

Ark John Keats Academy

Year 3 Curriculum Overview 2016 – 2017

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Mastery	Stories by Anthony Browne Key texts: <ul style="list-style-type: none"> • Gorilla • The Tunnel • Zoo • Piggy Book 	Key Text: <ul style="list-style-type: none"> • The Iron Man – Ted Hughes 	African Tales Key Texts: <ul style="list-style-type: none"> • African Tales (Usborne) • Chasing the Sun by Veronique Tadjo • Anna Hibiscus • The Ogress and the Snake by Elizabeth Laird 	Poetry Key Text: <ul style="list-style-type: none"> • Ware-wolf Club Rules by Joseph Coelho • Poetry to perform by Julia Donaldson 	Key Text: <ul style="list-style-type: none"> • Charlie and the Chocolate Factory 	Key Text: <ul style="list-style-type: none"> • Macbeth by William Shakespeare
Writing and key grammatical skills	<ul style="list-style-type: none"> • Review of KS1 SPaG 	<ul style="list-style-type: none"> • Extend sentences using clauses • Use a wider range of conjunctions, adverbs and prepositions • Punctuate direct speech 	<ul style="list-style-type: none"> • Use grammatical terminology • Understand first and third person 	<ul style="list-style-type: none"> • Use adverbs and adverbials • Create complex sentences • Use commas to mark clauses • Punctuate direct speech 	<ul style="list-style-type: none"> • Develop understanding of tense • Use prepositions to express time and place • Write sentences with more than one clause • Use a wider range of connectives 	<ul style="list-style-type: none"> • Use verb tenses – past, present and future form • Use commas to mark clauses • Use pronouns to avoid repetition or ambiguity and add clarity and cohesion
Mathematics Mastery	<ul style="list-style-type: none"> • Year 2 Arithmetic Review • Number sense and reasoning within 100 • Place value • Graphs 	<ul style="list-style-type: none"> • Addition and subtraction up to 3 digits • Length and perimeter • 3 and 4 times table Review 	<ul style="list-style-type: none"> • Multiplication and division word problems • Using 10s, 100s and 1000s to multiply and divide large numbers • 6 times tables 	<ul style="list-style-type: none"> • Time: analogue, digital and measuring time • Fractions • 8 times tables 	<ul style="list-style-type: none"> • Angles and shape • Length, weight and volume 	<ul style="list-style-type: none"> • 6 and 8 times tables • Explore calculation strategies • 7 times tables
Science	Understanding science: <ul style="list-style-type: none"> • Know what science is and 	Animals including humans: <ul style="list-style-type: none"> • Identify that animals, including 	Forces and magnets: <ul style="list-style-type: none"> • To identify the forces acting on objects 	Plants: <ul style="list-style-type: none"> • Identify and describe the functions of 	Rocks: <ul style="list-style-type: none"> • Compare and group different types of rocks based on simple 	Light: <ul style="list-style-type: none"> • Recognise that we need light to see things

	<p>why is it important</p> <ul style="list-style-type: none"> • Know the names and uses of basic apparatus used for experiments • To know how scientists write up investigations • Know about some significant world scientists and what have they achieved 	<p>humans, need the right types and amount of nutrition</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"> • To investigate the effects of friction on different surfaces • To notice the difference between contact force and magnetic force • Observe how magnets attract or repel each other and attract some materials but not others 	<p>different parts of flowering plants</p> <ul style="list-style-type: none"> • Explore the requirements of plants for life and growth • Investigate the way in which water is transported within plants 	<p>physical properties</p> <ul style="list-style-type: none"> • Describe how fossils are formed • Recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous • Recognise how shadows are formed • Find patterns in the way that the size of shadows change
Character	<ul style="list-style-type: none"> • Climate for Learning • Making wise decisions 	<ul style="list-style-type: none"> • Growth mind-set • Tenacity 	<ul style="list-style-type: none"> • Respecting differences • Empathy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Honesty • Courtesy • Forgiveness 	<ul style="list-style-type: none"> • New beginnings • Transition • Being reflective
History	<p><u>Egyptians</u> Its place in history (chronology) Who were the key people of the time? (Overview of the whole time period) Who did the Egyptians worship? How did the Egyptians live? How did the Egyptians communicate? (Papyrus paper and symbol alphabet) Essay question?</p>		<p><u>Anglo Saxons and Vikings</u> Its place in history (chronology) How did Anglo-Saxon people live? What did Britain look like during this time? Where did the Anglo Saxon people come from? How did they take over Britain / where did they take over? Where did the Vikings come from? What did Vikings look like? How did the Anglo-Saxons survive against Viking invasion?</p>		<p><u>The Victorians</u> Its place in history (chronology) How did Britain look during the Victorian times? What are the key differences between the Victorian time and modern day? How were children treated during the Victorian times?</p>	
Geography	<p>World geography:</p> <ul style="list-style-type: none"> • Introduce geography and why we study it • Locate the world's continents and countries using maps, atlases and globes 	<p>British geography:</p> <ul style="list-style-type: none"> • Name and locate cities in the UK and their human characteristics • Use maps to identify how cities/regions have changed over time 	<p>Weather</p> <ul style="list-style-type: none"> • Describe and understand the key aspects of physical geography • Research a region for travel. 	<p>Mapping skills:</p> <ul style="list-style-type: none"> • Use and make different types of maps • Learn the position and significance of latitude, longitude, the 	<p>Local study: Enfield</p> <ul style="list-style-type: none"> • Describe and understand the key aspects of human geography 	<p>Rivers and canals</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present human and physical features in the local area • Trip to Lee Valley Park

