

School Curriculum Framework Overview Year 3 2020-2021

Year Group Theme	<p style="text-align: center;">Wild Wild World (Volcanoes & Ice Caps) How has weather shaped history and the physical geography of where we live? 7 weeks/7 weeks</p>		<p style="text-align: center;">Hunter Gatherers (Stone Age to Iron Age) How did Hunter Gatherers adapt to the local environment to survive during this period? 6 weeks/6 weeks</p>		<p style="text-align: center;">Ancient Civilisations (Egypt) Into the woods (Robin Hood) What builds a community or civilisation? Does the physical geography impact this? 6 weeks/7 weeks</p>	
Assembly Value	Good Manners & Respect		Growth Mindset & Aspirations and Inspirations		Healthy Mind and Healthy Body & Global Citerzenship	
Love to Read	Escape from Pompeii/The Flood/The Penguin who wanted to find out		Stig of the Dump/ Stone Age Boy/		The Story of Robin Hood/ Into the Woods	
Experiences	2. The Deep - See a penguin in real life 8. Make a film about Volcanoes		4. Explore a cave at Creswell Crags 16. Produce rubbings of fossils. 19. Make a mask		9. Learn to sew a button 18. Go on a picnic to Sherwood Forest	
National & whole school events	Roald dahl Day Jeans for Genes School Council & Mini Police Elections Harvest Assembly NSPCC Assembly Black History Month (October)	Book Fair Anti-bullying wk. 11 - 15 th Nov Children in Need - Nov Remembrance Day - 11 th Nov Christmas Jumper Day	Young Voices Blue Day TT Rockstars Cup National Handwriting day 23 rd Jan Internet safety day 11 th Feb	Red Nose & Sport Relief World Book day 5 th March British Science Week 6 th - 15 th	World Earth Day - 50 th Anniversary - 22 nd April St Georges & Shakespeare Day 23 rd April Mental Health & Healthy Schools Awareness Week 18 th -24 th May	Sports Week Cultural Diversity & Arts Week Birchwood carnival Birchwood Singing Assembly
Assessment	<u>Baseline</u>	<u>Autumn</u> Puma/Pira	<u>Wider Curriculum</u>	<u>Spring</u> Puma/Pira	<u>Wider Curriculum</u>	<u>Summer</u> Puma/Pira
Mastery Challenge	Make a volcano that erupts Create an Arctic landscape using understanding of geographical features		Make a model of Stonehenge Make a shelter		Orienteer at Sherwood Forest	

Subject area	AUTUMN TERM 1 st Half (7wks)	AUTUMN TERM 2 nd Half (7wks)	SPRING TERM 1 st Half (6wks)	SPRING TERM 2 nd Half (6wks)	SUMMER TERM 1 st Half (6 wks)	SUMMER TERM 2 nd Half (7wks)																																																																																																																																
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TEXT TYPES & GENRES

READING	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 3						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry & Plays	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse

TEACHING FOCUS	WORD MEANING	RETRIEVAL	INFERENCE	INFERENCE	SUMMARY	PREDICTION/AUTHORIAL INTENT	
	<p>Reading aloud for punctuation and performance (enhance word or sentence meaning)</p> <p>Range of reading (technical/formal/slang/accents for inference/character inference/genre inference & prediction)</p>	<p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Skimming and Scanning also taught explicitly.</p>	<p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferencing word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferencing word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>INFERENCE</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferencing word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>INFERENCE</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p> <p>Expand answering questions by locating information across a series of sentences/ paragraphs</p> <p>Skimming taught explicitly.</p>	<p><i>SUMMARY</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p> <p>Expand answering questions by locating information across a series of sentences/ paragraphs</p> <p>Skimming taught explicitly.</p>
WEEK 1	Jigsaw: Using root words and morphemic knowledge	Scanning for key facts/ names/ numbers Fill in the gap	Using images	Justification of understanding: text marking	Sequencing: events, paragraphs, timings, etc.	Identify key details to support plausible prediction <u>Justify suggestions: text marking</u>	
WEEK 2	Using word class	Labelling/ using diagrams	Using grammar (year group knowledge)	True or False statements- justified from implied information	Skimming to gain 'gist'	Identify inferences to support plausible prediction <u>Justify suggestions: text marking</u>	
WEEK 3	Using word class	Chunking clauses	Using grammar (year group knowledge)	Context: implied information; characterisation and settings	Summarise with scaffolds (e.g. SWBST grid) -whole narratives	Authorial intent: grammar/ sentence choices	
WEEK 4	Context: The text so far	True or False statements - locate answers	Discrete sentences: <i>what do you think you know?</i>	Context: changing opinions across text from	Paragraph summaries	Authorial intent: vocabulary choices	
WEEK 5	Context: The text so far	Matching: including both words and phrases	Justification of understanding: text marking	All skills practiced	Paragraph summaries for different text structures	Authorial intent: text layout	
WEEK 6	Phrases; including range of idioms and puns	Multiple choice -justify answers All skills practiced	Using different text layouts	All skills practiced	Sequence summaries	Authorial intent: grammar/ sentence choices	

