



## 2022-2023 Year 3 Curriculum - Engage, Challenge, Inspire

	<b>Term 1</b> (7 weeks)	<b>Term 2</b> (6 weeks, 4 days)	<b>Term 3</b> (5 weeks, 4 days)	<b>Term 4</b> (6 weeks)	<b>Term 5</b> (6 weeks)	<b>Term 6</b> (6 weeks 4 days)
<b>Topic/Theme</b>	Savage Stone Age: (Yabba Dabba Do!) Can a modern day person's ancestry be traced back to the Stone Age?	Brilliant Bronze Age and Ingenious Iron Age: Was the wheel really invented in the Bronze Age?	Romans on the rampage: What did the Romans do for us?	Venice v Banbury: What is so unique about Venice? Cd++6y7t	What a Disaster! How could you survive an Earthquake?	Trains, Planes and Automobiles: What is the best way to travel around Europe?
<b>Hook</b>	Class Caves Flintstones clip	Create our own St. Leonard's Stonehenge	Create own shields (DT) Gladiator Games/Battle formation	Italian food - cooking and eating (DT)	Earthquake in the LKS2 Department	Art work based on Antoni Gaudi and Paul Klee
<b>Educational Visits/Visitors</b>	Museum to us?	Rollright Stones	Banbury museum - mini outreach box	Local walk - compare buildings and canals in Venice and Banbury.		Train trip to Oxford Museum of Art
<b>Final Outcome (English / Humanities / Science)</b>	<b>English:</b> Instructions/Character descriptions and settings/diaries  <b>Art:</b> Stone Age cave art display.  <b>Science:</b> Portraits - linked to whole school art topic.	<b>English:</b> Letters/Stories/Fact Files  <b>DT:</b> Bronze Age bag  <b>Science:</b> Hand shadow puppets display.	<b>English:</b> Comic books, instructions and non-chronological reports  <b>Humanities:</b> Mosaics  <b>Science:</b> Display cabinet of rocks including own rock labelled sketches	<b>English:</b> Traditional Tales with a twist/Wonders of the World/Kennings  <b>Humanities:</b> Carnival/masquerade ball  <b>ICT:</b> Filmed Advertisements  <b>Science:</b> Create own magnet game.	<b>English:</b> Recounts/newspaper reports/Haikus  <b>DT:</b> Straw bridges that take weight. Class competition.	<b>English:</b> Adventure story  <b>Art:</b> Exhibition art work based on Antoni Gaudi and Paul Klee.  <b>Science</b> To carry our observation of growing plants and link to art.

<b>English</b>	<b>Reading</b>	The Quarry (Poem) Ug Boy Genius of the Stone Age The First Drawing (Mordicai Gerstein)		Empire's End -A Roman's Story (Leila Rasheed)  The Queen of Darkness (historical adventure by Tony Bradman)	Olivia goes to Venice	Escape from Pompeii (Christina Balit)	<i>Madeline</i> by Ludwig Bemelman  Emil and the Detectives, Erich Kastner
	<b>Narrative</b>	How to wash a woolly mammoth (instructional fiction by Michelle Robinson) Instruction writing (1 week) Stone Age Boy (Satoshi Kitamura) Character Description and setting (3 weeks)	Journey: write an extra episode set in an Iron Age Hill Fort (2 weeks)  Letter-writing - link to Rollright stones/museum visit (2 weeks)	Romulus and Remus (mythology)  Comic book mythology (3 weeks)	Pinocchio (Traditional Tale) Character Descriptions and a twist on traditional tales (3 weeks)	Narrative: Escape from Pompeii (Historical Fiction by Christina Balit) - Recount from a survivors point of view (2 weeks)	Paddington Bear (stories on familiar settings by Michael Bond)  Write an adventure for Paddington based in Banbury (3 weeks).
	<b>Non-narrative</b>	The secrets of Stonehenge (Mick Manning and Brita Granstrom) Diary Entries (1 week)	Stone Age to Iron Age Create facts files (2 weeks)	Meet the Ancient Romans (by James Davies) Create non chronological reports about Romans (3 weeks)	Atlas of adventures - Wonders of the World (Ben Handicott and Lucy Letherland) Create their own 'wonder', linked to Venice work. Imitate the style of the text and the choices made in relation to its intended audience. (2 weeks)	A range of real newspaper reports about natural disasters Write own newspaper report (2 weeks)	Antoni Gaudi/Paul Klee/fact file in a box (1 week)
	<b>Poetry</b>	I was born in the Stone Age (Michael Rosen) Create own free verse poems about The Stone Age (1 week)	N/A	N/A	Selection of Kennings poetry based on cities/towns. Create own sonnet poetry based on Venice and/or Banbury)	Selection of Haiku poetry about nature Create own haikus on natural disasters (1 week)	N/A
<b>Maths</b>		Place Value  Addition and Subtraction Assessments	Addition and subtraction  Multiplication and Division	Multiplication and Division  Length and Perimeter  Assessments	Fractions  Mass and Capacity	Fractions  Money  Time	Assessments  Shape  Statistics

