**YEAR 3 CURRICULUM OVERVIEW**

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|  | **Autumn 1** **7 weeks** | **Autumn 2** **7 weeks 2 days** | **Spring 1** **6 weeks** | **Spring 2** **6 weeks** | **Summer 1** **6 weeks** | **Summer 2** **7 weeks** |
|  | **Berries & Seeds** | **Iron Man** | **Stone Age****Pre-History** | **Ancient Egypt** **Rivers and Settlements** | **Ancient Egypt****Ancient Settlements**  | **Light** |
| **Big events**CharitiesMay be recognizedReligious celebration – assembly/party/RE teachingTaught across schoolPolice visitAssembly | NSPCC assemblyBritish Science FestivalHarvest Festival Sept/OctRosh HashanahYom KippurBirthday of Guru Nanak21st Oct Show Racism the Red Card 10th Oct World Mental Health Day | 31st Oct Halloween5th Nov Bonfire Night - Safety11th/13th Nov Remembrance Day24th Oct Diwali19th Dec Hanukah9th Dec Christmas Jumper Day/Christmas Dinner24th/25th Dec Christmas14th-18th Nov Anti-bullying week 18th Nov Children in Need3rd Dec International Day of persons with Disabilities Bonfire Safety | Chinese New Year14th Feb Valentine’s Day4th Feb Children’s Mental Health Week9th Jan Aspirations Week27th Jan Holocaust Memorial Day  | 21st Feb Shrove Tuesday22nd Feb Ash Wednesday2nd March World Book Day8th March Holi19th March Mothering Sunday23rd March Ramadan starts2nd April Palm Sunday14th April Vaisakhi7th April Good Friday6th – 13th April Passover9th April Easter SundayComic Relief/Sports Relief8th March International Women’s Day Drugs Awareness Talks | 22nd April Earth Day22nd April Eid ul Fitr23rd April St George’s Day May Tour de YorkshireVesak8th May KS2 SATs testing week KS1 SATs JuneInternet Safety Talks | 10th June Queen’s birthday18th June Father’s Day29th June Eid ul AdhaPhonics screeningSports WeekTransition Year 6 PerformanceYear 6 Fete for Yearbook |
| **Visits and visitors** | Local blackberry and apple pickWoodland days – seed dispersal and role play linked to Lit Hansel and Gretel |  | Cliffe Castle – The Stone Age/Working Landscapes: Stone Age to Iron AgeStone age day in woodlands  | Shaduf day on fieldPrince of Egypt movie day  Jewish virtual trip | Egyptian mummification practical  | Shadows on the playground |
| **Jigsaw** | Being me in my world Texts: I am Enough, Have you filled a Bucket? Be Kind1. Help others to feel welcome2. Try to make our school community a better place3. Think about everyone’s rights to learn4. Care about other people’s feelings5. Work well with others6. I know how to have a healthy mind - Mental Health Day 7. Choose to follow the Heaton Values - Show Racism the Red card (Friday)  Heaton Values Focus – CommitmentSkills Builder Focus – Staying Positive and Aiming HighSDGs: No Poverty, Quality Education | Celebrating difference Texts: The Night Bus Hero – Bullying 1.Accept that everyone is different 2. Include others when working and playing 3. Anti-bullying week 14th-18th Nov Know how to help when someone is being bullied 4. Try to solve problems 5. International Day of persons with Disabilities Fri 2nd Dec5, 6. Try to use kind words x 2 wks7.Know how to give and receive complimentsHeaton Values Focus – IntegritySkills Builder Focus – Teamwork and LeadershipSDGs: Reduced Inequalities, Peace, Justice and Strong Institutions | Dreams and goals Texts: Peace and Me by Ali WinterThe Librarian of Basra by Jeanette Winter1. Stay motivated when doing something challenging2. Keep trying even when it is difficult Aspirations Week3. Work well with a partner or group4. Have a positive attitude Holocaust Memorial Day 27th January5. Help others to achieve their goals6. I know how to have a healthy mind Children’s Mental Health Week 4th Feb-11th FebHeaton Values Focus – GrowthSkills Builder Focus – Problem Solving and CreativitySDGs: Affordable Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities | Healthy me 1. Have made a healthy choice2. Have eaten a healthy, balanced diet 3. Have been physically active International Women’s Day 8th March4. Have tried to keep themselves and others safe 5. Know how to be a good friend and enjoy healthy relationships6. Know how to keep calm and deal with difficult situationsHeaton Values Focus – CommitmentSkills Builder Focus – Staying Positive and Aiming HighSDGs: Zero Hunger, Good Health and Well-being, Clean Water and Sanitation | Relationships 1. Know how to make friends2. Try to solve friendship problems when they occur3. Help others to feel part of a group4. Show respect in how they treat others5. Know how to help themselves