Mathematics	Number and place value (5 weeks) Addition and subtraction (2 Weeks)	Addition and subtraction (2 Weeks) Multiplication and division (4 Weeks)	Multiplication & Division (4 Weeks) Money (1 Week) Statistics (1 Week)	Measures - Length (3 Weeks) Fractions (2 weeks)	Fractions (3 weeks) Time (3 Weeks)	Geometry - Angles and properties of Shapes (3 Weeks) Measurement - Mass and Capacity (3 weeks)
Science	ROCKS Classification of rock types Fossils	SIMPLE FORCES Push and Pull Magnetism	LIGHT AND SHADOWS Sources of light, Shadows and reflections.	ANIMALS Nutrition Skeleton and muscle structure	PLANTS Parts of a plant Functions of parts Requirements for life and growth Investigate water transportation Role of flowering plants - pollination	
Geography	Locational knowledge: Locating volcanoes around the world and labelling countries with volcanoes North and South hemisphere, equator and tropics as lines on a world map	Locational knowledge: Countries which are part of the Arctic circle North and South hemisphere, equator and tropics as lines on a world map Label continents and main oceans on a world map	Field work and mapping: sketch maps of Creswell Craggs showing how the area was used by the inhabitants OS map showing journey from school to Cresswell craggs Physical Geography:	Human geography: How Creswell Craggs have changed over time How settlements have changed from Stone Age to Bronze Age and Iron Age Landscape and weathering	Locational Knowledge Map of Ancient Egypt showing the places along the Nile	Field work and mapping: Sketch map of Sherwood Forest and include the features from Robin Hood's time. Use compass points and simple

	<p>Label continents and main oceans on a world map</p> <p>Physical geography: Parts of a volcano and how an eruption occurs</p> <p>Climate and weather - collecting weather data rainfall, wind direction, temperatures over a longer period of time Milestones 124-128</p>	<p>Physical geography: Main climate zones – ice biome</p> <p>Fieldwork and mapping: Collecting data for weather –rainfall – wind direction - temperature Climate Weather 66-70 World Biomes 148 Ice Biomes 158</p>	<p>Land use – why was this a good place to live How natural resources determined settlements How the crag was formed – erosion/glaciers</p>	<p>How Creswell Crags have changed over time? 100-104</p>		<p>symbols to show direction and position Add simple grid references to maps to show location of places</p> <p>Locational knowledge: Locate county of Nottinghamshire within UK, include key physical features (forest/rivers) and human features (cities/towns) Natural resources of Nottinghamshire including coal fields Transport links to the rest of the UK OS Map of Nottinghamshire - symbols</p> <p>Place Knowledge: Study the similarities and differences between own location and one in UK. (Newark or Nottingham)</p>
History			<p>Changes in Britain from the Stone Age to the Iron Age Hunter-gatherers Use dates to place events, artefacts and historical figures on a timeline</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Ancient Civilisation (Egypt)</p>	

Art & DT	<p>DESIGN TECHNIQUES - Sculptures with a range of materials – make a volcano using Mod Roc</p> <p>Understand how to consider and design a model from 3D perspective</p> <p>At the seaside pg 38</p> <p>Artist: Vincent Van Gogh</p>	<p>IMPROVE ART TRCHNIQUES INCLUDING DRAWING AND PAINTING - Create an ice cap landscape mixing shades with paint</p> <p>Print using two colours</p> <p>Be able to adapt and improve designs and prints</p> <p>Be able to experiment with and explore brush strokes</p> <p>Weather Pg 50</p> <p>Artist: Hokusai</p>	<p>DESIGN - sketch a background for a moving pop up cave man</p> <p>Understand how to use light pencil marks, then a wash and then adding layers and detail.</p> <p>MAKE</p> <p>Pneumatic pop up moving cave man</p>	<p>GREAT ARTISTS IN HISTORY</p> <p>African artist Edward Tingatinga</p> <p>Design and make own print block based on patterns</p> <p>Mix secondary / tertiary colours and tones</p> <p>Be able to experiment with and explore brush strokes</p> <p>Animals pg 96-97</p> <p>Artist: Henri Rousseau</p>	<p>DESIGN - A purse to contain money</p> <p>Understand how to use light pencil marks, then a wash and then adding layers and detail.</p> <p>Sketch lines and shapes from first hand observation</p> <p>MAKE - Materials fit for purpose – textiles Sew a button</p> <p>Use correct stitch to join materials</p> <p>Select appropriate techniques to construct products</p>	<p>COOKING AND NUTRITION DESIGN - A gluten free cake for a grandma</p> <p>Produce designs with a clear purpose having explored needs, food packaging</p> <p>MAKE - A cake using cooking techniques</p> <p>Select materials carefully to suit the design and use.</p> <p>Food – Paul Cezanne pg 48</p> <p>Into the woods: Myths and Legends pg 124</p>
Computing & Digital Literacy Purple Mash ONLINE SAFETY - TERMLY WED	<p>Year 3 coding 3.1</p> <ul style="list-style-type: none"> To review coding vocabulary that relates to Object, Action, Output, Control and Event. To use 2Chart to represent a sequential program design. To use the design to write the code for the program 	<p>Year 3 touch typing 3.4</p> <p>To discuss the need for correct posture when typing. To introduce typing terminology</p> <p>To practise and improve typing skills.</p>	<p>Year 3 email including safety 3.5</p> <p>To think about the different methods of communication.</p> <p>To open and respond to an email.</p> <p>To write an email to someone, using an address book</p>	<p>Year 3 spreadsheets 3.3</p> <p>To create pie charts and bar graphs.</p> <p>To use the ‘more than’, ‘less than’ and ‘equals’ tools.</p> <p>To introduce the Advanced Mode of 2Calculate and use coordinates</p>	<p>Digital Literacy Unit</p>	<p>Year 3 branching databases 3.6</p> <p>To sort objects using just YES/NO questions.</p> <p>To complete a branching database using 2Question.</p>

