


Year 3 Curriculum Overview



Pupils develop understanding beyond their own experience, build knowledge of the wider world and of diverse places, societies and cultures, and become more adept at making comparisons between people and places. They explore reasons for these disparities and connections between people, places and environments. They express and explain their opinions and learn to consider others' views, developing their sense of fairness/justice and begin to understand that people's choices can affect local and global issues.

	Who Do I Want To Be?		
Term and theme	Autumn	Spring	Summer
	<p>Making Connections, Making Changes: Invent, Innovate and Campaign</p> <p>Careers week: Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM What kind of leader do I want to be?</p>	<p>Making Connections, Making Changes: Look into the Future</p> <p>STEAM: Elements of Change What kind of scientist could I be? How can we create change? What changes can we make now to ensure a better future?</p>	<p>Making Connections, Making Changes: Taking Action, Making a Difference</p> <p>Moving People, Changing Places. Focus on advocacy because change starts with us. We will explore change and connections on a variety of scales, for example through fair trade and migration.</p>
 UNCRF	<p>The right to be heard The right to be healthy The right to a childhood The right to be treated fairly The right to be educated</p>	<p>The right to be healthy The right to a childhood The right to be treated fairly</p>	<p>The right to be healthy The right to be heard The right to be educated The right to be treated fairly</p>

Year 3 Curriculum Overview



Global Learning theme (knowledge and understanding) values and skills

Making Connections, Making Changes: Invent, Innovate and Campaign

Knowledge and Understanding:
Sustainable Development, Human Rights, Identity and Diversity.

Values:
Belief that people can bring about change, Sense of Identity and Self-Esteem, Respect for People and Human Rights.

Skills:
Communication
Challenging perceptions and stereotypes

Making Connections, Making Changes: Look into the Future

Knowledge and Understanding:
Sustainable Development, Globalisation and Inter-dependence, Social Justice and Equity.

Values:
Belief that people can bring about change, Commitment to participation and inclusion.

Skills:
Empathy
Self-awareness and Reflection
Communication
Co-operation and teamwork

Making Connections, Making Changes: Taking Action, Making a Difference

Knowledge and Understanding:
Sustainable Development, Globalisation and Inter-dependence, Human Rights.

Values:
Belief that people can bring about change, Commitment to participation and inclusion, Empathy.

Skills:
Enquiry and debate
Reflection and evaluation
Co-operation and teamwork



Initial stimulus and Outcome

Invent, Innovate and Campaign

CAREERS WEEK: Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM
What kind of leader do I want to be?

Stimulus: Assemblies, World's Largest Lesson.....

Partnerships: World's Largest Lesson, Careers week contributors.

Outcome: Contribution to whole school SDG project launch video/website posts from Careers Week @TheWorldsLesson

Look into the Future

STEAM: Elements of Change

Stimulus: Assemblies, Dapne Oram, Sol Lewitt, how can we create change? What Kind of Scientists Could I Be?
Link to Careers Week: What kind of leader do I want to be?

Possible Partnerships: CLC, Cornelia Parker, Unicef

Outcome: Making Connections, Making Changes – Look into the Future. Exhibition curated by the children. Learning is expressed through science, art and technology.

Taking Action, Making Difference

Stimulus: Assemblies, Gapminder and Hans Rosling, Dollar Street, World Athletics Championship

Partnerships:

Outcome: Whole school celebration of new vision and values statement

Year 3 Curriculum Overview



History/
Geography

HISTORY

*Local History Study: Transport focus:
Going Underground in Camden.
Outcome: Letter to a child from the past about
changes in Kentish Town*



GEOGRAPHY

*Mapping and location skills taught as discrete lessons
and in the above history context.*

HISTORY

*Changes in Britain from the Stone Age to the Iron Age
2500 BC Bronze age c.800 BC Iron Age c. AD 42*



GEOGRAPHY

*Mapping and location skills taught as discrete lessons
and in the above history context.*

HISTORY

*An early civilisation -Shang Dynasty
1250 BC*



GEOGRAPHY

*Mapping and location skills taught as discrete lessons
and in the above history context.*

Year 3 Curriculum Overview



English

Going Underground
Stimulus
 Children explore Poems on the underground .

Social purpose
 To Entertain

Outcome
 Children write cinquains about trains and then poem about their favourite place in Kentish Town

Stimulus
 Children read the poem Like a Beacon by Grace Nichols and visit the London Transport Museum

Suggested Texts
 Poems on the Underground Like a Beacon by Grace Nichols

For grammar and punctuation objectives [click here.](#)
 For termly spelling objectives [click here.](#)

Suggested Class Reader
 You're a Bad Man Mr Gumm

Going Underground
Stimulus 1
 Children are introduced to the book which does not have text and asked to complete it for the author as she needs a text for a CBBC show

Suggested Texts
 Dog on the Train

Social purpose
 To Entertain

Outcomes
 Children write the text for the book and publish it using illustrations inspired by the author;s work. They should focus on beginning , middle and ending.

