





“Everyone valued, everyone challenged, everyone achieving.”

YEAR 3 CURRICULUM							
DRIVERS	WELLBEING		COMMUNICATION	POSSIBILITIES		CULTURE	ENTERPRISE
BIG IDEAS	IDENTITY Identity is who you are. The identity of a person or place is the characteristics that they have that distinguish them from others. Erasmus project - Unblocking Limits Together.	DIVERSITY Diversity is how people, places or things are different from each other. The diversity of something is the fact that it contains many different elements. Erasmus project - Unblocking Limits Together.	SPACE TIME Space and time are interlinked and connect everything that is in our past, present and future world, universe or creation.	TECHNOLOGY Technology describes the methods, systems and inventions of solving problems using scientific knowledge	INTERDEPENDENCE Interdependence describes how living things and non-living things relate to and depend on one another.	SUSTAINABILITY Sustainability means taking care of our planet and using its natural resources in a way that protects the future.	
THEMES	REMARKABLE JOURNEYS Why do people and animals make extraordinary journeys across the continents and oceans of the world? What are the reasons why people go on voyages? Why is life called a journey? Who was Ignatius Sancho and why is his life journey important in British black history? An exploration of the different kinds of amazing journeys in our world including physical movement and change; forced and voluntary migration; historical and personal voyages of self-discovery; historical and life journeys - growing up and getting old.		TIME TRAVELLERS What would it be like to travel back in time to the Stone Age? Why do we call it the ‘Stone age’? Studying the evolution of human life has brought us to appreciate the commodities that we enjoy today. Life has developed in unimaginable ways and as we venture through the Stone age period, we discover the very first technologies invented by humans such as fire and tools that have come to shape the modern world that we live in today.		THAMES STORIES What is migration? Why do humans migrate? What are the advantages and disadvantages of migrating to another country? What countries were in the British rule? How does war impact a country and its people? On our journey with the Windrush generation, we explore the complexities of migration and the long term challenges that come with this. We empathise with those who made sacrifices to serve for the country and rebuild the empire from a war that left Britain damaged.		
EVENTS	National Poetry Day Black History Month October National Anti-Bullying Week Remembrance Day Erasmus project - Unblocking Limits Together.		Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity) World Book Day World Poetry Day National Science & Engineering Week		World Earth Day 22.4.21 World Environment Day 5.6.21 Children’s Book Week 3.5.21 World Refugee Day 20.6.21		
ENRICHMENT	Synagogue Visit		Horniman Museum (pre-historic or animals and their habitats workshop)		Museum of London Docklands/River Boat Journey		

ENGLISH Roald Dahl  	Basic Skills 1 week)	Fiction: (Dilemma stories) Cloud Busting by Malorie Blackman (2 weeks) Links to Anti Bullying Week Erasmus project - Unblocking Limits Together.	Fiction: Narrative Historical fiction (Portal story) Stone Age Boy (3 weeks)	Poetry: (Haiku) Exploring different forms of poetry	Non-fiction: (Non-chronological report) River Story by Meredith Hooper	Fiction: (Playscripts) Roald Dahl Fantastic Mr Fox The Twits (2 weeks)
	Fiction: Narrative (Descriptive writing) Climate settings, 'A balloon for Grandad' (EMA) (3 weeks) including Assessment writing	Poetry: Joseph Coelho Beautifully Different Wonderfully the Same Premier League Writing Stars (1 week)	Non-fiction: (Instructions) The Secrets of Stonehenge (1 week)	Fiction: Narrative (Myths & legends) The legend of King Arthur Merlin and the creation of Stonehenge (3 weeks including Assessment writing)	Fiction: (Emotive language) This morning I met a Whale- Michael Morpurgo	Non-fiction: Letters based on Christophe's Story The Rights of Every Child Links to PSHE (3 weeks including Assessment writing) Erasmus project - Unblocking Limits Together.
	Non-fiction: Biography Context: Ignatius Sancho Links with Black History (EMA) 2 weeks Poetry: Poems to perform: A Classic Collection chosen by the Children's Laureate by Julia Donaldson and Clare Melinsky (1 week)	Non-fiction: Explanation Context: Forces and magnets Link with Science (3 weeks including Assessment writing) Fiction: Narrative/recount The Christmas Story (2 weeks)	Non-fiction: (Information texts) Characteristics of rocks (2 weeks)	Shakespeare Week (letter) Macbeth	Poetry: Language play Context: Song writing about London (1 week) London is the Place for Me Lord Kitchener https://windrushfoundation.com/wp-content/uploads/2019/06/WindrushFoundationEducationPack2018_R10R4.pdf	Non-fiction: (Persuasive writing) 'N is for Newham' book (EMA) (2 weeks)
GUIDED READING Take One Book	The Adventures of the Dish and the Spoon	Walter Tull's Scrapbook Wisp a Story of Hope	The Pebble in My Pocket	The Secrets of Stonehenge	I Ate Sunshine for Breakfast	Water
MATHS	Numbers to 1000 MNP Chapter 1 (2 weeks) Addition and Subtraction MNP Chapter 2 (4 weeks)	Multiplication and Division MNP Chapter 3 (3 weeks) Further Multiplication and Division 2,5 and 10 MNP Chapter 4 (2 weeks) Length MNP Chapter 5 (2 weeks)	Mass MNP Chapter 6 (2 weeks) Volume MNP Chapter 7 (2 weeks) Money MNP Chapter 8 (2 weeks)	Time MNP Chapter 9 (3 weeks) Statistics MNP Chapter 10 (2 weeks)	Fractions MNP Chapter 11 (6 weeks)	Angles MNP Chapter 12 (2 weeks) Lines and Shapes MNP Chapter 13 (2 weeks) Perimeter of Figures MNPChapter 14 (2 weeks)

