

YEAR 3 CURRICULUM 2015-2016

	AUTUMN (7/7 weeks)	SPRING (6/5 weeks)	SUMMER (7/6)
Topic	Vicious Vikings/ Rampaging Romans (British History) Rosa Parks (BHM)	Chocolate (Geography)	Temples, Tombs and Treasure (World History)
RE	Why do Hindus celebrate Diwali? Christian Journeys/Christmas	What do we know about Jesus?/Easter	Signs and Symbols
Science	Humans/ Rocks and Soils	Plants	Light Forces and magnets
ICT	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular
Art/DT Link to Topic	Sculpture- Viking boats/shelters/shields/Divas Painting -	Drawing - Printmaking - Andy Warhol	Collage - Making paper and neck collars Textiles -
Music	Three Little Birds Ho Ho Ho Diwali production (Chanranga Music)	Glockenspiel Stage 2 Benjamin Britten – There was a monkey (Chanranga Music)	Let your spirit fly Reflect Rewind and Replay (Chanranga Music)
PSHCE	Community and Safety	Relationship, Friendship and Conflict Resolution	Healthy living
PE	Games (Football 1) Gymnastics (Lessons 1-3) Games (Outdoor and adventure 1) Games (Basketball)	Gymnastics (Symmetry and asymmetry) Dance (Creating structure- Cheerleading/ Control and fluency Combat) Games (Indoor athletics)	Games (Athletics) Gymnastics (6 action sequence) Games (Kwik-Cricket 1) Gymnastics (Controlling speed)
French	Rigolo 1 (Lgfl)	Rigolo 1 (Lgfl)	Rigolo 1 (Lgfl)
Trips and Visits	Vicious Vikings @ Hackney Empire (Oct) Viking museum visitor	Cadbury World Chocolatier visitor in	British museum
Text Based Literacy Texts	How to be a Viking (F) Vikings or How to be a Viking in 10 easy steps (NF) A Bus of Their Own (F) (BHM)	Charlie and the Chocolate Factory (book and film) Chocolate (NF)	The Egyptian Princess Mufaro’s Beautiful Daughters Cendrillon The Pharaoh’s Cat

WC reading texts	The Littlest Viking OR How to be a Viking in 10 easy steps (NF) The Bus Ride that Changed History		Charlie and the Chocolate Factory Charlie and the Glass Elevator		Flat Stanley and the Egyptian Tomb	
Suggested written outcomes Blue = Literacy Green = Topic/Science	Recount	Retell events of the bus boycott	Recount	Retell events from book Charlie diary writing	Recount	Dairy writing Howard Carter
	Discussion	x	Discussion	x	Discussion	x
	Explanation	Write an explanation of who the Vikings were RE: Why do Hindus celebrate Diwali?	Explanation	How is chocolate made?	Explanation	
	Instructions	How to be a Viking/ train your dragon RE: How to make a diva	Instructions	x	Instructions	How to make papyrus
	Persuasive	x	Persuasive	Write a letter to persuade SLT to book a trip to the Cadbury factory	Persuasive	
	Narrative	Retell How to be a Viking	Narrative	Play script of a scene from CATCF film	Narrative	Write own fairy tale based on Cinderella
	Info. texts	Museum leaflet	Info. texts		Info. texts	
	Poetry	Poems to perform Kennings	Poetry	Shape poems/ Calligrams	Poetry	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]					
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]					
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]					
Punctuation	Introduction to inverted commas to punctuate direct speech					
Spelling	Revision of work from years 1 and 2 Suffixes (-ed -ing -er -est -ment -ness -ful -less -ly -tion) Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words Words with the /ei/ sound spelt ei, eigh, or, ey The /ʌ/ sound spelt ou Words with endings sounding like /zə/ or /tʃə/ Possessive apostrophe with plural words					

	Homophones and near homophones
Terminology for pupil	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

*For detailed information regarding the NC for your year group, see separate panning documents.