Stimulus 2
 Children receive a letter from the past asking how Kentish Town has changed

Suggested Texts
 Topic study

Social purpose
 To explain

Outcomes
 Children write a letter to a child in the past explaining how the underground changed life today and how successful it has become

For grammar and punctuation objectives
 Expanded noun phrases
 Adverbial starters
 Pronouns
 Compound sentences
[click here.](#)

For termly spelling
Suggested Class Reader
 Paddington

Changes in Britain from the Stone Age to the Iron Age
Stimulus
 Children will be visited by the Museum of London Outreach programme to create a stone age setting in their classroom.

Suggested Texts
 Minnow and the Bear
 Benedict Blathwayt
 Stone Age Boy

Social purpose
 To Entertain

Outcomes
 Children to write their own ending to this adventure story including cultural references to life in Stone Age Britain including: choice of character names, setting, and problem (based on study of cave paintings in art).

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Reader
 Coraline by Neil Gaiman

Changes in Britain from the Stone Age to the Iron Age
Stimulus
 Celtic Harmony Trip
 Starting with the stone age day of hunting and gathering and then EXPERI the Farmer's day

Suggested Texts
 The History Detective
 Investigates: Stone Age to Iron Age Clare Hibbert

Social purpose
 To describe

Outcomes
 Children then create an information text about the Stone Age and Iron Age, linked to their humanities topic.

STEAM: TBC
Stimulus
Suggested Texts

Social purpose
 To instruct

Outcomes
 For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Reader
 Coraline by Neil Gaiman

The Shang Dynasty
Stimulus
 Homework projects and traditional tales

Suggested Texts
 Where the Mountain meets the Moon

Social purpose
 To entertain

Outcomes
 Children will produce their own illustrated Chinese traditional tale based on the tale of the heroine Minli

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Reader
 Oliver and the Seawigs
 Philip Reeve

Plants
Stimulus
 Children will have the opportunity to plant some of their own seeds and keep a log of the growth. In the TJS garden.






Suggested Texts
 The Giving Tree
 Shel Silverstein
 Seeds Ken Robbins
 The Tiny Seed Eric Carle

Social purpose
 To explain

Outcomes
 Children will produce an explanation text for the life cycle of a plant, using their scientific observations and diagrams.
 They will then write a short story about the seeds journey using The Tiny Seed as a model.

Year 3 Curriculum Overview



 <p>Mathematics</p>	<p><i>Number and Place value</i> <i>Addition and subtraction</i> <i>The four operations (+,-,x,÷)</i></p>	<p><i>Number and Place value</i> <i>The four operations (+,-,x,÷)</i> <i>Fractions</i> <i>Measurement</i></p>	<p><i>Number and Place value</i> <i>The four operations (+,-,x,÷)</i> <i>Fractions</i> <i>Measurement</i> <i>Geometry</i> <i>Statistics</i> <i>Algebra</i></p>
 <p>Science</p>	<p><i>Autumn 1: Rocks</i></p> <p><i>Autumn 2: Light</i></p>	<p><i>Spring 1: Plants</i></p> <p><i>Spring 2: STEAM</i></p>	<p><i>Summer 1: Animals inc humans</i></p> <p><i>Summer 2: Forces and Magnets</i></p>
 <p>Computing</p>	<p><i>LegoWeDo - Project at the CLC</i></p> <p><i>iSafe – online safety</i></p>	<p><i>iAlgorithm - sorting and splitting</i></p> <p><i>iBook – publishing with brushes app</i></p>	<p><i>iConnect – computer networking</i></p> <p><i>iData – Introduction to Data representation</i></p>
 <p>Physical Education</p>	<p><i>Autumn 1: Swimming/Dance</i></p> <p><i>Autumn 2: Hockey</i></p>	<p><i>Spring 1: Swimming/Gymnastics</i></p> <p><i>Spring 2: Fitness</i></p>	<p><i>Summer 1: Cricket/Swimming</i></p> <p><i>Summer 2: Athletics</i></p>
 <p>RE Living Difference</p>	<p>CROSS FAITH</p> <p><i>Concept – ANGELS</i> <i>Unit of Work - Angels</i></p> <p>CHRISTIANITY</p> <p><i>Concept – Symbol of Light</i> <i>Unit of work - Advent</i></p>	<p>CHRISTIANITY</p> <p><i>Concept – Symbol</i> <i>Unit of Work – The Cross</i></p> <p>HINDUISM</p> <p><i>Concept – Protection</i> <i>Unit of Work - Raksha Bandhan</i></p>	<p>CROSS FAITH</p> <p><i>Concept – Ritual</i> <i>Unit of Work – Rites of Passage</i></p> <p>CROSS FAITH</p> <p><i>Concept – Messages</i> <i>Unit of Work – Messages in Stories</i></p>



