

CLASS 3 Curriculum overview

	Autumn 1 5 weeks	Autumn 2 6 weeks	Spring 1 3 weeks/3weeks	Spring 2 3 weeks/3 weeks	Summer 1 4 weeks/3 weeks	Summer 2 4-5 weeks			
<b>Maths</b>	<p><b>Number</b> – place value (3 weeks)  <b>Number</b> – addition and subtraction (5 weeks)  <b>Number</b> – multiplication and division (3 weeks)</p>		<p><b>Number</b> – multiplication and division (3 weeks)  <b>Measurement</b> – money (1 week)  <b>Statistics</b> (2 weeks)  <b>Measurement</b> – length and perimeter (3 weeks)  <b>Number</b> – fractions (2 weeks)</p>		<p><b>Number</b> – fractions (3 weeks)  <b>Measurement</b> – time (3 weeks)  <b>Geometry</b> – properties of shapes (2 weeks)  <b>Measurement</b> – mass and capacity (3 weeks)</p>				
<b>English</b>	<p><b>ARTHUR AND THE GOLDEN ROPE</b> by Joe Todd-Stanton  Graphic novel  Vikings and Norse Mythology</p> <p>WO: Speech Writing/Diary  Entry/Narrative  Writing/Recount Writing</p>	<p><b>PUGS OF THE FROZEN NORTH</b> by Philip Reeve  <b>(6 weeks)</b>  Contemporary Fiction</p> <p>WO: Non-fiction  Writing/Diary  Writing/Writing  Instructions</p>	<p><b>THE VIKINGS</b>  Raiders, traders and adventurers by Marcia Williams</p> <p>WO: Non-fiction  Writing/Poetry/Writing  Instructions/Newspaper Report</p>	<p><b>INTO THE FOREST</b> by Anthony Browne</p> <p>Picture book</p> <p>WO:  Poetry/Short Writing  Opportunities</p>	<p><b>THE GREAT KAPOK TREE</b> by Lynne Cherry</p> <p>Non-Fiction</p> <p>WO:  Persuasive and balanced Argument/  Playscript</p>	<p><b>GREGORY COOL</b> by Caroline Binch</p> <p>Picture book</p> <p>WO: Non-fiction  Writing/Poetry/  Writing in Role/Personal Narrative</p>	<p><b>LEON AND THE PLACE BETWEEN</b> by Angela McAllister</p> <p>Contemporary Fiction</p> <p>WO:  Poetry/Descriptive Writing/Letter Writing/Writing in Role</p>	<p><b>HOT LIKE FIRE</b> by Valerie Bloom</p> <p>Poetry</p> <p>WO:  Poetry</p>	<p><b>THE IRON MAN</b> by Ted Hughes</p> <p>Classic Text</p> <p>WO: Letter Writing/Writing in Role/Short Writing Opportunities/Diary Entry</p>
	<p><b>GRAMMAR AND PUNCTUATION</b>  Ready to write - Capital letters/full stops/question marks and exclamation marks to demarcate sentences.  Introduction to inverted commas to punctuate direct speech  Correct choice and correct use of present and past tense  Introduction to paragraphs</p> <p>Formation of nouns using suffixes such as –ness, -er and by compounding (for example whiteboard, superman)  Formation of adjectives using suffixes such as –ful, -less  Use of the suffixes –er, -est in adjectives and the use of –ly to turn adjectives into adverbs.  Expanded noun phrases (eg the blue butterfly)  Commas to separate items in a list  Apostrophes to mark singular possession in nouns</p>		<p><b>GRAMMAR AND PUNCTUATION</b>  Capital letters/full stops/question marks and exclamation marks  Use and punctuate direct speech  Correct choice and correct use of present and past tense  Paragraphs</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)  Adverbs modifying the verbs (for example, then, next, soon, therefore).  Usha <u>soon</u> started snoring <u>loudly</u>  Choosing and using a greater range of powerful verbs  Choosing and using a greater range of adjectives  Use prepositions to express time, place and cause (for example before, after, during, in, because of).  Understand that writing can be in 1<sup>st</sup> or 2<sup>rd</sup> person.</p> <p><b>SPELLING</b>  The suffix – ation  The suffix-ly</p>		<p><b>GRAMMAR AND PUNCTUATION</b>  Capital letters/full stops/question marks and exclamation marks  Use and punctuate direct speech  Correct choice and correct use of present and past tense  Paragraphs</p> <p>Use the present perfect form of verbs (for example, He has gone out to play contrasted with He went out to play).  Use conjunction, adverbs or prepositions to express time, place and cause.  Verb tenses (past, present and future)  Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)  Prefixes  Subordinate clause for example That’s the street <u>where Ben lives.</u></p>				