and others when they feel upset or hurt6. Know and show what makes a good relationshipHeaton Values Focus – IntegritySkills Builder Focus – Teamwork and LeadershipSDGs: Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Partnerships for the Goals | Changing me 1.Understand that everyone is unique and special2. Can express how they feel when change happens3. Understand and respect the changes that they see in themselves4. Understand and respect the changes that they see in other people5. Know who to ask for help if they are worried about change6, 7. Are looking forward to change x 2 wksHeaton Values Focus – GrowthSkills Builder Focus – Problem Solving and CreativitySDGs: Gender Equality |
| **RE** | What is Spirituality and how to people experience this? | What do Christians believe about a good life? | How do Jews remember God’s covenant with Abraham and Moses? | What do the creation stories tell us? |
| **Aspiration** | HorticulturalistTree surgeon Lumberjack  | Engineer – robots - why it’s needed – prosthetic limbsSculpture | Archeologist  | Politician/Prime Minister – Leader, democracy | Journalist | Optician |
| **Main text** | Hansel and Gretel Anthony Browne \*  | Iron Man – Ted Hughes\* (WT) | Stone Age Boy Satoshi Kitamura\*Glog | WAGOLL based on Moses/Prince of Egypt  | Adventure at Sandy Cove Pie CorbettJungle WAGOLL |  |
| **Supplementary texts** | Narnia – Lion, Witch & Wardrobe (E)To be read by teacher:Bee & Me (Alison Jay) What on Earth? Bees (Andrea Quigley)The tiny seed by Eric Carle Flip float fly Joann Early MackenInto the Woods A Brown  | Yasmin the Superhero Issac and his amazing Asperger powers  | Cave GirlGLOGExplanation WAGOLL about the Stone AgeCat Tales (WT) | Abominables (E)\* | Narnia – Lion, Witch & Wardrobe (E)Sheep Pig (DK Smith) | Battle of Bubble & Squeak (WT) |
| **Guided Reading** | Clarification: Solving Unknown WordsTexts: Project x - The Deadly CaveDick Wittington Hansel and Gretel From Seed to PlantThe Worrysaurus  | Dealing with questionsConnecting sections of the textTexts: Iron Man Kelly the rescue dogPetey | Interpret the character’s actions and what this tells you about their: Feelings, Motives, ThoughtsTexts:Glog\*Scaera Breae\*grey RML book stone age study guide\* | Reciprocal readingTexts: The story of Moses as a babyThe boy who cried wolfAncient Egypt- 100 factsWe’re sailing down the NileLiteracy WAGOLL story of the PharaohTutankhamun's tomb Tutankhamun and the golden chariot Terry deary- Phantom of the Nile, The gold in the grave | SummarisingParaphrasingTexts: S1/2-Eyptian Adventure S3-Furry and flow- The misplaced mummyS1/2- bookS3- MYOnS1 and 2- Flood – Oxford OWL S3- The destroyer Oxford tree owlMythical beasts and fabulous monsters Oxford owlPoem Crocodiles Nile/ Poem Ancient Egypt Stage 1 and 2- Green Island S1 and 2- Green Island | Connecting sections of the text Texts: S1/2: Fright in the nightS3: Funny Bones - adapted by TS1/2: A survival adventureS3: A very fishy tale |
| **Story plot** | Tale of fear | Conquering a monster  | Portal story  | Character Flaw | Finding Tale | Warning Tale |
| **Innovation and Invention** | WAGOLL – H and G set in an African forestShort burst write about the setting. Innovation – H and G set in our woodland.Invention – Children go to our woodland, change the thing they meet.  | WAGOLL – superhero overcoming villain End Game link – captain Marvel/Black Panther Innovation - Iron Man overcomes villain (same as superhero)Invention - Iron man conquers a beast | WAGOLL – Om comes to modern times.Innovation – Child goes back in time to visit the Stone Age.Invention – sequel, Om explains stone age tools  | WAGOLL – Police Officer rude to Iron Man Innovation – Story of later part of Moses life after God has asked him (at the burning bush) to ask Pharaoh to 'set his people (Israelites) free' Invention - Pharaoh mistreats farmers/merchant/craft worker as they are not educated  | WAGOLL – object found on beach.Innovation - Change setting to finding treasure box in the desertInvention - First person story finding tomb/treasure in Egypt | WAGOLL – T4W Pie CorbettInnovate – Go Tony Go! - Tony as the main character in the story about to run his race. What warnings would foster mum give him before he runs the race to raise money?Invent – Children set off to do something, what would their adult warn them about? (Link to science e.g. break a bone, dehydrated, eat healthy, pull a muscle)  |
| **Toolkit focus**Writing Technique | Description - places (1 of 3)