Year 3 Curriculum Overview



 <p>Art & Design Design Technology</p>	<p>Drawing - Illustration techniques</p> <p>Collage - London through the ages Local Artist study</p>	<p>Sculpture - Clay Stonehenge model</p> <p>Drawing – observational sketches of Stone Age artefacts</p> <p>STEAM: Botanical drawings and diagrams ‘Carrots are really purple’ - Look at bioengineering in plants and vegetation. How can you splice together different plants to engineer new plants? Use botanical imagery to collage a genetically modified plant. Artist inspiration: Azuma Makoto, BLC Shiho Fukuhara, Georg Tremmel, Yuki Yoashiaoka and Philipp Boening.</p>	<p>Drawing – Chinese scripture</p> <p>Painting – Still life: focus on plants and flowers</p>
 <p>Food Technology</p>	<p><u>Gardening/Growing Opportunities</u> Sowing peas with Jo (beg of Oct)</p> <p><u>Food Technology Opportunities</u> Tomato, basil and halloumi bruschetta (KGP recipe).</p>	<p><u>Gardening/Growing Opportunities</u> Sowing lettuce/salad leaves with Jo (Feb)</p> <p><u>Food Technology Opportunities</u> Greek Chargrilled Vegetable Kebabs (KGP recipe)</p> <ul style="list-style-type: none"> • Using vegetables grown in school gardens 	<p><u>Gardening/Growing Opportunities</u> Sowing courgettes with Jo (May)</p> <p><u>Food Technology Opportunities</u> Spiced Baked Apples (KGP recipe)</p>
 <p>Music</p>	<p>Our Community: Each class will compose and record a hip-hop song based on their community. It will involve researching their local area, writing and recording lyrics, recording instruments based on their knowledge of classic tracks such as 'Rappers delight'. They will also learn about the origins of the music.</p> <p>Animal Magic: Using the piece 'Peter and The Wolf' by the composer Prokofiev, students will choose an animal. They will need too think of its characteristics and link it to musical techniques such as pitch and tempo. They will compose and record a piece based on their chosen animal.</p>	<p>The Stone Age: Students use their class topic of the stone age to compose a song about living in that period. They write their own rhyming couplet lyrics based on their knowledge, compose and record the music and vocals. Create pictures to accompany the song as a slide show presentation.</p> <p>Class Orchestra: Pupils learn about the family of instruments, composers and repertoire. They will become a whole class orchestra and learn to play and perform a piece as a whole ensemble.</p>	<p>Math’s Rap: The class will compose and perform a piece of music to help learn there times tables. They will pay particular attention to style and genre.</p> <p>Whole Class recorder: Students will learn recorder as a whole class in preparation for wider ops in year 4. They will record a selection of songs and then perform to the whole school at the end of the year.</p>

Year 3 Curriculum Overview



 <p>MFL</p>	<p><i>All about me –MOI</i></p> <p><i>Farmer’s in his Den – Jeux et Chansons</i></p>	<p><i>Celebrations –On fait la fete</i></p> <p><i>Portraits – physical descriptions</i></p>	<p><i>As-tu un animal?</i></p> <p><i>Ca Pousse - growing</i></p>
 <p>PSHE, Citizenship and Key Events</p>	<p><u><i>Ways to make the school and class a respectful, happy place to learn:</i></u> <i>RRS Class Charters – UNCRC</i></p> <p><u><i>Citizenship</i></u> <i>RRS Council elections</i> <i>Children’s Commissioner’s Takeover Day</i> <i>Children’s WorkPlan</i> <i>Worlds Largest Lesson</i> <i>International Day of the Girl Child - 11th October</i></p> <p><u><i>Self Awareness: identify features of positive role models</i></u> <i>Careers Week - The local community, different jobs and skills needed</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>	<p><u><i>Keeping safe when things go wrong</i></u> <i>UNICEF Day For Change</i> <i>Feeling safe in different situations</i></p> <p><u><i>Citizenship</i></u> <i>Holocaust Memorial Day</i> <i>International Women’s Day</i></p> <p><i>Fair trade Fortnight – February 27th – March 12th</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>	<p><u><i>Keeping Myself Healthy and Safe</i></u> <i>Drugs Education</i> <i>Relationships and Sex Education</i></p> <p><u><i>Citizenship</i></u> <i>Send my Friend Campaign SDG4 Quality Education</i> <i>Children’s School Self Evaluation</i> <i>World Fair Trade Day 13th May</i> <i>Refugee Week – June 19th – 25th</i></p> <p><i>International Mother Earth Day –April 22nd</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>