**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**  Charities  May be recognized  Religious celebration – assembly/party/RE teaching  Taught across school  Police visit  Assembly | NSPCC assembly  British Science Festival  Harvest Festival Sept/Oct  Rosh Hashanah  Yom Kippur  Birthday of Guru Nanak  21st Oct Show Racism the Red Card  10th Oct World Mental Health Day | 31st Oct Halloween  5th Nov Bonfire Night - Safety  11th/13th Nov Remembrance Day  24th Oct Diwali  19th Dec Hanukah  9th Dec Christmas Jumper Day/Christmas Dinner  24th/25th Dec Christmas  14th-18th Nov Anti-bullying week  18th Nov Children in Need  3rd Dec International Day of persons with Disabilities  Bonfire Safety | Chinese New Year  14th Feb Valentine’s Day  4th Feb Children’s Mental Health Week  9th Jan Aspirations Week  27th Jan Holocaust Memorial Day | 21st Feb Shrove Tuesday  22nd Feb Ash Wednesday  2nd March World Book Day  8th March Holi  19th March Mothering Sunday  23rd March Ramadan starts  2nd April Palm Sunday  14th April Vaisakhi  7th April Good Friday  6th – 13th April Passover  9th April Easter Sunday  Comic Relief/Sports Relief  8th March International Women’s Day  Drugs Awareness Talks | 22nd April Earth Day  22nd April Eid ul Fitr  23rd April St George’s Day  May Tour de Yorkshire  Vesak  8th May KS2 SATs testing week  KS1 SATs June  Internet Safety Talks | 10th June Queen’s birthday  18th June Father’s Day  29th June Eid ul Adha  Phonics screening  Sports Week  Transition  Year 6 Performance  Year 6 Fete for Yearbook |
| **Visits and visitors** | Local blackberry and apple pick  Woodland days – seed dispersal and role play linked to Lit Hansel and Gretel |  | Cliffe Castle – The Stone Age/  Working Landscapes: Stone Age to Iron Age  Stone age day in woodlands | Shaduf day on field  Prince 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 Kind  1. Help others to feel welcome  2. Try to make our school community a better place  3. Think about everyone’s rights to learn  4. Care about other people’s feelings  5. Work well with others  6. 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 – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: 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 Dec  5, 6. Try to use kind words x 2 wks  7.Know how to give and receive compliments  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Reduced Inequalities, Peace, Justice and Strong Institutions | Dreams and goals  Texts: Peace and Me by Ali Winter  The Librarian of Basra by Jeanette Winter  1. Stay motivated when doing something challenging  2. Keep trying even when it is difficult Aspirations Week  3. Work well with a partner or group  4. Have a positive attitude Holocaust Memorial Day 27th January  5. Help others to achieve their goals  6. I know how to have a healthy mind Children’s Mental Health Week 4th Feb-11th Feb  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: Affordable Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities | Healthy me  1. Have made a healthy choice  2. Have eaten a healthy, balanced diet  3. Have been physically active International Women’s Day 8th March  4. Have tried to keep themselves and others safe  5. Know how to be a good friend and enjoy healthy relationships  6. Know how to keep calm and deal with difficult situations  Heaton Values Focus – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: Zero Hunger, Good Health and Well-being, Clean Water and Sanitation | Relationships  1. Know how to make friends  2. Try to solve friendship problems when they occur  3. Help others to feel part of a group  4. Show respect in how they treat others  5. Know how to help themselves and others when they feel upset or hurt  6. Know and show what makes a good relationship  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: 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 special  2. Can express how they feel when change happens  3. Understand and respect the changes that they see in themselves  4. Understand and respect the changes that they see in other people  5. Know who to ask for help if they are worried about change  6, 7. Are looking forward to change x 2 wks  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: 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** | Horticulturalist  Tree surgeon  Lumberjack | Engineer – robots - why it’s needed – prosthetic limbs  Sculpture | 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 Corbett  Jungle 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 Macken  Into the Woods A Brown | Yasmin the Superhero  Issac and his amazing Asperger powers | Cave Girl  GLOG  Explanation WAGOLL about the Stone Age  Cat Tales (WT) | Abominables (E)\* | Narnia – Lion, Witch & Wardrobe (E)  Sheep Pig (DK Smith) | Battle of Bubble & Squeak (WT) |