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| **Settings toolkit S2/3** |
| **S2** Use senses to help the reader imagine themselves in the setting. |
| **S2** Use two adjectives before a noun (include a comma) to help the reader imagine the setting e.g. small, ferocious people.  |
| **S3** Describe the weather to create atmosphere.  |
| **S3** Use prepositional phrases to place things in the setting.  |
| **S3** Alliteration to draw the reader’s attention to something. |

Suspense/Action (1 of 2)

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| **Tension and excitement toolkit S2/3**  |
| **S2** Use dramatic connectives to show something happening suddenly.  |
| **S3** Use empty words to hide threat e.g. something, somebody. |
| **S3** Show a glimpse of something to put the reader on edge.  |
| **S3** Use rhetorical questions to make the reader worried.  |
| **S3** Show the character’s feelings by reactions to help the reader put themselves into the character’s shoes.  |

 | Suspense (2 of 2)

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| **Tension and excitement toolkit S2/3**  |
| **S2** Use an exclamation mark to show impact. E.g. Bang! |
| **S2** Scary sound effects to make the reader feel frightened or worried (Eek! Creak! Woof! Bang!) |
| **S2** Isolate the character in derelict setting to make the reader feel frightened or worried (alleyway at night, home alone at night, in the park) |
| **S2** Use dramatic connectives to show something happening suddenly. |
| **S3** Use rhetorical questions to make the reader worried.  |
| **S3** Show the character’s feelings by reactions to help the reader put themselves into the character’s shoes.  |

Characterisation (1 of 3)

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| **Characterization Toolkit S2/3** |
| **S2** Describe what they do/how they act/ what they are interested in (hobbies/main interest) to give the reader an idea of the type of character they are. |
| **S3** Choose a good name to give an idea of the character’s personality. |
| **S3** Include their desire/goal so the reader can understand their behaviour.  |
| **S3** Include how the character feels to help the reader empathise with the character.  |

 | Dialogue (1 of 3)

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| **Dialogue toolkit S3** |
| Put spoken words inside inverted commas. |
| Spoken words begin with a capital letter. |
| Include some punctuation before the closing inverted commas (, !)  |
| Include who is speaking (reporting clause - after the speech) (e.g. screamed, shouted, yelled) |
| Reporting clause does not start with a capital letter (unless it’s a name)  |

Description - places (2 of 3)

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| **Settings toolkit S2/3** |
| **S2** Name the setting. |
| **S2** Use senses to help the reader imagine themselves in the setting. |
| **S2** Use two adjectives before a noun (include a comma) to help the reader imagine the setting e.g. small, ferocious people.  |
| **S2** Describe a few carefully chosen adjectives (not the grass) to give purposeful detail. |
| **S3** Describe the time of day to create atmosphere.  |
| **S3** Use prepositional phrases to place things in the setting.  |
| **S3** Alliteration to draw the reader’s attention to something. |

 | Characterisation (2 of 3)