	<b>Real life links</b>	<p>Grouping (clusters of ten) for teams</p> <p>Squared paper, brick work, tiles, intersecting lines of a crucifix</p> <p>Shapes around our homes, outside</p>	<p>Accountants, bankers, cashiers, shopping - link to aspirations for future careers</p> <p>dividing into teams (PE), shopping -link to home life</p> <p>Measure Rollright stones if allowed</p> <p>Daily routines Days of the week Months of the year Calendars</p>	<p>Fractions of liquids Sharing food equally Sharing cost of a bill equally- link to home life and going out</p> <p>Sports competitions, temperature, cooking</p>	<p>Architectural designs. Carpentry, fitting carpets (small scale model)</p> <p>Cooking (Italian recipes),</p> <p>Baking, time, shopping in the sales, weight, length - link to home life and experiences</p>	<p>Shopping at the gift shop - adding up what they want, do you have enough money etc.</p> <p>Creating surveys, finding specific information</p>	<p>Accountants, bankers, cashiers, shopping - link to home life experiences</p> <p>Fractions of liquids - sports day refreshment stand (support year 2) - mocktails, how much of each liquid Totally costs of sales and giving change</p> <p>Shapes around our homes, outside</p>
	<b>Cross-curricular links</b>	<p>Angles in stone age tools</p> <p>Cave paintings - angles of arms/legs etc</p>	<p>Iron age coins/money - comparison</p> <p>Create museum archive records</p> <p>Surveys about favourite age (Bronze/Iron)</p>	<p>Roman number system</p> <p>Mosaic designs</p> <p>Roman architecture designs (shape)</p>	<p>Time difference between Italy and England</p> <p>Flight times to Venice, how long does it take to get there? Time differences</p> <p>Longest/quickest flight</p>	<p>Heights of volcanoes/mountains comparison</p> <p>Time frame of earthquakes</p> <p>Time line of different volcanic eruptions</p>	<p>Shape - link to Kandinsky art</p> <p>For every shape, award a point for amount of shapes found</p> <p>Create a list of maths words related to this piece of art work - points awarded for maths words that the teacher did not have on their list</p> <p>Budget art - each shape/mathematical image comes off their allowance</p>
<b>History</b>	<p>To understand when the stone age was and what it was.</p> <p>Understand the definition and timescale of human prehistory</p>	<p>Bronze Age and Iron Age</p> <p>Understand where the Bronze Age came on a timeline</p> <p>Investigate Stonehenge</p>	<p>Romans in Britain</p> <p>Understand the difference between an invader and a settler</p> <p>Understand who the Celts were</p>				

	<p>Compare homes in the stone age to modern homes</p> <p>Explore what stone age people ate</p> <p>Find out about animals from the past</p> <p>Find out about tools used in the stone age</p> <p>Understand how stone age people lived</p>	<p>Explore the Iron Age through artefacts</p> <p>Understand how people lives and what life was like at an Iron Age Hill Fort</p> <p>Express and opinion about different ages</p>	<p>Understand how important Boudicca was and the result of Boudicca's revolt.</p> <p>Investigate the Romans and how they lived.</p>			
<b>Geography</b>				<p>Italia</p> <p>Identify places on a map</p> <p>Investigate the human and physical features of Italy</p> <p>Investigate food from Italy</p> <p>Investigate Italian Culture</p>	<p>Understand what natural disasters are (volcanoes, flooding, earthquakes and tornadoes), how they happen and what to do if one happens near to you.</p>	<p>Locate countries on a map, focusing on Europe (including Russia). Concentrate on environmental, physical and human characteristics and major cities. Compare with counties and cities of the UK.</p> <p>Link countries to travel - how would you get there? Which mode of transport is the quickest, easiest, most efficient etc. Did Paddington choose the best mode of transport to travel from Peru? Why?</p>
<b>Science</b>	<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their</p>	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p>	<p>Animals including Humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition,</p>	<p>Forces and Magnets</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact</p>	<p>Plants</p> <p>♣ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>♣ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and</p>	