HISTORY	Black history – Ignatius Sancho (EMA) slavery/slave trade - Triangular trade https://www.bl.uk/people/ignatius-sancho https://www.bl.uk/teaching-resources/restoration-ignatius-sancho-letters-of-the-late-ignatius <ul style="list-style-type: none">What is racism? Many fought for justice and equality - abolishment of slaverypositive, black influencers from the past and today (Malcolm X, John Boyega) Make links with Ignatius SanchoBLM - What is the movement? Why are we talking about it today - Has much changed?		Changes in Britain from the Stone Age to the Iron Age - Origins of society and culture in Britain What was life like in Britain in the Stone and Iron Ages, a period covering a million years of history? <ul style="list-style-type: none">Understand the chronology of this fascinating time and create timelines of the periods from the Stone Age to the Iron AgeDiscover developments in food and cooking, and the move from hunting and gathering to farmingExplore developing technology and inventions, and speculate why these changes occurred		London- Journey down the Thames: Empire Windrush https://www.historytoday.com/archive/months-past/arrival-ss-empire-windrush https://windrushfoundation.com/wp-content/uploads/2019/06/WindrushFoundationEduPack2018_R10R4.pdf https://www.blackhistorymonth.org.uk/article/section/the-windrush/baroness-floella-benjamin-a-windrush-story/ What is Migration? Why do people migrate? Is migration a choice? <ul style="list-style-type: none">Understand the history of migration including the windrush generation to the UKInvestigate why people migrate to and from the UKUnderstand migrations’ critical contribution to sustainable development and productivity in the workforce in the UK
GEOGRAPHY	Ignatius Sancho’s journey Following the route of his journey from West Africa (Guinea), via Spanish West Indies to Britain (Greenwich), including changes in climate, modern trade links <ul style="list-style-type: none">Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesDescribe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Settlement What are the types of settlements? What is the function of a settlement? <ul style="list-style-type: none">Describe and understand aspects of human geography, including types of settlementUnderstand the spatial and structural characteristics of human settlements under varied environmental conditionsInvestigate which types of land are good to make a settlement: flat land, to make building easier and safer. local raw materials, e.g. wood and stone, to build homes. a local water supply for drinking, washing, cooking and transport. ... transport links, eg a ford or low crossing point of a river		UK Regional Study – London(conservation) https://www.bbc.co.uk/teach/class-clips-video/geography-y-ks1--ks2-rivers/z6qsf4j <ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a region of the UKIdentify the geography of the River Thames and land use patterns in the area.Develop contextual knowledge of constituent countries of the UK: national emblems; population totals/characteristics; language; customs, iconic landmarks etc.
SCIENCE	Working scientifically <ul style="list-style-type: none">Asking questions and using different types of scientific enquiries to answer them.Setting up simple practical enquiries, comparative and fair tests.Making careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.Gathering, recording and presenting data in a variety of ways to help in answering questions.Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.Using results to draw simple conclusions.Identifying differences, similarities or changes related to simple scientific ideas and processes.Using scientific evidence from secondary sources to answer questions.				
	Light Isaac Newton <ul style="list-style-type: none">Recognise that they need light in order to	Forces & Magnets Leonhard Euler	Rocks Friedrich Mohs <ul style="list-style-type: none">Compare and group together different kinds of	Animals including humans Charles Darwin <ul style="list-style-type: none">Identify that animals, including humans, need	PLANTS John Ray <ul style="list-style-type: none">Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

