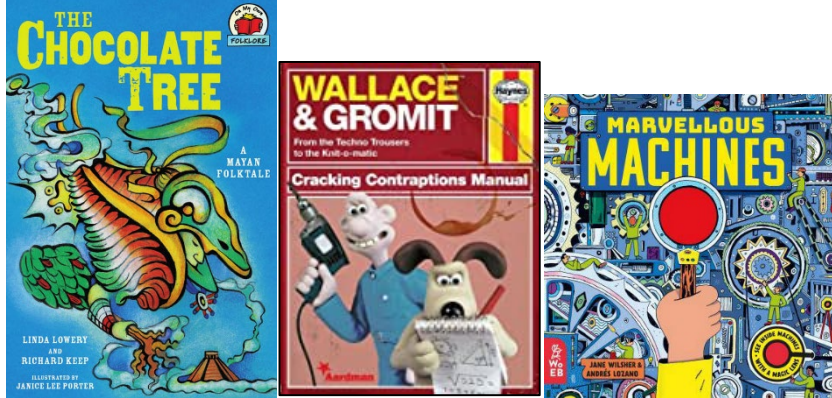
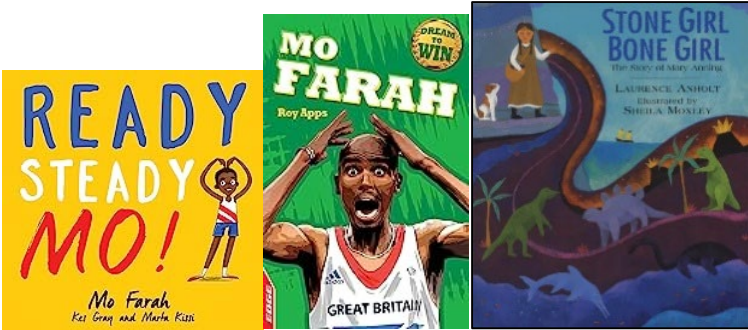
Topic	Term 1 'Life in London' The Victorians		Term 2 'Home and Away' Stone Age to Iron Age		Term 3 'What a Wonderful World' Mayan civilisation	
Key Concepts	Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 3	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text						<p>Discussion: Range of topics, building to discussion around swimming lessons *Reading phase – lots of information about swimming</p> 
Text genre	Familiar setting	Poetry (CLPE)		Information	Fairy tale (with twist)	First: Discussion (Oracy) Then: Persuasion
Writing outcome(s)	F: Character description F: Retelling (orally – text map) F: Innovated version			NF: A guide to Whitechapel	NF: Diary entry (The Frog Prince's plan) F: Innovated version	Discussion: Should children have swimming lessons every year? Persuasion: A persuasive letter to the head teacher – to go swimming
Grammar	Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases	Vocabulary development Poetic language and devices		Different sentence functions Correct verb tense Range of conjunctions Adverbs for time, place, and how (stage directions and narrator) Prepositions Expanded noun phrase	Different sentence functions Past tense Range of conjunctions Adverbs for time, place, and how Expanded noun phrases Grouping information (intro to paragraphing)	Different sentence functions Correct tense Range of conjunctions Adverbs for time, place, and how Expanded noun phrases Grouping information (intro to paragraphing)

	<p>Sentence function: statement, question, command</p> <p>Suffix: -ness, -ful, -less, -ment</p> <p>Apostrophe for singular possession and omission</p> <p>Full stops capital letters commas in a list</p>			<p>Grouping information (intro to paragraphing)</p> <p>Commas in a list Apostrophe for singular possession Suffix: -ness, -ful, -less, -ment Full stops capital letters</p>	<p>Inverted commas (dialogue)</p> <p>Punctuation apostrophe singular possession and omission Full stops capital letters commas in a list Exclamation mark</p>	<p>Punctuation apostrophe singular possession and omission Full stops capital letters commas in a list Exclamation mark</p>
<p>Spelling over the term (No Nonsense)</p>	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p>	<p>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)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p>	<p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term.</p>	<ul style="list-style-type: none"> • 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		
<p>Curriculum concept links</p>						
<p>Wider curriculum writing opportunities</p>						
<p>Suggested wider reading</p>						

Year 3		Spring 1 – Home and Away		Spring 2 – Home and Away	
English Text		WORKSHOP (Ts to look at Viking Day – Y6 Morgan Exemplification)			
Text genre	Poetry (CLPE)	Recount	Historical narrative	Information (Pie Corbett)	Playscript (Oracy)
Writing outcome(s)		NF: Stone Age Experience	F: Own invention story about going back to the Stone Age	Description of the Manchester Ridgeback NF: Non-chronological report on (innovated) dragon	Focus: Oracy Guided Reading: explore a range of playscripts
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 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	 <p>THE WILD GIRL CHRIS WORMELL</p>		 <p>The Adventures of Robin Hood Marcia Williams</p>	 <p>Illustrated by Nicky Peltz Saint George and the Dragon GERALDINE MCCAUGHREAN</p>		