| **Guided Reading** | Clarification: Solving Unknown Words  Texts:  Project x - The Deadly Cave  Dick Wittington  Hansel and Gretel  From Seed to Plant  The Worrysaurus | Dealing with questions  Connecting sections of the text  Texts:  Iron Man  Kelly the rescue dog  Petey | Interpret the character’s actions and what this tells you about their: Feelings, Motives, Thoughts  Texts:  Glog\*  Scaera Breae\*  grey RML book stone age study guide\* | Reciprocal reading  Texts:  The story of Moses as a baby  The boy who cried wolf  Ancient Egypt- 100 facts  We’re sailing down the Nile  Literacy WAGOLL story of the Pharaoh  Tutankhamun's tomb  Tutankhamun and the golden chariot  Terry deary- Phantom of the Nile, The gold in the grave | Summarising  Paraphrasing  Texts:  S1/2-Eyptian Adventure  S3-Furry and flow- The misplaced mummy  S1/2-  book  S3-  MYOn  S1 and 2- Flood – Oxford OWL  S3- The destroyer Oxford tree owl  Mythical beasts and fabulous monsters Oxford owl  Poem 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 night  S3: Funny Bones - adapted by T  S1/2: A survival adventure  S3: 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 forest  Short 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 desert  Invention - First person story finding tomb/treasure in Egypt | WAGOLL – T4W Pie Corbett  Innovate – 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)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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) | | Dialogue (3 of 3)   |  | | --- | | **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)   |  | | --- | | **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)   |  | | --- | | **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. |   Suspense/Action (2 of 2)   |  | | --- | | **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. | |
| SPAG | Prepositions to express place  Adverbs to express time (while, when, after, before) | Use of present perfect form of verbs instead of the simple past  Recognise consonants and vowels  Use a/an appropriately  Prepositions to express place  Introduction to inverted commas to punctuate direct speech | Introduction to inverted commas to punctuate direct speech  Prepositions to express place  Conjunctions to express cause | Introduction to inverted commas to punctuate direct speech  Use the possessive apostrophe with plural nouns  Adverbs to show time (then, after) | Introduction to inverted commas to punctuate direct speech  Express time, place and cause using conjunctions, adverbs and prepositions | Introduction to inverted commas to punctuate direct speech  Express time, place and cause using conjunctions, adverbs and prepositions |
| **Non-fiction** | Non-Chronological Report  WAGOLL – All about the fox  Innovate – All about a real seed  Invent – All about invented seed | Newspaper recount  WAGOLL -  Invent – Iron man’s visit to Hangleton | Instructions  WAGOLL –  Invent – How to wash a wooly mammoth | Persuasion  WAGOLL -  Invent – letter to Pharaoh to let the people go. |  | Explanation text  WAGOLL -  Invent – Keeping healthy |
| **Non-fiction Revisit** |  | Discussion  Is the Iron Man dangerous? |  |  | Explanation  How were the Egyptians good farmers? | Instructions  How 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** | Plants  Seeds: Dandelion, Sycamore, Acorn, berries, peas  Seed formation, pollination, seed dispersal | Forces and Magnets  Links to Iron Man – different materials | Rocks and Soils  Compare and group different types of rock  How fossils are formed  How soil is formed from rock | Animals, including humans  Nutrition | Soil  Wormaries | Light |
| **Science working scientifically/**  **skills** | Observations | Questions  Measurements  Data | Observations  Identifying | Enquiries  Fair tests  Measurements  Data | Enquiries  Recording | Enquiries  Recording |
| **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 age  How 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 Woods  Fieldwork – 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 man  Locations within the story  Where 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: maps  Continent – Africa  Country – Egypt  Map of Nile and surrounding area.  River study – Nile  Location of cities  Along Nile and Delta |  |  |
| **Numeracy in Topic** | Linked to DT:  Money  Scaling  Measuring  Time  Statistics | Interpret bar charts and tables on temperature and rainfall | Timeline – Order dates | Data – rainfall/climate |  | Measuring  Order measurements  Present data in a table and bar chart  Interpret data  Answer 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 man  Embossing (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 crumble  Review crumble |  |  | Leavers and Linkages  Shadufs |  | Textiles – 2D to 3D  and 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 |