

# YEAR 3 CURRICULUM 2017-18

	AUTUMN (7/7 weeks)		SPRING (6/5 weeks)		SUMMER (7/6)	
Topic	<b>The Birth of Britain</b> (British History Stone Age, Vikings, Romans) Rosa Parks (BHM)		<b>Chocolate</b> (Geography)		<b>Temples, Tombs and Treasure</b> (World History)	
RE	1: What do Sikhs believe? (7 weeks) 2: What makes a Christian? (LDBS) OR What do different people believe about God? (TOWER HAMLETS) (2 weeks) 3: How do Advent and Epiphany show us what Christmas is really about? (4 weeks)		1: Who is Jesus? (LDBS) OR Why is Jesus inspiring to some people? (TOWER HAMLETS) (5 weeks) 2: Jesus' new commandment (2 weeks) 3: Easter (4 weeks)		1: What does it mean to be a Jew? (7 weeks) 2: The Bible (LDBS) OR Why is the Bible important to Christians? (TOWER HAMLETS) (6 weeks)	
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: write programs that accomplish specific goals; use sequence in programs; work with various forms of input; work with various forms of output Digital Literacy – E-safety/ cyber bullying: use technology safely and responsibly; identify a range of ways to report concerns about contact ICT – cross-curricular: use search technologies effectively; use a variety of software to accomplish given goals; collect information; present information; design and create content		Computer Science – Espresso coding: write programs that accomplish specific goals; use sequence in programs; work with various forms of input; work with various forms of output Digital Literacy – E-safety/ cyber bullying: use technology safely and responsibly; identify a range of ways to report concerns about contact ICT – cross-curricular: use search technologies effectively; use a variety of software to accomplish given goals; collect information; present information; design and create content	
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	Being Me in my World	Celebrating Differences (including Anti- Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Ed.)
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	Vicious Vikings @ Hackney Empire (Oct) Viking museum visitor		Cadbury World Chocolatier visitor in		British museum	

Visits			
Text Based Literacy Texts	Stone Age boy 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
Promotion of British Values SMSC	Mutual respect Tolerance of others with different faiths or beliefs	Mutual respect Tolerance of others with different faiths or beliefs	Mutual respect Tolerance of others with different faiths or beliefs
Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ] <b>Word families</b> based on common <b>words</b> , 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 <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [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 <b>present perfect</b> form of <b>verbs</b> 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 <b>punctuate</b> 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 /ɜə/ 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 planning documents.