Year 3	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text		 Animations				
Text genre	Myths & Legends (Mayan)	Explanation		Biography	Adventure	
Writing outcome(s)	Unit to be written (Trinity & Nic)	NF: Explanation of own invention		NF: Biography on either Sir Mo Farah or Dame Jessica Ennis-Hill	Unit currently being written (THEP)	
Grammar	<p>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</p>	<p>Range of sentences Different sentence functions Correct verb tense Range of conjunctions Dialogue (inverted commas) Present perfect verb form Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Progressive verb form Commas in a list</p>		<p>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</p>	<p>Will likely be: 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</p>	
Spelling over the term (No Nonsense)	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs</p>	<p>The /n/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p>		<p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge 	<ul style="list-style-type: none"> 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular</p>	

	The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>)			this term.	words from the Years 3 and 4 word list.
Curriculum concept links					
Wider curriculum writing opportunities				Biography – Science – Mary Anning	
Suggested wider reading					

Maths	Place value Place value and mental calculation 2D shape Length incl. perimeter Statistics Mental calculation Written addition Written subtraction	Counting Multiplication tables (3x, 4x) Written and mental multiplication Written and mental division Time 3D shape Assess and review week	Place value Mental addition and subtraction Fractions Fractions Division Volume and capacity Mass Multiplication incl. 8x table Multiplication (statistics, measures, money)	2D and 3D shape incl. sorting Addition and subtraction (statistics) Fractions Position and direction Time Assess and review week	Multiplication facts (statistics) Addition and subtraction (measures) Multiplication and division (measures) 2D shape incl. sorting Decimals Addition and subtraction (money) 3D shape incl. sorting	Place value (measures) Mental calculation Fractions Measures Statistics Assess and review week
Geography Year 3 & 4	UK Where is the UK, countries, major cities, population. Physical & Human Geography of the UK Types of settlements in the UK. Impact of transport on human and physical geography. Name major cities in the UK and related facts	UK & Europe Scotland & France Train journeys to Scotland, channel tunnel to France – major cities, capital cities, compare population, top 5 industries, food, physical	South America Andes – Amazon Rainforest Locate on a map/globe Describe position and surrounding countries Geographical features & compare to the UK			

		features and human, highest mountain, rivers, monuments.	
Assessment activity/Outcome	Oral presentation - Town planning for 2050 – If you were a town planner what would you suggest to the local council and why? What changes would improve the local area (based on what you recorded on our local walk) – include: amenities, population, growth, transport - mainly human features	Travel brochure – Visit France Include: physical and human landmarks, culture, architecture, a short description of the journey / proximity to England using key vocabulary (compass points/body of water) e.g. a short journey across the English Channel	Green screen video presenting on the layers of the rainforest- in the style of David Attenborough – include key vocabulary – including locational vocabulary relating to equator/tropics etc. - and key features of each layer e.g. describe the canopy and what animals are found there (flora and fauna). Can include a final message on caring for our planet/ rainforests / climate / impact.
Locational Knowledge	UK Cities https://www.geoguessr.com/seterra/en/vgp/3104	Europe - Countries https://www.geoguessr.com/seterra/en/vgp/3007	North and South America https://www.geoguessr.com/seterra/en/vgp/3015 https://www.geoguessr.com/seterra/en/vgp/3016
History Year 3 & 4	Local History Victorian London – Rich v poor BHM – Mary Seacole BHM David Olusoga – pg 42, Black Victorians 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 Use various sources to find answers to questions posed Form open questions	British History Stone Age to The iron Age 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 Mayan civilization c. AD 900; 900-1300 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	Diary entry – a day in the life of a Victorian child (workhouse)	Children create a timeline putting key events in the correct period, Stone, Bronze or Iron age.	Write a quiz for partner class including questions on: - Homes and settlements - Food - Religion - Calendar Legacy
Art	Printing William Morris: Artist study	Drawing Cave drawings	Mayan Masks 3D Sketch up

DT	Toys Victorian times		Sandwiches Healthy Me Survey – google docs		Story Books - Moving Parts	
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?	
Science Cycle A&B	Light	Animals including Humans	Plants	Forces and Magnets	Forces and magnets	Rocks and soils
Computing	3.1 We are programmers Design, write and debug programs for an animation Scratch		3.3 We are presenters Use a variety of technologies creatively to video a performance iMovie Green Screen/ Dolnk (iPad)		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-	cricket	Dance* toys linking to DT	Swimming	Swimming	Swimming	Swimming
PE Lesson 2- coach PPA	Fitness	Football	Gymnastics	Netball	Striking and fielding – focus rounders	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.	London: Appraise, Learn and perform using instruments 'London is the Place for Me' –Lord Kitchener	3 and 4 music for performance	Performance Singing	Glockenspiel Stage.2 with music appreciation.	Reflect, Rewind and replay, mash up of all things we've explored throughout the year
Listening	Best-selling singles of all time UK	Raps (John Barnes)	Music from the 80s	Performance	Musicals	Instrument based songs
Trips	Ragged School: Museum of Childhood	Horniman Museum Church		Kew Gardens Science Mexican Restaurant		
Visitors			Dietician – workshop – Healthy Eating			