	<p>see things and that the dark is the absence of light</p> <ul style="list-style-type: none"> • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter 	<p>the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	
RE	<p>Multi Faith What is the significance of light and religion? Science link</p> <ul style="list-style-type: none"> • The symbolism of light in different religions, festivals, artefacts and stories, linking to children's own experiences. 	<p>Judaism How do Jews celebrate their beliefs at home and in the synagogue?</p> <ul style="list-style-type: none"> • The understanding of Jewish festivals and special days and exploring the deeper meaning of Jewish artefacts, making links with their own lives. 	<p>Buddhism/Christianity How did Jesus and Buddha make people stop and think?</p> <ul style="list-style-type: none"> • The power of stories and sayings told by Buddha and Jesus, showing the importance of how they challenged people at the time. 	<p>Hinduism How and why do Hindus celebrate Holi?</p> <ul style="list-style-type: none"> • The significance of the Hindu festival Holi, a battle around good and evil and the importance of faithfulness and colour in our lives. 	<p>Christianity/Islam How are symbols and sayings important in religion?</p> <ul style="list-style-type: none"> • To consider how special symbols and art is used to express important beliefs in Islam and Christianity. 	<p>Sikhism What do Sikh symbols and sayings tell us about Sikh beliefs?</p> <ul style="list-style-type: none"> • The understanding of 6 main Sikh symbols and the meaning to Sikh people and the impact on Sikh lives from the Guru Granth Sahib.

ART & DESIGN	Personal Narratives - Painting Frank Bowling - Abstract Expressionism https://www.tate.org.uk/art/artists/frank-bowling-792/how-paint-bowling#:~:text=Frank%20Bowling%20is%20an%20abstract,and%20Sasha%20Jason%20Guyana%20Dreams. Skills: Acrylic painting,, colour blending and depth, enlarging (projection) drawings, layering with mixed media <ul style="list-style-type: none"> Explore colour mixing and blending techniques Appreciation of Rothko, Frank Bowling Abstract Expressionism. Introduce different types of brushes techniques- apply colour using dotting, dripping, spattering,scratching, splashing to create expressive marks Preparation of paint surface and colour fields including Geometry to build layers (large scale) Start to look at found objects and incorporating elements of the wider curriculum, e.g. maps of the journey of Ignatius Sancho, motifs, etc. Use projector to enlarge drawings to overlay onto pre prepared painted surface Finish, adding glitter/ground chalk, etc Evaluation 		Pictograph Drawings Lascaux, Swedish Tanum Rocks, Picasso - Primitivism Swedish Tanum Rock Art Museum Picasso - Cave painting resources Skills: charcoal, spray painting, pigment making, foam board and mono printing <ul style="list-style-type: none"> Charcoal exploration chalk drawing - making charcoal Cave art appreciation - Hand art with spray painting (Lascaux) Making pigments and exploring animals referenced in the paintings Picasso appreciation forward in time, line drawing interpretations, Tanum designs of journeys - foam board and/ or monoprinting Evaluation 		Cultural Journey - Sculpture Hew Locke - 'Armada' - British Black Art 'Armada', Hew Locke, 2017–2019 Tate Skills: Assemblage, collage, 3D mixed media found objects, performance, display, textile/ tactile materials, weaving, binding <ul style="list-style-type: none"> Journey with a drawn line and threads, Hugh Locke appreciation: boats, rigging, weaving and knots, mesh, weaving, binding Junk modelling assemblage boat armature Boats final construction and embellishment Decoration with words, colour, netting, etc Performance planning Presentation and evaluation 	
DT	Design and make a LED tealight lantern <ul style="list-style-type: none"> Investigate, design and construct stable cube structure Investigate, test and use materials for light to pass through. Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Plan how to make strong, stiff shell structures 		Design and make a Bell Beaker(links to Stone Age-English and History) Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc): <ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics Generate realistic ideas, focusing on the needs of the user Apply a range of finishing techniques, including those from art and design, with some accuracy 		Eating Seasonally - Baking a tart with seasonal fruits/vegetables https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/ <ul style="list-style-type: none"> Explain that fruits and vegetables grow in different countries based on their climates Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then Know that eating seasonal fruit and vegetables has a positive effect on the environment Design their own tart recipe using seasonal ingredients Understand the basic rules of food hygiene and safety Follow the instructions within a recipe 	
COMPUTING	Computing systems and networks - Connecting computers	Creating media - Stop-frame animation	Programming A - Sequencing Sounds	Data and information - Branching databases	Creating Media - Desktop publishing	Programming B - Events and actions in programs
MUSIC	Jazz		Mountains Classical/ Romantic		Line Halstad & Hallgeir Bjerke, Smetana, KT Tunstall Ben E King	