<p>To design and write a program that simulates a physical system.</p> <p>To look at the grid that underlies the design and relate this to X and Y properties.</p> <ul style="list-style-type: none"> • To introduce selection in their programming by using the if command. • To combine a timer in a program with selection. <p>To understand what a variable is in programming.</p> <ul style="list-style-type: none"> • To use a variable to create a timer <p>To create a program with an object that repeats actions indefinitely.</p> <ul style="list-style-type: none"> • To use a timer to make characters repeat actions. • To explore the use of the repeat command and how this differs from the timer. <p>To know what debugging means.</p> <ul style="list-style-type: none"> • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To understand the importance of saving periodically as part of the code development process. 	<p>To start to type words.</p> <p>To improve the speed and efficiency of typing skills.</p>	<p>To learn how to use email safely</p> <p>To add an attachment to an email</p> <p>To explore a simulated email scenario</p>			<p>To create a branching database of the children's choice</p>
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PE Striver	GYM 1 Develop Flexibility, strength, technique, control and balance (For example through athletics and gymnastics) Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	DANCE 1 Perform dances using a range of movement patterns. These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes	WELLBEING MODULE X3 Teamwork Sleep Mindfulness	GYM 2 Develop Flexibility, strength, technique, control and balance (For example through athletics and gymnastics) Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	DANCE 2 Perform dances using a range of movement patterns. These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes	WELLBEING MODULE X3 Yoga Nutrition Personal Care
	FOOTBALL Control the ball, dribble and turn Pass and control the ball when passing and receiving Shoot and play the position of a goalkeeper Apply learnt skills in a game	NETBALL Pass and catch a netball including via bounce and overhead Demonstrate correct footwork Effectively dodge and mark Shoot a netball Demonstrate some understanding of rules	HOCKEY Hold the stick and dribble under pressure Pass and receive the ball with improving accuracy Tackle correctly Play a hockey game situation	TAG RUGBY Evade and tag opponents while keeping control of the rugby ball Pass the ball accurately and receive the ball safely including whilst on the move and in a game situation. Apply learnt skill in a game of rugby.	CRICKET Bat correctly Catch correctly Accurately bowl under and overarm using appropriate technique Use different batting shots Field using appropriate techniques	ATHLETICS Choose the best pace for running over a variety of distances Use a range of throws accurately to hit a target over a range of distances Combine running and jumping in athletic activities (long jump)
MFL Language Angels	French LANGUAGE ANGELS (Early teaching type) Unit 1: 'I'm learning French'.	French – LANGUAGE ANGELS (Early teaching type) Unit 2: 'Musical instruments.' Unit 3: 'I can'	French – LANGUAGE ANGELS (Early teaching type) Unit 4: Ancient Britain	French – LANGUAGE ANGELS (Early teaching type) Unit 5: The animals	French – LANGUAGE ANGELS Unit 6: Fruits Unit 7: Vegetables	French – LANGUAGE ANGELS (Early teaching type) Little Red Riding Hood

Music Charanga	Music – CHARANGA Bringing us Together	Music –	Music –	Music – CHARANGA Let your Spirit Fly	Music – CHARANGA Three Little Birds	Music – Rehearse a performance
RE	GOD God – Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	GOD God - Christianity [How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus’ baptism reveal about the nature of God?]	GOD What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?]	GOD God – Hinduism [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]	FORGIVENESS Big Questions (including Christianity): What does it mean to live a good life? [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]	GOD Christianity How might language within worship express Christian beliefs?]
PSHE	Theme – Being Me in My World Value - Good Manners <i>Including E-Safety Week</i> Topic – Feelings and Emotions/ Healthy Relationship	Theme – Relationships Value - Respect <i>Including Anti-Bullying Week</i> Topic – Valuing Difference	Theme – Celebrating Difference Value - Global Citizenship <i>Including Diversity Week</i> Topic – Rights and responsibilities	Theme – Dreams and Goals Value - Aspirations and Inspirations <i>Including Careers Week/ Young Enterprise Week</i> Topic – Taking care of the environment/ Money Matters	Theme – Changing Me Value - Growth Mind-set Topic – Changing and Growing	Theme – Healthy Me Value - Healthy Mind, Healthy Body <i>Including Healthy Schools Week and Sports Day</i> Topic – Healthy Lifestyles and Keeping Safe