

Barnfields Primary School



Year 3 Curriculum Outline

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	Savage Stone Age	The World of Chocolate	Ancient Civilisations (Greece and Egypt)		Into the Forest	
Visits/Visitors	Stone Age Day at Barnfields	Cadbury's World			Cannock Chase	
Learning Celebrations			Ancient Life Exhibition			
Local Links	Cadbury's World				Castle Ring Brocton Coppice	
Texts Used F: Fiction P: Poetry NF: Non-fiction V: Video Italics: Traditional Tale Bold: Classic texts	Stone Age Boy by Satoshi Kitamura (F) The Secrets of Stonehenge by Mick Manning (NF) The Stolen Spear by Saviour Pirotta (F) Skara Brae (NF)	The Chocolate Tree – A Mayan Folktale by Linda Lowery (F) The Great Chocoplot by Christ Callaghan (F) – not read this year Chocolate Cake by Michael Rosen (P)	Falling Out of the Sky (P) Theseus and the Minotaur by Hugh Lupton (F) Cinderella of the Nile by Beverley Naidoo (F) Pharaoh's Fate by Camille Gautier (F) Ancient Egypt: Tales of Gods by Marcia Williams (NF) Tadeo Jones (V)		The Misadventures of Frederick by Ben Manley (F) The Jabberwocky by Lewis Carroll (P) The Return of the Jabberwock by Graham Oakley (F) The Great Kapok Tree by Lynne Cherry (F) RangTan (V)	
Reading	<p>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</p> <p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 					

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		<ul style="list-style-type: none"> . using dictionaries to check the meaning of words that they have read . increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally . identifying themes and conventions in a wide range of books . preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action . discussing words and phrases that capture the reader's interest and imagination . recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> . checking that the text makes sense to them, discussing their understanding and . explaining the meaning of words in context . asking questions to improve their understanding of a text . drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . predicting what might happen from details stated and implied . identifying main ideas drawn from more than one paragraph and summarising these . identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					
English Writing	Fiction	Narrative: Historical/portal	Narrative: Fantasy	Narrative: Myth	Narrative: Fairy Tale	Narrative: Adventure	Narrative: Moral
	Non-Fiction	Persuasive Brochure	Formal Letter	Biography	Non-chronological Report	Poetry	Persuasive Speech Recount
Writing (including Grammar, Punctuation and Spelling)		<p>We will decide on SPaG through weekly planning depending on childrens' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:</p> <p>Writing: Sentence Structure/Grammar and Punctuation</p> <ul style="list-style-type: none"> • Uses simple and compound sentences that are grammatically correct and punctuated correctly. • Sentences with more than one clause are increasingly evident however these may remain uncontrolled. • Uses an increasing variety of sentence openings. • Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of). • First and third person tense are used consistently. • Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing. • Mostly uses the forms 'a' or 'an' according to whether the next word begins with consonant or vowel. 					

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- Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately.
 - Capital letters used accurately for proper nouns.
 - Apostrophe use increasingly accurate.
 - Usually using inverted commas to punctuate direct speech.
 - Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists
- Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)**
- Plans using ideas gathered from wider reading and modelling.
 - Writing demonstrates an understanding of purpose and audience.
 - Main features of story structure are present – beginning, middle and clearly developed resolution.
 - Usually groups similar information together (starting to use paragraphs for all forms of writing).
 - Simple overall structure of the chosen non-narrative text type is usually used appropriately.
 - In non-narratives, simple organisational devices (including headings and sub-headings) aid presentations.
 - Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.
 - Can make simple improvements to content either within their own and others’ writing.
 - Deliberate uses of adventurous word choices to add detail and engage the reader e.g. (adding adverbs to add detail to verbs, using technical language appropriate to the text type).
- Writing: Spelling and Handwriting**
- Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe.
 - Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
 - The children should be using a joined style of handwriting.

