

# Barnfields Primary School



Year 3  
**Curriculum Outline**  
**2022-2023**

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

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	Stone Age to Iron Age	The World of Chocolate	Ancient Egypt		Ancient Greece	
Visits/Visitors	Tanglewood at Cannock Chase	Cadbury World				
Learning Celebrations			Ancient Egyptian Day			
Local Links		Cadbury's World				
Reading (NC)	<p><b>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</b></p> <p><b>Word Reading:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>. reading books that are structured in different ways and reading for a range of purposes</li> <li>. using dictionaries to check the meaning of words that they have read</li> <li>. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>. identifying themes and conventions in a wide range of books</li> <li>. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>. discussing words and phrases that capture the reader's interest and imagination</li> <li>. recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>. checking that the text makes sense to them, discussing their understanding and</li> </ul> </li> </ul>					

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	<ul style="list-style-type: none"> <li>explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> </ul> <p>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.</p>
Reading Texts	
Writing Texts	
Writing (NC)	<p><b>We will decide on SPaG through weekly planning depending on children's needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:</b></p> <p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Uses simple and compound sentences that are grammatically correct and punctuated correctly.</li> <li>Sentences with more than one clause are increasingly evident however these may remain uncontrolled.</li> <li>Uses an increasing variety of sentence openings.</li> <li>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).</li> <li>First and third person tense are used consistently.</li> <li>Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing.</li> <li>Mostly uses the forms 'a' or 'an' according to whether the next word begins with consonant or vowel.</li> <li>Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Capital letters used accurately for proper nouns.</li> <li>• Apostrophe use increasingly accurate.</li> <li>• Usually using inverted commas to punctuate direct speech.</li> <li>• Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists</li> </ul> <p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>• Plans using ideas gathered from wider reading and modelling.</li> <li>• Writing demonstrates an understanding of purpose and audience.</li> <li>• Main features of story structure are present – beginning, middle and clearly developed resolution.</li> <li>• Usually groups similar information together (starting to use paragraphs for all forms of writing).</li> <li>• Simple overall structure of the chosen non-narrative text type is usually used appropriately.</li> <li>• In non-narratives, simple organisational devices (including headings and sub-headings) aid presentations.</li> <li>• Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</li> <li>• Can make simple improvements to content either within their own and others’ writing.</li> <li>• 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).</li> </ul> <p><b>Writing: Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe.</li> <li>• Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined.</li> <li>• The children should be using a joined style of handwriting.</li> </ul>					
Audience and Purpose	<p><b>Writing to Entertain</b>  <b>Stone Age Boy by Satoshi Kitamira</b>  Narrative – Portal Story</p> <p><b>Writing to Inform/Persuade</b>  <b>Skara Brae by Dawn Finch</b>  Persuasive Brochure</p>	<p><b>Writing to Entertain</b>  <b>The Chocolate Tree by Linda Lowery</b>  Narrative – Folktale Story</p> <p><b>Writing to Inform/Persuade</b>  <b>The Great Kapok Tree by Lynne Cherry</b>  Persuasive Letter</p>	<p><b>Writing to Entertain</b>  <b>Cinderella of the Nile by Beverley Naidoo</b>  Narrative – Fairy Tale</p> <p><b>Writing to Inform</b>  <b>The Story of Tutankhamun by Patricia Cleveland-Peck</b>  Diary (Howard Carter)</p>	<p><b>Writing to Entertain</b>  <b>Marcy and the Riddle of the Sphinx by Joe Todd-Stanton</b>  Narrative – Adventure Story</p> <p><b>Writing to Inform</b>  <b>Mummies Unwrapped by Tom Froese</b>  Explanation Text about mummification</p>	<p><b>Writing to Entertain</b>  <b>Theseus and the Minotaur by Hugh Lupton</b>  Narrative – Myth</p> <p><b>Writing to Inform</b>  <b>Greek Gods and Heroes by Sylvie Baussier</b>  Non-Chronological Report and Poem</p>	<p><b>Writing to Entertain</b>  <b>I am the Seed that Grew the Tree</b>  Seasons Poem</p> <p><b>Writing to Inform/Persuade</b>  <b>Greta Speech/Rang-Tan (Video)</b>  Speech</p>

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Mathematics (White Rose)	<b>Place Value</b> <b>Addition and Subtraction</b> <b>Multiplication and Division A</b>		<b>Multiplication and Division B</b> <b>Length and Perimeter</b> <b>Fractions A</b> <b>Mass and Capacity</b>	<b>Fractions B</b> <b>Money</b> <b>Time</b> <b>Shape</b> <b>Statistics</b>
Science	<b>Rocks and Soils</b>  Compare and group together different kinds of rocks on the basis of their simple, physical properties.  Investigation into the rock cycle and discovering how fossils are formed.	<b>Parts of Plants</b>  Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.  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.  Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<b>Forces and Magnets</b>  Notice that some forces need contact between two objects and some forces act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  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.  Describe magnets as having 2 poles.  Predict whether magnets will attract or repel each other.  <b>Light and Shadows</b>  To recognise that light is needed to be able to see things and that dark is the absence of light.  To associate shadows with a light source being blocked by something and to find patterns that determine the size of shadows.  Use shadow clocks as a starting point to learn about light and shadows	<b>Movement and Feeding</b>  Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.  Identify that humans and some animals have skeletons and muscles for support, protection and movement.
History	Stone Age to Iron Age	History of Cadbury's	Ancient Egypt	Ancient Greece