	<p>appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>between two objects, but magnetic forces can act at a distance</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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>♣ Investigate the way in which water is transported within plants</li> <li>♣ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>Plant seeds and record growth. Nurture plants to grow, ensure they are watered and have enough sunlight.</p>	
<p><b>RE</b></p>	<p>To understand and make links between values and commitments</p> <p>Understand key features of different religious symbols</p> <p>Know the story of the last supper</p> <p>Understand what baptism is</p>	<p>To understand the importance of light in different faiths - thus connecting these faiths.</p> <p>Christianity - Christmas/Advent Judaism - Chanukah Hinduism/Sikhism - Diwali</p>	<p>To understand and compare the lives of Christian, Hindu, Jewish and Muslim children.</p> <p>Explore the lives of a Hindu and Muslim child</p> <p>Know about the 5 pillars of Islam</p> <p>Understand the 10 commandments</p>	<p>To explore connections between Easter and Passover particularly The Last Supper.</p> <p>Ask questions about their own and other's experiences</p> <p>Identify the importance of religious stories</p> <p>Retell religious stories</p>	<p>Children to make links between beliefs and recognise own values.</p> <p>Ask questions about own and other's experiences</p> <p>Retell religious stories and make links between beliefs and sources</p> <p>Identify the importance of religious stories for people</p>	<p>Parables</p> <p>Understand truth</p> <p>Perform parables</p> <p>Re-write parables</p> <p>Understand the story of Rama and Sita</p> <p>Compare parables with the story of Jesus</p> <p>Retell stories with the truth</p>

	Explain what makes me feel closer to God		Compare and contrast different lives	Identify some features of religion and suggest meanings for symbols  Recognise their own values and make links between values and commitments	Recognise that some questions are hard to answer	
<b>Computing</b>	AR familiarisation - 2 weeks  Google Classroom familiarisation - 2 weeks  GarageBand - 2 week	SMART rules	To be able to stay safe online. Create a podcast about the SMART rules  SCIB	Database - linked to local study of Banbury	To know how to use coding to create a scene using scratch.  Understand algorithms Create graphics Write a simple sequence of instructions	Create an eBook using an iPad. Research using an iPad. Add sound and pictures to an eBook.
<b>Design and Technology</b>		To design and create products based on the Bronze and Iron Age.  Explore art techniques used in history Design a bronze age bag  Create a bronze age bag		Design and create a pizza box  Make a pizza	Structures Design and create a straw bridge to replace the one collapsed in the earthquake. Consider the <b>purpose</b> of the structure	
<b>Art and Design</b>	To understand how and why stone age cave art was created in order for children to create their own cave art.  Comment on and share opinions on different art work		Design and create mosaics  Elements - pattern, colour  Process - sculpture	Venetian masks - Modroc  Elements - form, shape  Process sculpture/3D		Learn about the lives of Antoni Gaudi and Paul Klee.  Understand how these artists developed their styles - compare Gaudi stain glass windows to St. Leonard's church.