	<p>Formation of nouns using a range of prefixes (for example super-, anti-, auto-) Co-ordinating conjunctions – or, and , but</p> <p><b>SPELLING</b> Adding Suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words (gym) The /u/ sound spelt ou (young) Prefixes (un-, dis-, mis-, in-, il-, im-, ir-, re-,sub-,inter-,super-,anti-,auto-) NC words and homophones/near homophones</p>	<p>Words with endings sounding like –sure, -ture, (t)cher Endings which sound like –sion The suffix-ous Words with the sound spelt ch (Greek in origin) scheme NC words and homophones/near homophones</p>	<p>Extend the range of sentences by using a wider range of conjunctions.</p> <p><b>SPELLING</b> Endings which sound like –tion, -sion, -ssion,-cian ('shun') Words spelt ch (mostly French in origin) chef Words with endings sounding like –gue, que Words sounding like sc (Latin in origin) science Words with the sound spelt ei, eigh, ey – weigh Possessive apostrophe with plural words – girls', boys' NC words and homophones/near homophones</p>			
<b>Art (Kapow Primary)</b>	<p><b>PREHISTORIC ART</b> Linked to history - Stone Age</p>	<p><b>ART AND DESIGN SKILLS</b></p>	<p><b>FORMAL ELEMENTS</b> Linked to Maths - shapes and geometry Linked to Science – Light</p>		<p><b>CRAFT</b></p>	
Design Technology (Kapow Primary)	<p><b>TEXTILES: CUSHIONS</b> Linked to Science - Nutrition</p>		<p><b>STRUCTURES: CONSTRUCTING A CASTLE</b></p>		<p><b>ELECTRICAL SYSTEMS: STATIC ELECTRICITY</b></p>	<p><b>MECHANICAL SYSTEMS: PNEUMATIC TOYS</b>  Linked to English POR book – Leon and the Place Between</p>
Computing Purple Mash scheme	<p><b>UNIT 3.1: CODING</b> (6 weeks)</p>	<p><b>UNIT 3.2: ONLINE SAFETY</b> (3 weeks)</p> <p><b>UNIT 3.3: SPREADSHEETS</b> (3 weeks)</p>	<p><b>UNIT 3.4: TOUCH TYPING</b> (4 weeks )</p>	<p><b>UNIT 3.5: EMAIL (INCLUDING EMAIL SAFETY)</b> (6 weeks)</p>	<p><b>UNIT 3.6: BRANCHING DATABASES</b> (4 weeks)</p> <p><b>UNIT 3.7: SIMULATIONS</b> (3 weeks)</p>	<p><b>UNIT 3.7: SIMULATIONS</b> (cont- 3 weeks)</p> <p><b>Unit 3.8: GRAPHING</b> (3 weeks) (additional focus on Online Safety from Education in a Connected World)</p>
<b>Geography</b>		<p><b>EARTHQUAKES</b>  Why do some earthquakes cause more damage than others?</p>		<p><b>JUNGLES</b>  Why are jungles so wet and deserts so dry?  Linked to English POR – The Great Kapok Tree/Rainforests</p>		<p><b>FLORIDA- BEYOND THE MAGIC KINGDOM</b>  What is the Sunshine State really like?</p>

History	<b>STONE AGE</b>  How did the lives of Ancient Britons change during the Stone Age?  Linked to Art		<b>BRONZE AGE</b> What is the secret of the standing stones?		<b>VIKINGS</b> What did the Vikings want and how did Alfred help to stop them getting?  Linked to English POR - The Vikings Raiders, Traders and adventurers	
PSHE	<b>HEALTH AND WELLBEING</b> <b>Healthy Lifestyles</b> What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits; bacteria, viruses, hygiene, why keep active  <b>Growing and changing</b> Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings; change, transitions  <b>Keeping safe</b> School rules on health and safety; basic emergency aid; advice, support, asking for help; safety online, personal info, passwords  Linked to Science and DT - Nutrition Linked to Computing – online safety	<b>RELATIONSHIPS</b> <b>Feelings and emotions</b> Recognising feelings in others; responding to how others are feeling; confidentiality, personal safety  <b>Healthy Relationships</b> Positive; healthy relationships and friendships; family, maintaining friendship; actions affect ourselves and others; working collaboratively  <b>Valuing Difference</b> Recognising and responding to bullying; listening, viewpoints, opinions, respect; stereotypes	<b>LIVING IN THE WIDER WORLD</b> <b>Rights and responsibilities</b> Human rights, children’s rights; people, places, values, customs; diversity, identity, UK; rules, laws, making and changing rules; communities, volunteers <b>Environment</b> Responsibilities; rights and duties, home and school environment <b>Money</b> Enterprise; what it means; developing skills in enterprise; <i>spending, saving, budgeting</i>			
RE THE WAY, THE TRUTH AND THE LIFE	3.1 <b>THE CHRISTIAN FAMILY</b>  <b>JUDAISM</b>	3.2 <b>MARY, MOTHER OF GOD</b>	3.3 <b>SACRAMENT OF RECONCILIATION</b>	3.4 <b>CELEBRATING THE MASS</b>	3.5 <b>CELEBRATING EASTER AND PENTECOST</b>	3.6 <b>BEING A CHRISTIAN</b>  <b>ISLAM</b>