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| **Characterization Toolkit S2/3** |
| **S2** Describe what they do/how they act/ what they are interested in to give the reader an idea of the type of character they are. |
| **S2** Describe how they look to help give clues about the type of character they are (evil smile, harsh face) |
| **S3** Include their desire/goal so the reader can understand their behaviour.  |
| **S3** Include how the character feels to help the reader empathise with the character.  |
| **S3** Use a few carefully chosen descriptive details so the reader can picture the character. |
| **S3** include what type of character they are to help the reader understand their actions.  |

Dialogue (2 of 3)

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| **Dialogue toolkit S3** |
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| Spoken words begin with a capital letter. |
| Include some punctuation before the closing inverted commas (, ! ?)  |
| Include who is speaking (reporting clause - after the speech) (e.g. screamed, shouted, yelled) |
| Reporting clause does not start with a capital letter (unless it’s a name)  |

 | Dialogue (3 of 3)

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| **Dialogue toolkit S3** |
| Put spoken words inside inverted commas. |
| Spoken words begin with a capital letter. |
| Include some punctuation before the closing inverted commas (, ! ?)  |
| Include who is speaking (reporting clause - after the speech) (e.g. screamed, shouted, yelled) |
| Reporting clause does not start with a capital letter (unless it’s a name)  |
| Use speech verb + adverb e.g. said worriedly (Keep said/asked the same, what does the adverb tell us) |

Description - objects (3 of 3)

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| **Object Description S2/3** |
| **S2** Use well-chosen noun phrases so the reader can visualize the object. |
| **S2** Use two adjectives before a noun (include a comma) to help the reader imagine the setting e.g. small, ferocious people.  |
| **S2** Use senses to help the reader imaging the object. |
| **S3** Use prepositional phrases to place things in the setting.  |
| **S3** Alliteration to draw the reader’s attention to something. |

 | Characterisation (3 of 3)

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| **Characterization Toolkit S2/3** |
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| **S2** Describe how they look to help give clues about the type of character they are (evil smile, harsh face) |
| **S3** Include their desire/goal so the reader can understand their behaviour.  |
| **S3** Include how the character feels to help the reader empathise with the character.  |
| **S3** Use a few carefully chosen descriptive details so the reader can picture the character. |
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Suspense/Action (2 of 2)