	Scott Joplin, Ella Fitzgerald, The New Orleans Gospel Choir Kapow unit Jazz (Y3) Exploring the journey of Jazz from the cotton fields to the stage.Understanding the impact of playing ‘off beat’ and singing a syncopated rhythm. Exploring scat singing.			Mussorgsky Kapow unit Mountains (Y3) Listen to the sounds of different environments, to create a soundscape using tuned and untuned percussion instruments.			Kapow Unit Rivers (Y4) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.			
PE	Basketball (Outdoors) Yoga (Indoors)		Tag Rugby (Outdoors) Hockey (Indoors)	Football (Outdoors) Gymnastics (Indoors)		Tennis (Outdoors) Badminton (Indoors)		Cricket (Outdoors) Athletics (Indoors)		Athletics (Outdoors) Athletics (Indoors)
PSHCE	Healthy lifestyles	Growing & Changing	Keeping Safe	Feelings and Emotions weeks 1-4	Healthy Relationships weeks 5 spring 2 weeks 1 and 2	Valuing Differences weeks 3-6		Rights and Responsibilities	Environment	Money
French	<ul style="list-style-type: none">• Greetings• Numbers 0-10• Respond to classroom phrases• Recognise some colours and letters of the alphabet• Start to build some sentences from given models• Recognise and respond to French songs and rhymes• Spelling skills• Learn a poem			<ul style="list-style-type: none">• Numbers 10-20• Respond to verbs of command and adverbs• Learn conventions for asking and thanking• Recognise more alphabet letters• Names of classroom objects• Write some familiar words from a model/ memory• Asking and answering simple questions• Learn a poem			<ul style="list-style-type: none">• Numbers 20-30• Listen and respond to songs in French• Vocabulary for days of the week• Write some familiar words/sentences from memory• Vocabulary for clothing• Use correct pronunciation when reading/ saying words/ sentences• Learn a poem			
END OF DAY READING	Archaic Charlotte’s Web E. B. White The Children of Green Knowe Lucy M. Boston Mary Poppins P.L. Travers Just William Richmal Crompton The House at Pooh Corner A.A. Milne		Non-linear sequences The Midnight Fox Betsy Byars Dominic Grows Sweetcorn Mandy Ross Farm Boy Micheal Morpurgo The Legend of Captain Crow’s Teeth Eoin Colfer	Narratively Complex The Witches Roald Dahl Max and the Millions Ross Montgomery Toys Go Out Emily Jenkins Woof Allan Ahlberg Nim’s Island Wendy Orr		Symbolic Text Love That Dog Sharon Creech Catch a Little Rhyme (poem) Eve Merriam Dream Variations (poem) Langston Hughes Ducks Ditty (poem) Kenneth Grahame		Resistant Text The Mysteries of Harris Burdick Chris Van Allsburg Topsy Turvy World (poem) William Brighty Rands		Class Choice

