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| **Class 3**  **Curriculum Overview**  **Year B** | | | | | | |
|  | Topic 1  60s and 70s | | Topic 2  Polar Regions | | Topic 3  Kings and Queens | |
| Visit/Event/ Festival | 60s day and dress up  Class Assembly | | Islam afternoon | | Bramhall Hall  Bible discussion | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Children in Need  Harvest Service  Christmas Service  Visit to URC | | Fairtrade Fortnight  Sport Relief  Mothers’ Day  Easter Service | | St George’s Day  Fathers’ Day  Leavers’ Service | |
| Core Subjects | | | | | | |
| Literacy | We will be using the text ‘Looking for Bear’ as our fiction text and learn to explore characters in depth. When exploring the characters we will begin by concentrating on writing about feelings and emotions.  We will then move onto exploring non-fiction texts, identifying their features and using example non- fiction texts to create an information book about bears as a class.  We will also begin learning about play scripts and identify their features. We will be acting out short scripts and using stage directions to change the way we read. The children will begin writing a simple script and build upon it by adding stage directions, settings and scenery.  We will revise adjectives and work on adding them to our writing and choosing appropriate adjectives to up-level our sentences.  We will then move onto identifying adverbs and the spelling patterns to change an adjective to an adverb. We will then up level our writing by adding adverbs and using fronted adverbials.  We will begin identifying speech marks in our reading and recognising the grammar and punctuation used in conjunction with speech marks. The children will begin using speech marks in their ‘Big Writes’ which will include newspaper reports, short stories, exciting moments, setting the scene, writing letters and poems.  Throughout the term we will be identifying nouns, verbs, adverbs, adjectives in a variety of texts.  We will revise simple sentence punctuation and self-assess our progress in this.  In this term we will focus on the first 200 spelling words. | | The class will cover a variety of text types during this topic. First they will receive a letter from an explorer. He has found the story of a polar bear (Pushkin the Polar Bear) who is trying to get to the Antarctic. In this unit the children will begin with writing and replying to letters. We will then explore the narrative text Pushkin the Polar Bear by Simon Gaul and learn to describe a setting form the story and using prepositions to extend sentences.  The children will use their knowledge an understanding of the Polar regions to build up to writing a story based on Pushkin the Polar bear following a different route to the Antarctic. We will revise using adjectives and adverbs and add them to our writing. We will also begin using a wider variety of punctuation.  The children will then include their scientific knowledge about penguins in their persuasive writing. We will identify the different features of persuasive texts and carry out speaking and listening activities to support our writing.  The class will be taught about phrases and build upon this to begin writing complex sentences.  We will also cover how to use commas and the use of apostrophes for ownership throughout these units.  We will build upon these skills during our ‘Big Write’ sessions which will include non-fiction writing, writing letters, non- chronological reports, recounts, poems, short stories and short play scripts.  We will be aiming to complete learning the first 300 spelling words then move onto the Year 3 spelling words. | | We will be reading a Tudor style mystery story by Terry Deary to introduce our unit of mystery stories. We will be identifying the different features that build up a mystery story and plan, write and edit our own mystery story. We will learn about compound sentences and different types of phrases including verb phrases, noun phrases and adjectival phrases.  We will be using some simplified versions of Shakespeare’s poetry to begin our poetry unit and recognise and identify different features of poetry from a selection of poems about castles and Elizabeth I. We will then build up our own poem about castles using poetic features including alliteration, rhyme, similes and a variety of poem formats. During this unit we will also learn about abstract nouns including feelings and thoughts and learn to recognise them in our reading and develop them in our writing.  We will then move onto Fantasy stories and read part of ‘The Time-Travelling Cat and the Tudor Treasure’ by Julia Jarman to introduce the fantasy fiction style. We will predict what will happen in the rest of the story and focus our work on re-writing parts of the book and creating our own endings. During this unit we will identify pronouns and recognise them in our reading and writing and learn about comparatives which will be included in our spellings.  Throughout these units we will also cover the articles a and an, collective nouns and using full stops for abbreviation.  We will revise the first 300 spelling words then aim to complete the Year 3 spelling words. | |
| Numeracy | We will begin the year by working on our knowledge and understanding of numbers to 500 including number bonds and multiples of 5, 10 and 100, ordering numbers and solving problems using place value. We will also understand place-value in 3-digit numbers and separate 3-digit numbers into hundreds, tens, and ones.  We will be working on multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables and will continue this throughout the year.  We will also cover doubling and halving numbers up to 100.  We will also use counting up as a strategy to perform mental subtraction of amounts of money and subtract pounds and pence from ten pounds.  After half term we will learn the properties of 2D and 3D shapes including angles, numbers of sides, edges and faces and recognising irregular shapes.  We will learn to recognise right angles and know they are 90°, understand angles are measured in degrees and recognise ° as the symbol for the measurement of degrees We will learn that a right angle is a quarter turn, 360° is a full turn and begin to understand angles and identify size of angles in relation to 90°.  