	<p>Understand how stone age art was created and what it represents</p> <p>Produce own stone age art</p> <p>Create a group stone age cave art scene</p>					<p>Children use wax resist to create effects for own stain glass window designs.</p> <p>Design a stained glass window (competition).</p> <p>Create a mosaic from the winning window.</p>
<b>Music</b>	<p>Ukulele</p> <p>Beginner steps on the instruments.</p> <p>Learning about Pulse and rhythm</p>	<p>Ukulele</p> <p>Jingle bells by Christmas!</p> <p>Pitch, basic notation</p>	LKS2 Production songs and ukuleles	LKS2 Production songs and ukuleles	<p>Ukuleles</p> <p>Jazz, 12 bar blues, improvisation</p>	<p>Ukulele</p> <p>Compose music based on a train journey</p>
<b>PE</b>	<p>Indoor PE - Gymnastics, symmetry and asymmetry. Exploring movement and balance.</p> <p>Outdoor PE - Invasion Games/Netball Passing, moving attacking, defending and playing mini games.</p>	<p>Indoor PE - Invasion Games - Handball. Passing, moving attacking, defending and playing mini games.</p> <p>Outdoor PE - Outdoor Adventure Activities Focusing on creative tactics as a team.</p>	<p>Indoor PE - Dance/Wild Animals Focus and respond to different stimuli to add drama and emotion to dance.</p> <p>Outdoor PE - Invasion Games/Basketball Dribbling, passing, moving attacking, defending and playing mini games.</p>	<p>Indoor PE - Problem Solving What makes an effective team? Focus on cooperation and responsibility.</p> <p>Outdoor PE - Invasion Games/Tag Rugby Moving with the ball, passing and receiving on order to keep possession of the ball.</p>	<p>Indoor PE - Swimming Develop water confidence, safety and swimming strokes appropriate to stage of each child.</p> <p>Outdoor PE -Striking and Fielding/ Rounders Develop a concept of batting and fielding.</p>	<p>Outdoor PE - Tennis How to win a game of tennis, hold a racket correctly and ball control.</p> <p>Outdoor PE - Athletics Consolidate learning from KS1 - Running for speed, accuracy of throwing and jumping as far as possible.</p>
<b>PSHE</b>	<p>Understand why our classroom has rules. Know how to listen actively. Celebrate my strengths. Know who I can turn to when I need help. Work as a team.</p>	<p><del>Understand how to stay safe from dangers and to keep yourself safe.</del> <del>Staying safe around fire</del> <del>Understanding what climate change is</del> SCIB - substance abuse</p>	<p>To understand how to manage emotions and difficult situations. To understand what a safe and unsafe secret is (SCARF)</p> <p>Understand the meaning of STOP</p>	<p>To understand that we are all different and we all have our own skills that should be celebrated.</p> <p>Understand ways in which we are all different</p>	<p>To know about a range of different jobs.</p> <p>To know what skills are important for different jobs.</p> <p>To be able to suggest ways to care for our school environment.</p>	<p>To understand my body belongs to me.</p> <p>To know the difference between safe/unsafe touch.</p> <p>SCIB</p> <p>SCIB</p>

	<p>Know how to show good learning behaviour. Be able to share my worries.</p>	<p>How to keep our brains healthy SCARF - understand what a safe/unsafe secret is</p>	<p>Know how I can make myself feel confident</p> <p>Identify things that make me angry</p> <p>Know the difference between being aggressive and assertive</p> <p>Know how to keep myself safe (SCARF)</p>	<p>Understand why we should respect differences in others</p> <p>Know how to solve problems</p> <p>Understand people have different points of view Work collaboratively</p> <p>Give and receive compliments</p>	<p>To know why we are encouraged to walk to school.</p> <p>To understand why we save money.</p> <p>Understand the meaning of compassion.</p>	<p>To understand how significant changes make me feel.</p>
<b>French</b>	<p>Introductions <b>Early Language Teaching</b> J'apprends le français</p>	<p>Animals <b>Early Language Teaching</b> Les animaux</p>	<p>Festivals <b>Early Language Teaching</b> Les instruments</p>	<p>Ancient Britain <b>Early Language Teaching</b> L'ancienne histoire de la Grande Bretagne</p>	<p>Foods <b>Early Language Teaching</b> Les fruits</p>	<p>The Very Hungry Caterpillar</p> <p>Own plan not taken from Language Angels</p>
<b>Whole School Enrichment</b>	<p>Art Week - British Wildlife art</p> <p>Cross Country</p> <p>Y5 /6 Residential</p> <p>Harvest Festival</p> <p>Eco Week</p>	<p>Maths Week - Incl. Times Table Competition</p> <p>Prayer Space</p> <p>Christmas Read Around</p> <p>KS1 Christmas Production</p> <p>Carol Service</p>	<p>Aspirations Week</p> <p>DT Week</p> <p>Read Around</p> <p>Family Food Festival</p>	<p>Science Week</p> <p>Book Week</p> <p>Y3/4 Production</p> <p>Holy Week</p>	<p>Eid-Al-Fitr</p> <p>Times Timetables Champions' Week</p> <p>LKS2 Residential</p> <p>Global Learning Week including Read Around - Story from another culture</p>	<p>Sports Day</p> <p>School Summer Fayre (PTFA)</p> <p>Y6 Production</p> <p>Eid Al- Adha</p>