<p>RSE TENTEN PROGRAMME</p> <p>LIFE TO THE FULL</p>						<p><b>CREATED AND LOVED BY GOD</b> <b>Module 1</b> Get Up The Sacraments</p> <p><b>CREATED TO LOVE OTHERS</b> <b>Module 2</b> Friends, Family and Others When Things Feel Bad Sharing Online Chatting Online Safe in My Body Drugs, Alcohol and Tobacco First Aid Heroes</p> <p><b>CREATED TO LIVE IN THE COMMUNITY WITH OTHERS</b> <b>Module 3</b> A Community of Love What is the Church? How Do I Love Others?</p>	
<p>PE</p> <p>Swimming lessons – possibly Summer Term</p>		<p><b>GAMES</b> Invasion Games – Netball related skills and small sided games</p> <p><b>ATHLETICS (Endurance Run)</b></p> <p><b>DANCE</b></p>	<p><b>GAMES</b> Invasion Games – Football skills and small sided games</p> <p><b>ATHLETICS (Endurance Run)</b></p> <p><b>DANCE</b></p>	<p><b>GAMES</b> Invasion Games – Basketball skills and small sided games</p> <p><b>ATHLETICS (Endurance Run)</b></p> <p><b>GYMNASTICS</b></p>	<p><b>GAMES</b> Net games – Tennis skills and mini games</p> <p><b>ATHLETICS (Endurance Run)</b></p> <p><b>GYMNASTICS</b></p>	<p><b>GAMES</b></p> <p><b>ATHLETICS</b></p>	<p><b>GAMES</b> Net games – Tennis mini games</p> <p><b>ATHLETICS</b></p> <p><b>OAA</b> Select appropriate equipment for outdoor and adventurous activity.</p>
<p>French</p> <p>RIGOLO 1 FRENCH PROGRAMME</p>		<p><b>BONJOUR UNIT 1</b></p> <p><b>EN CLASSE UNIT 2</b> Classroom Objects</p>	<p><b>EN CLASSE UNIT 2</b> Different colours, Saying your age and Classroom instructions</p> <p><b>MON CORPS UNIT 3</b> Introducing parts of the body,</p>	<p><b>MON CORPS UNIT 3</b> Character descriptions</p> <p><b>LES ANIMAUX UNIT 4</b> Animals and pets, Numbers 11-20, Giving someone’s name and Describing someone</p>	<p><b>A FAMILLE UNIT 5</b> Identify members of your family, The alphabet, Household items, Using basic prepositions ‘sur’ and ‘dans’ to describe position</p>	<p><b>BON ANNIVERSAIRE UNIT 6</b> Recognise and ask for various snacks, giving opinions about food, Numbers 21-31, Months of the Year</p> <p><b>ENCORE UNIT 7</b> Revising ways to describe people</p>	<p><b>ON MANGE UNIT 11</b> Shopping for food, Asking and saying how much something costs, Giving opinions about food.</p> <p>Making French food (linked to Geography and DT) Crepes, Madeleine’s</p>

<b>Music</b> <b>CHARANGA</b> <b>PROGRAMME</b> (Every other week)		<b>LET YOUR SPIRIT FLY</b>	<b>GLOCKENSPIEL</b> <b>STAGE 1</b>	<b>THREE LITTLE BIRDS</b>	<b>THE DRAGON SONG</b>	<b>BRINGING US TOGETHER</b>	<b>REFLECT, REWIND</b> <b>AND REPLAY</b>
<b>Science</b>		<b>UNDERSTAND ANIMALS</b>	<b>ROCKS AND SOILS</b>	<b>UNDERSTAND MOVEMENT, FORCES</b> <b>AND MAGNETS</b>		<b>UNDERSTAND PLANTS</b>	<b>UNDERSTAND</b> <b>LIGHT AND SEEING</b>