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	Children will learn about changes in Britain from the Stone Age to the Iron Age: tools, settlements, farming, religion, trade.	Cadbury's World and the impact that the company has had overtime.	A study of Egyptian life and achievements and their influence on the western world: River Nile, Irrigation, Pharaohs, Hieroglyphics.		A study of Greek life and achievements and their influence on the western world: government, democracy, culture, Olympics, religion.	
Geography	<b>Amazon Rainforest</b> Use a range of resources to learn about the Amazon Rainforest, with a focus on biomes.		<b>Ancient Egyptian Settlements</b> Study of the physical features of Ancient Egypt.		<b>Countries of the United Kingdom</b> An in-depth study into the countries within the United Kingdom.	
Art	<b>Drawing</b> Use charcoal to create cave drawings.		<b>Painting</b> <b>Artist Focus:</b> Andy Warhol Pop Art chocolate branding		<b>Sculpture</b> Creating a sculpture with clay - Ancient Greek pot	
Design and Technology	<b>Structures: Shell Structures</b> To design a chocolate packaging container to hold a piece of Christmas chocolate to give as a gift.		<b>Food and Nutrition: Healthy and Varied Diet</b> To make a roll of bread fit for a Pharaoh's meal.		<b>Textiles: 2D Shape to 3D Product</b> To design and make a bag for a family member to raise money for WWF.	
Computing (Kapow Primary)	<b>Computer systems and networks 1: Networks and the internet</b> To understand how computers communication, children learn about networks and how they are used to share information.	<b>Programming: Scratch</b> Using Scratch, with its block-based approach to coding, pupils learn to tell stories and create simple games.	<b>Computing systems and networks 2: Emailing</b> Pupils learn how to send emails, including attachments and how to be responsible digital citizens	<b>Computer systems and networks 3: Journey inside a computer</b> Children learn about the different parts of a computer through role-play and develop their understanding of how to follow instructions	<b>Creating media: Video trailers</b> Developing their video skills, pupils create a book trailer, storyboarding their trailers before then filming and editing their videos, adding effects such as	<b>Data handling: Comparison cards databases</b> Developing their understanding of data and databases, children play with and create their own Top Trumps Cards, learning how to interpret

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					transitions, music, voice and text.	information by ordering and filtering.
MFL (Language Angels: French)	<b>Phonetics 1&amp;2 I'm Learning French</b>	<b>Les Salutations (E) Greetings</b>	<b>Les Couleurs et Les Nombres (E) Colours and numbers</b>	<b>Les Animaux &amp; Comptines et Chansons – Le vieux MacDonalds (E) Animals &amp; Rhymes and Songs – Old MacDonald</b>	<b>Je Peux (E) I can</b>	<b>Les Fruits (E) Fruits</b>
Music	<b>Specialist Music Teacher: Recorders</b>					
Physical Education	<b>Invasion Games: Netball</b>  <b>Invasion Games: hockey</b>	<b>Invasion Games: tag rugby</b>  <b>* Alternative sport</b>	<b>Tri-Golf</b>  <b>Dance</b>	<b>QAA</b>  <b>Dance</b>	<b>Athletics/Sports Day</b>  <b>Gymnastics</b>	<b>Striking and Fielding</b>  <b>Tennis</b>
Relationships, Sex and Health Education (Jigsaw PSHE)	<b>Being Me in My World</b>  Impact of own behaviour on friends and family	<b>Celebrating Difference</b>  Family and friendship conflicts	<b>Dreams and Goals</b>  Different ways of learning	<b>Healthy Me</b>  Knowing how to stay safe and healthy	<b>Relationships</b>  Influence of others across the world and within our lives	<b>Changing Me (Sex Education)</b>  How boys and girls' bodies change throughout time
Religious Education (Staffordshire Agreed Syllabus)	<b>Exploring living by Rules</b>  Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.	<b>Religion in the home</b>  Compare and contrast the practice of religion in the home in different religious communities	<b>Symbols of worship</b>  Compare and contrast the use of symbols, actions and gestures used in worship by different communities	<b>Sharing special food</b>  Investigate some features of key religious festivals and celebrations and identify similarities and differences	<b>The beginning of the World</b>  Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance.	<b>Religious Leaders</b>  Explore into the life of key religious figures and make links with teachings and practices of special significance to followers

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