We will begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape and begin to calculate it using a ruler.  We will use money to add and subtract and record using the correct notation and place value and add and subtract 2-digit numbers using partitioning. We will learn to choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre.  We will learn to place 2 and 3 digit numbers on a number line and round 3 digit numbers to the nearest 100. We will also use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100  choose a mental strategy to solve additions and subtractions; solve word problems | | In January we will learn how to use and understand the calendar, including days, weeks, months, years. We will learn to tell the time to the nearest minute on analogue and digital clocks and find a time after a given interval and solve word problems involving time  We will learn to multiply and divide by 10 and count in steps of 10, 50 and 100.  We will be learning to understand fractions and fractions of numbers and identify 1/2s, 1/3s, 1/4s 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line.  We will then learn to add pairs of 2 digit numbers using partitioning and then extend to add two 3 digit numbers under 1000.  We will learn to recognise and sort multiples of 2, 3, 4, 5, and 10 and to double the 4 times-table to find the 8 times-table. We will then derive division facts for the 8 times-table and multiply and divide by 4 by doubling or halving twice.  We will learn that 1 litre = 1000ml and how to estimate and measure capacity in millilitres.  We will revise times-tables learned and derive division facts; perform division with remainders.  We will learn to round 3-digit numbers to the nearest ten and to the nearest hundred.  We will learn to add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding then to add two 3-digit numbers using vertical written addition (expanded), We will then begin to move tens and hundreds moving towards formal written addition and use these methods to solve addition.  We will revise doubling and halving numbers up to 100 by partitioning and solve word problems involving doubling and halving.  We will also multiply numbers between 10 and 25 by 1-digit numbers using the grid method and divide multiples of 10 by 1-digit numbers using known tables facts in order to see the relation between multiplication and division. | | We will begin to compare and order fractions with the same denominator; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator.  We will use known facts to multiply multiples of 10 by 2, 3, 4 and 5. We will use the grid method to multiply numbers between 10 and 30 by 3, 4 and 5 and multiply 2-digit numbers by 3, 4, 5 and 8. This will lead us into dividing without remainders, division using chunking with remainders. We will also learn to multiply numbers between 10 and 40 by 1-digit numbers using grid method and solve division problems just beyond the known tables facts.  We will learn to draw and interpret bar charts and pictograms where one square/symbol represents two units and draw and interpret bar charts where one square represents one hundred units.  We will compare and measure weights in multiples of 100g, know how many grams are in a kilogram and estimate and weigh objects to the nearest 100g.  We will revise adding two or three 3-digit numbers and begin using column addition and develop this to solve problems involving more complex additions.  We will also subtract 3-digit numbers using counting up solve word problems choosing an appropriate method including using counting up on a number line. We will also begin to subtract 3-digit numbers using written and mental methods and check subtraction using addition.  We will revisit shapes and identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines. We will learn to recognise symmetry in 2D shapes.  We will also revisit fractions to learn to recognise tenths and equivalent fractions, find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers. | |
| Science | **States of Matter Y4, Y4**  During this unit children will learn how to identify the properties of the three states of matter (solids, liquids and gases). We will carry out enquiries to investigate changing from one state of matter to another. We will learn how to use a thermometer correctly and record our results. | | **Animals including humans - Y3, Y4**  In this unit we will learn about the differences between exoskeletons and endoskeletons. We will be learning about animal food chains in the polar regions. We will learn to identify producers, predators and prey. We will also be comparing the skeletons of humans and different polar animals as well as their teeth. The class will also be learning about the human digestive system. | | **Light - Y 3**  During this topic we will learn about sources of light including the sun. The children will learn about the Northern Lights and how different parts of the world have different amounts of light throughout the day and year. We will also learning to identify transparent, translucent and opaque materials by discussing which materials would be best to make bed drapes for a Tudor four poster bed. Children will learn about darkness being an absence of light and learning about how shadows are formed by making their own Tudor shadow puppets. The children will be making a Tudor sundial to learn about how light changes through the day. | **Sound Y4**  Children will investigate how sound travels through different materials by carrying out enquiries using their brass instruments and trying to work out what is the best material to insulate the sound of a Tudor fanfare. We will also use the brass instruments to investigate changing pitch and volume as well as being introduced to different instruments. |