	<ul style="list-style-type: none"> Identify environmental regions (mountains, rivers, seas). 			Equator and hemispheres		
Computing	Unit 1: Drawing Shapes and Patterns Pupils will learn to draw shapes and patterns by programming instructions in Scratch. They will learn about programming concepts including: loops, nested loops, input and variables.	Unit 5: Presentations Pupils will learn to create stunning multimedia presentations, organising and arranging text and multimedia content (including links, images, video and sounds) effectively.	Unit 3: Networks Around Us Pupils will learn about the difference between wired and wireless networks, the hardware they use and how data is transferred at school, at home and in business.	Unit 4: Control Systems Pupils will learn to recognise the names and functions of sensors and the control systems they are used in. They will also explore data logging for monitoring changes.	Unit 2: Conditionals Pupils will learn how conditionals can be represented using flowcharts and will create programs in Scratch that will produce different outcomes based upon user input.	Unit 6: Chroma Keying Pupils will learn will learn about the process of Chroma Keying (also known as Green Screening) and will setup and use equipment to produce a virtual scene as part of a plot or narrative.
Art and Design	A review of art techniques: <ul style="list-style-type: none"> Colour theory Emotion through colour Artist: Picasso 	A review of basic art techniques cont. <ul style="list-style-type: none"> Tone & Shading Shapes Artist: Picasso (and others through examples of shapes/shadows in art) 	Developing mastery of design techniques <ul style="list-style-type: none"> Pupils will look at different sculptures /materials Design a sculpture Possible trip to British Museum? Artist: Henry Moore 	Developing mastery of sculpting techniques. <ul style="list-style-type: none"> Pupils will create the sculpture they have designed in their chosen medium Artist: Michelangelo 	Investigating Landscapes and portraits: <ul style="list-style-type: none"> Look at different landscapes and create our own Paint a portrait of their partner Artists: Paul Nash, Frida Kahlo & Elisabeth Le Brun 	Investigating the world of book illustration and Surrealism (link to Macbeth) <ul style="list-style-type: none"> Will “cartoonify” themselves in the style of Blake or Tenniel Will paint a “Wonderland scene” in the style of Dali Artists: Quentin Blake, Tenniel & Salvador Dali
MFL	Getting to know you <ul style="list-style-type: none"> Greetings/farewell: bonjour, salut, bonne après- 	Getting to know you <ul style="list-style-type: none"> How are you feeling? Varied 	My body <ul style="list-style-type: none"> 8 body vocabulary words. 	Classroom instructions <ul style="list-style-type: none"> Pupils learn and follow 10 	Physical descriptions <ul style="list-style-type: none"> Colours 	<ul style="list-style-type: none"> Tour de France sports

	<p>midi, bonsoir, bonne nuit, au revoir.</p> <ul style="list-style-type: none"> • What's your name? • Numbers 1-12 • How old are you? 	<p>responses e.g. Ça va bien.</p> <ul style="list-style-type: none"> • Vive la France! Facts about France. • Where do you live? • Christmas traditions (celebrate with 'Gateaux des rois'). 	<ul style="list-style-type: none"> • 'a' can be represented as 'un' or 'une' • Plural nouns – add 's'. • 'J'ai' – 'I have'. 	<p>classroom instructions</p> <ul style="list-style-type: none"> • Identifying verb in instructions. 	<ul style="list-style-type: none"> • 'j'ai' – 'I have': J'ai les yeux bleu. • Vocabulary: Les yeux, les cheveux, colour and type. • Revision: name, age, where live – asking and answering questions • Asking questions about hair and eyes. 	<ul style="list-style-type: none"> • Boules (how to play) – sports day event? • A Cat in Paris (film)
Music	<p>Establishing Strong Musical Roots</p> <ul style="list-style-type: none"> • Developing singing through a repertoire of vocal “openers” (Warm-Ups); short songs in pentatonic scale and performance repertoire • Re-establishing a musical culture in the classroom through an awareness and understanding of whole- class music making • Reinforcing / establishing musical elements • Developing movements to support basic musicianship with core song repertoire • Djembe drums 	<p>Developing Musical Roots: Rhythm</p> <ul style="list-style-type: none"> • Understanding simple metre: working with 2, 3, & 4 time • Working with body and hand held percussion to keep the beat and express the rhythm • Creating and combining rhythmic ostinato • Reading & performing and starting to notate rhythm syllables: <ul style="list-style-type: none"> - crotchet (ta); - quavers (ti-ti); - minim (ta-ah); - semi quavers (tika-tika), (tika-ti), (Ti-tika); - crotchet rest; - syncopation (ti-at-ti) • Djembe drums 	<p>Getting Creative</p> <ul style="list-style-type: none"> • Whole class Creative Project – Freedom Songs • Creating a text • Creating, developing & rehearsing a melody line for a song • Developing instrumental accompaniment • Rehearsing, performing, and appraising • Djembe drums 	<p>Rehearsing & Performing</p> <ul style="list-style-type: none"> • Rehearsing and performing in small groups as part of a class performance • Singing and playing with an increased level of expression and communication • Further developing self-assessment of performance skills 		

						<ul style="list-style-type: none"> • Developing and responding to rehearsal and performance directions • Djembe drums
PE	<ul style="list-style-type: none"> • Invasion games • Swimming 	<ul style="list-style-type: none"> • Gymnastics • Swimming 	<ul style="list-style-type: none"> • Hockey • Swimming 	<ul style="list-style-type: none"> • Dance • Swimming 	<ul style="list-style-type: none"> • Striking & fielding • Swimming 	<ul style="list-style-type: none"> • Athletics • Swimming