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| SPAG | Prepositions to express placeAdverbs to express time (while, when, after, before) | Use of present perfect form of verbs instead of the simple pastRecognise consonants and vowelsUse a/an appropriatelyPrepositions to express placeIntroduction to inverted commas to punctuate direct speech | Introduction to inverted commas to punctuate direct speechPrepositions to express placeConjunctions to express cause  | Introduction to inverted commas to punctuate direct speech Use the possessive apostrophe with plural nounsAdverbs to show time (then, after) | Introduction to inverted commas to punctuate direct speechExpress time, place and cause using conjunctions, adverbs and prepositions | Introduction to inverted commas to punctuate direct speechExpress time, place and cause using conjunctions, adverbs and prepositions |
| **Non-fiction** | Non-Chronological Report WAGOLL – All about the foxInnovate – All about a real seedInvent – All about invented seed | Newspaper recountWAGOLL - Invent – Iron man’s visit to Hangleton  | InstructionsWAGOLL – Invent – How to wash a wooly mammoth  | PersuasionWAGOLL - Invent – letter to Pharaoh to let the people go.   |   | Explanation textWAGOLL - Invent – Keeping healthy  |
| **Non-fiction Revisit** |  | DiscussionIs the Iron Man dangerous? |  |  | ExplanationHow were the Egyptians good farmers? | InstructionsHow to make a healthy lunch. |
| **Poetry structure** | Woodland setting – resource poem | Iron Man – Epitaph | Hunter gathering – Rhyming Couplets | Water poem – Haiku | Tomb Poem – resource poem | Narrative poem with Repetition  |
| **Science coverage** | PlantsSeeds: Dandelion, Sycamore, Acorn, berries, peasSeed formation, pollination, seed dispersal | Forces and MagnetsLinks to Iron Man – different materials | Rocks and SoilsCompare and group different types of rockHow fossils are formedHow soil is formed from rock | Animals, including humansNutrition | SoilWormaries | Light |
| **Science working scientifically/****skills** | Observations | QuestionsMeasurementsData | ObservationsIdentifying  | EnquiriesFair testsMeasurementsData | EnquiriesRecording | EnquiriesRecording |
| **Topic Questions for Assessment** | What are seasonal fruits in the autumn in the UK?What are the parts of a plant and their functions?What do plants need for life and growth?How is water transported in plants?How do seeds disperse? Why is this important?Locate Heaton Woods on this map – can you plot a route from Heaton? | Explain how magnets attract and repel. Which materials are magnetic?Who created Iron Man? What type of character is he? Explain what happens to him in the story. | Can you name the three periods of pre-history in order? Stone age, bronze age and iron ageHow did people survive in the Stone Age? Hunter gatherers What did they use during the Stone Age to make tools? And why? What does Skara Brae tell us about how people lived during the new Stone Age? How did life change for the Stone Age man when he started to farm? | Where is Egypt? What is the climate like in Egypt? Why was and is the River Nile so important to Egyptians?How was the Ancient Egyptian society structured?How is this societal structure different now?Where is India?What is the climate like in India?Why was the River Indus so important to the Ancient Indus civilisation? | How do we know about the Ancient Egyptian civilisation?What did Howard Carter discover in the Valley of the Kings?How did the Ancient Egyptians bury their Kings and Queens?What was life like in Ancient Egyptian times? | Why do we need light?What is dark?Why is the light from the sun dangerous?How are shadows formed?How do they change throughout the day? |
| **History** |  |  | Changes in Britain from the Stone Age to the Iron Age |  | Ancient Egypt |  |
| **Debate Question** | Why should we eat seasonal fruit?  | Is the Iron Man dangerous or misunderstood?  |  | Was it right for Moses to free the Jews? | Is it OK to dig up someone’s grave? |  |
| **Geography** | Location knowledge – Local area knowledge Heaton WoodsFieldwork – maps, compasses, orienteering, observing human and physical features.Human Geography – the effect people can have on an environment. Notice how people require different amenities in a tourist area e.g. toilet, litter bins, café. | Map work- Iron manLocations within the storyWhere could iron man go? World map – location knowledge  |  | Ancient Egypt Human and physical geography: Climate, rivers, settlements, land use, economic activity, trade links, distribution of resources.Geographical skills and fieldwork: mapsContinent – AfricaCountry – EgyptMap of Nile and surrounding area. River study – Nile Location of citiesAlong Nile and Delta  |  |  |
| **Numeracy in Topic** | Linked to DT:MoneyScaling Measuring Time Statistics | Interpret bar charts and tables on temperature and rainfall | Timeline – Order dates | Data – rainfall/climate |  | Measuring Order measurementsPresent data in a table and bar chartInterpret dataAnswer questions on data in tables and bar charts |
| **Art and design****(Sketch books)** | Sketching using foliage | Iron Man 3D models using metal pieces to replicate iron manEmbossing (Christmas Card) | Cave paintings – using natural materials Sketching a wooly mammoth | Printing pattern/hieroglyphics  |  | Book art (pocket, flaps, pop up) |
| **Design and technology** | Design and make a blackberry crumbleReview crumble  |   |  | Leavers and LinkagesShadufs |  | Textiles – 2D to 3Dand puppets, blanket stitch glove puppets Printing, Dying, Weaving |
| **Computing** | iPad general: AR, TTRS | Coding linked to robots; Scratch/ We Do Lego | Presentation in Keynotes: What was it like to live in the Stone Age? |  | Pages – publish poem  | Data using Numbers |
| **PE – PPA Sports Coach** | Gymnastics  | Basketball  | Football  | Rugby | Athletics  | Rounders/Cricket |
| **PE – Class Teacher** | Throwing and catching | Dance  | Hitting at a target, including racket sports | Balancing/Linking | Moving – jumping, running, skipping | Multiskills |