| Computing | E-safety  During this unit we will be really focusing on being safe online. It is a key feature of the new computing curriculum and will be taught throughout the year. But we have dedicated a term to it as a start point. During this unit they children will be creating a rap for powerful passwords, explore the concept that people can connect with one another through the Internet. They will also look at advertising and how advertisers try to entice you to buy products through spam and other methods. They will learn how to show respect online and how what you post online can be seen by anyone. With the unit ending with the children sending emails to each other. | | Programming, controlling and coding.  Children will solve open ended problems with a floor robot. They will investigate how everyday devices are controlled using inputs and outputs.  Draw flow diagrams, (**algorithms**), to show how everyday devices work, they will also explore **loops** and **repetitions** to shorten the code. Children will plan, create and **debug** more complex sequences of instructions to achieve a specific outcome. | Multimedia  During this unit children will recognise the difference and the advantages and disadvantages between electronic media and printed media; they will combine text and graphics in different layouts, font formats, graphics and images for different purposes or audiences. They will begin to use hyperlinks to other resources and understand that outside sources must be checked by the teacher. | Digital Media  During this unit children will acquire, store and retrieve images from devices or Internet, edit using paint packages or photo-manipulation software to change and manipulate an image. They will talk about changes they can make to achieve a specific outcome and through peer assessment and self-evaluation, evaluate and suggest suitable improvements. During this unit they will begin to take pictures or video thinking about the purpose of the image and recording- consider mood, aspect and framing and make choices such as landscape and portrait using the enhanced tools. They will manipulate images to change the mood e.g. by changing colours or light levels and use images or video clips in their multimedia unit. The end of unit assessment will involve creating a short animated sequence to communicate a specific idea | |
| Foundation Subjects | | | | | | |
| Art |  | | | | | |
|  | During this topic we will explore a variety of different types of art from the 1960s and 1970s by learning about the changes in art and the new techniques that were used. We will be creating our own Andy Warhol style Pop Art and designing record covers in the style of singers from the 1960s. We will also be designing 1970s style wallpaper and creating optical illusion art in the style of Bridget Riley’s art. | | If possible we will be creating some snow art and snow sculptures during this topic. If there is no snow we will be creating an artistic world map using different materials to represent different types of land. | | As we learn about the Tudor Royal family we will be looking at their portraits and try painting our own Royal portrait. Leading up to this we will have explored and designed some Tudor style clothes using templates and looking at the different styles traditional in Tudor times. | |
| Design and Technology |  | | | | | |
|  | As we explore the lifestyle of people living in the 1960s we will be tasting some popular foods, dressing up and designing outfits and hairstyles in the 1960s style. We will also be creating a model of a bus from the 1960s. During the 1970s topic we will be learning about toys and designing our own 1970s style skateboards, designing some 1970s clothes and creating puppets of characters from 1970s television programs. | | We will be designing, creating, testing and later reviewing snow boots. We will be thinking carefully about the different requirements before we design them and later evaluate the strengths and weaknesses of our boots. | | We will be investigating Tudor houses, how they were made and what materials were used and we will then try to use these techniques to build our own Tudor houses. We would like to visit a Tudor house to try to gain a better understanding of what they were like to live in. | |
| Geography |  | | | | | |
|  |  | | We will learn the locations of the continents and some countries on a globe and world maps. We will learn about the Southern and Northern Hemispheres and locate the Artic and the Antarctic. We will use maps, atlases and digital mapping on the ipads to explore the polar regions.  Using our literacy text we will follow the route of a polar bear across the world from the North Pole to the South Pole using maps and globes. | | We will be exploring links with different countries in Tudor times and use world maps to understand why different foods and fabrics were bought from different countries. | |
| History |  | | | | | |
|  | During this topic we will be comparing the 1960s and 1970s lifestyle through exploring food, music, clothes, entertainment and inventions. We will also be learning about some important people from these decades including Neil Armstrong, Cilla Black and the Beatles. We will learn about some important events in the 1960s and 1970s which caused change. We have some artefacts in school which we will be investigating to gain a better understanding of life in the past. | | We will briefly cover the dates that different explorers discovered and explored different polar regions. We will also learn about some of the equipment used by explorers in the past and investigate the differences between equipment then and now, in particular snow boots. | | In this topic we will be learning about the lifestyle and History of kings and queens, in particular Tudor kings and queens. We will begin by learning about the wider history of monarchs leading up to Tudor times then develop our understanding of their lifestyle through comparing their food, clothes and buildings to those of modern times. We will also be learning about important events in the lives of Henry VIII and Elizabeth I, interesting traditions and inventions from Tudor times and having a Tudor style celebration. | |
| Languages |  | | | | | |