Mathematics (White Rose)	Place Value	Addition and Subtraction (continued)	Multiplication and Division (continued)	Measurement: Length and Perimeter	Number: Fractions (continued)	Geometry: Properties of Shape
	Addition and Subtraction	Multiplication and Division	Measurement: Money Statistics	Number: Fractions Consolidation	Measurement: Time	Measurement: Mass and Capacity Consolidation
Science	Rocks and Soils Compare and group together different	Parts of Plants Identify and describe the functions of different parts of	Forces and Magnets Notice that some forces need contact between two objects and some forces act at a distance.		Movement and Feeding Identify that animals, including humans, need the right types and amounts of nutrition that they	

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	<p>kinds of rocks on the basis of their simple, physical properties.</p> <p>Investigation into the rock cycle and discovering how fossils are formed.</p>	<p>flowering plants: roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether magnets with attract or repel each other.</p> <p>Light and Shadows</p> <p>To recognise that light is needed to be able to see things and that dark is the absence of light.</p> <p>To associate shadows with a light source being blocked by something and to find patterns that determine the size of shadows.</p> <p>Use shadow clocks as a starting point to learn about light and shadows</p>	<p>cannot make their own food and they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>
History	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>A local history study – Cadbury’s World and the impact that the company has had overtime.</p> <p>A non-European society that provides contrasts with British history</p>	<p>Ancient Civilisations – a study of Greek/Egyptian life and achievements and their influence on the western world.</p> <p>In Ancient Greece, focus will be on government and democracy and how this influences our lives now. In Ancient Egypt, the focus will be on the hierarchy of society.</p>	

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		Mayan civilisation and the history of chocolate				
Geography	Human and Physical Geography Investigate the life and daily tasks of a Stone Age villager, learning about the origins of agriculture and its spread to Britain.	Locational and Place Knowledge Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.	Human and Physical Geography Study of the physical features of Ancient Egypt and how they influenced the civilisation that developed there (the importance of the River Nile).	Locational and Place Knowledge <i>A focus on biomes</i> Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. While studying the Amazon rainforest, use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.		
Art	Drawing Charcoal cave drawings	Painting <i>ARTIST: Andy Warhol – Pop Art chocolate branding</i>	Sculpture Creating a sculpture with clay - Ancient Greek pot	Printing <i>ARTIST: Frida Kahlo</i> Create a portrait inspired by Frida Kahlo using prints of natural forms		
Design and Technology	Structures: Shell Structures To design a chocolate packaging container to hold a piece of Christmas chocolate to give as a gift.		Food and Nutrition: Healthy and Varied Diet To make a roll of bread fit for a Pharaoh's meal.	Textiles: 2D Shape to 3D Product To design and make a bag for a family member to raise money for WWF.		
Computing (Kapow Primary)	Emailing Pupils learn how to send emails, including attachments and how to be responsible digital citizens	Journey Inside a Computer Children learn about the different parts of a computer through role-play and develop their understanding of how to follow instructions	Tops Trumps Databases Developing their understanding of data and databases, children play with and create their own Top Trumps Cards, learning how to interpret information by ordering and filtering.	Digital Literacy Developing their video skills, pupils create a book trailer, storyboarding their trailers before then filming and editing their videos, adding effects such as transitions, music, voice and text.	Programming: Scratch Using Scratch, with its block-based approach to coding, pupils learn to tell stories and create simple games.	Networks To understand how computers communicate, children learn about networks and how they are used to share information.

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MFL (Language Angels: French)	Phonetics 1 and I'm Learning French	Animals	Musical Instruments	Fruits	Ancient Britain	I can...
Music	Specialist Music Teacher: Recorders					
Physical Education	Invasion Games: Netball Invasion Games: hockey	Invasion Games: tag rugby * Alternative sport	Tri-Golf Dance	QAA Dance	Athletics/Sports Day Gymnastics	Striking and Fielding Tennis
Relationships, Sex and Health Education (Jigsaw PSHE)	Being Me in My World Impact of own behaviour on friends and family	Celebrating Difference Family and friendship conflicts	Dreams and Goals Different ways of learning	Healthy Me Knowing how to stay safe and healthy	Relationships Influence of others across the world and within our lives	Changing Me (Sex Education) How boys and girls' bodies change throughout time
Religious Education (Staffordshire Agreed Syllabus)	Exploring living by rules Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.	Religion in the home Compare and contrast the practice of religion in the home in different religious communities	Symbols of worship Compare and contrast the use of symbols, actions and gestures used in worship by different communities	Sharing special food Investigate some features of key religious festivals and celebrations and identify similarities and differences	The beginning of the World Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance.	Religious Leaders Explore into the life of key religious figures and make links with teachings and practices of special significance to followers

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