|  | Clothes  We will learn the vocabulary for clothes in French and use our prior knowledge of colours, money and numbers to role play conversation about clothes. We will also begin writing sentences about clothes in French and translating French to English. | France and Christmas in France  We will be learning about famous places in France and the geography of France.  We will be learning about Christmas traditions in France and vocabulary linked to Christmas. We will focus on speaking and listening in this unit. | Weather  We will be learning new weather vocabulary and creating a weather report using our prior knowledge about the geography of France to write and perform this. We will also use our prior knowledge of clothes vocabulary to build more complex sentences about weather and clothes. We will focus on accurate pronunciation in this unit. | Transport  We will be learning new vocabulary about transport as well as the French names for some other countries. We will combine our knowledge from previous units to create a Diary about a holiday (using weather, clothes and geography in France). | Houses/ rooms  We will be learning the different vocabulary for rooms and different objects that are found in the rooms. The class will be asked to bring in photos of their favourite room in their home or a home that they like on the internet and we will build up a piece of writing to describe it. We will also focus on translating from French to English accurately. | Bastille Day  We will begin by learning about some of the History of Bastille day. We will be learning about the celebrations and traditions of Bastille day and use a variety of vocabulary that we have learnt throughout the year (food - last year, clothes, colours and numbers - last year).We will carry out a French style 14th July celebration. We will also be listening to some French speaking and attempting to pick out key words that we understand. |
| Music |  | | | | | |
|  | In this topic we will listen to a variety of different music from the 1960s and 1970s on the record player and we will begin to learn about the different styles of music. We will also be learning and re writing some songs from the 1960s. We will learn about the lives of some famous musicians from the 1960s.  We will also begin our Brass lessons and learn some technical music language and begin to see music written down. The class will begin playing their instruments and start taking them home to practise what they have learnt. An external teacher will come in to deliver these sessions however follow up sessions will be carried out most weeks in order to practise. | | We will experiment making music with ice cubes and bottles.  We will continue with our Brass lessons and learn some new notes and more technical music language. We will listen to different pieces of music and discuss them using technical language. This will lead up to us performing what we have learnt in a concert. | | During this topic we will be listening and responding to Tudor music. We will also try learning some simple songs and nursery rhymes from the past.  We will also continue with our Brass lessons learning some new pieces of music and developing our accuracy and technique when playing. | |
| PE |  | | | | | |
|  | Peak Active Sport will be teaching the class about the importance of healthy eating and the changes that happen to your body when you exercise. They will also be introducing a variety of different team games requiring different ball skills and competitive teamwork.  We will also be doing gymnastics where the class will be developing their flexibility, strength, technique, control and balance techniques and learning new skills and to link them to make actions and sequences of movement. | | Hockey  We will continue to apply and develop a range of skills and learn how to use  them in different ways.  We will also play competitive games, sometimes modified  and apply attacking and defending skills. | During this half term we will be trying Curling. The class should develop an understanding of how to improve in their technique  and learn how to evaluate and recognise their own success. | We will be learning the basic skills and techniques required to play Lacrosse. We will be focusing on communicating, collaborating and competing with each other. | We will focus on Athletics in the Summer term and will be learning to use running, jumping, throwing and catching in isolation and in combination. We will also learn about different techniques to improve our performance. |
| PSHE | Getting on and falling out | | Changes | | Say no to bullying | |
|  | We will be learning to recognising the positive things about ourselves and others and reflect on our mistakes in order to set personal goals.  We will also be learning to resolve differences and understand how actions affect others. We will also work towards a debate about a topical issue and reflect on why different people have different opinions. | | During this topic we will learn about changes that have a positive or a negative effect and how we deal with change. We will also learn about changes that happen to us or affect us and changes that we could or have made to ourselves that have an effect on others. We will learn about different emotions and how we can deal with our emotions and how we can deal with change. | | We will be reading a book about a boy affected by bullying and use our imagination to understand other people’s experiences. We will also spend some time recognising and challenging stereotypes in particular linked to boy/ girl stereotypes. Throughout this topic we will realise the consequences of antisocial or aggressive behaviour. | |
| RE | God the Creator | | Islam | | The Bible | |
|  | We will be learning about the Creation story. We will read and listen to different versions of the creation story then retell the story. We will also produce some art work and poetry based on the creation story. We will compare the Christian creation story to a creation story from another culture (the Egyptian creation story) and identify the features which our similar in both. | | During this topic we will be learning about the background of the Muslim faith, the Qur’an and how Muslims worship. We will also be learning about Mosques and their features before building our own miniature Mosques. We will compare the similarities and differences between the Muslim faith and the Christian faith. Our topic will end with an Islam activity afternoon where we will learn more about the traditions followed by Muslim families. | | We will be learning about the Bible as an artefact. We will be learning about the history of where the Bible came from and who first told the stories and where the first version of the Bible came from. We will be looking at some old versions of the Bible and comparing them to modern versions. We will also be having some discussions based on science and the Bible and are hoping to have a guest come to share our discussions with us. | |