



West Cornforth Primary School Curriculum Framework Overview Year 3 2018-2019

	Autumn	Spring	Summer
Theme	WHAT MAKES THE EARTH ANGRY?	WHAT MAKES BRITAIN GREAT?	WHO BUILT THE WORLD?
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community: caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
Experiential opportunities	Beamish Festival	RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis - captainlynne@gmail.com lynnedavis@salvationarmy.org.uk	Hancock Museum - Stone Age
Parental involvement	Revise 2x, 3, 5, and 10x table Spellings Reading journals Class assembly - Extreme Earth	Learn 4x and 8x table Spellings Reading journals Class assembly- Gangsta Granny	Learn 6x table. Spellings Reading journals
English	Recount - Escape from Pompeii (History/geography link) Information texts Rocks and soil (Science link) Non-chronological report Weather around the world (Geography link) Shape poetry and calligrams (Link to Iron Man) Explanation text - I know how fossils are formed	Non-chronological report- healthy eating (Science link) Information texts - A visitors Guide to London (Link Gangsta Granny/ Geography) Fact writing - The Tower of London (History link) Letter writing - Letters to Granny Poetry Traditional poems	Narrative- writing in the role of Stone Age boy (History link) Dialogue and plays from Stig of the dump (History link) Persuasive writing linked to the Abominables Non-chronological report- Snow leopards linked to the Abominables Poetry - performance poems



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	<p>(Science link)</p> <p>Recount- writing letters in role of character, newspapers and diaries (History link)</p> <p>Instruction text- A Recipe for Iron Man (Science link)</p>		
<p>Quality Texts</p>	<p>The Iron Man, Notice and imitate the opening, using rhetorical questions to draw in the reader. With the class role play the family talking about the picnic or Hogarth telling his parents about what he had seen. Invite them to create a diary for Hogarth and news bulletins for both the Iron Man and space-bat-angel-dragon. Discuss which of the two tales is strongest and why? Ask them to draw parallels with other 'taming the monster' stories.</p> <p>Escape from Pompeii</p> <p>Description of peaceful Pompeii Letter writing after the event Diary of a day in Pompeii Newspaper report of the Day in Pompeii Disasters, the cost, international red cross</p> <p>Cat Tales: Ice Cat</p> <p>With the class look at the use of imagery on the first few pages and a list of other similes for snow. Ask: What else is white? Why does Tom feel funny about Gary's dad in Chapter 1? How can a creature be in the snow? Why does Tom feel bad-tempered with his dad in Chapter 2? Talk about the lump of ice inside of him. Ask: In Chapter 3 what is the Ice Cat sea destroy the snowman and blame the Ice Cat? In Chapter 5 explain the Green Cat's role in the story and why the icy hardness melts away. Ask: What is it all about?</p>	<p>Gangsta Granny- develop narratives. Character descriptions of the main characters. Persuasive letters to the queen. Non- fiction guides to the Tower of London. Explore ideas around loneliness and write a non- chronological report.</p> <p>Poetry This is Britain Benjamin Zephaniah</p> <p>The Sheep-Pig Dick King-Smith Remind the children that they have previously read a Dick King-Smith novel, Hodgeheg (Puffin). Not surprisingly, he used to be a farmer. Ask: Are pigs stupid? (See Chapter 2.) Why does Fly look after Babe? At the start of Chapter 3 what are the puppies not telling Babe? Discuss the relationship between Fly and Babe. Ask: What is it about Babe's character that is endearing? Invite the children to write the police report about the sheep rustling incident and the news report about the sheep-dog trials. Write a balanced argument Does a pig make a good pet?</p> <p>Diary of a Wimpy Kid Recount Diary writing Direct speech</p>	<p>Stig of the Dump Description of dump. Recycling.</p> <p>Adventure Stories Stone Age Boy Instructions: How to wash a Woolly Mammoth How to make a Stone Age-Smoothie Debate - would you prefer to live in the Stone Age or the modern world?</p> <p>Poetry Clerihews Limericks Free verse</p> <p>The Abominables This is a longer read. To set the scene, begin with some introduction to the Abominable Snowman, the Yeti and the mountains of Tibet. Together predict what might happen from the first sentence. After reading Chapter 2 ask them to write stories to read to the yetis. Ask: How is 'the world outside changing' and why is this an issue? After reading Chapter 3 can they write a newspaper story about the yetis? After reading Chapter 5 discuss whether the plan is a good one. After reading Chapter 13 encourage the class to write a leaflet to persuade people to help the yetis. As a final task, together</p>



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	Poetry-seasonal poems -Autumn/Winter.		rename the story! Performance poems.
Maths	Lancashire Grid for Learning as basis for medium term plans. Sorting diagrams- Rocks and soil (Science link) Graph of weather patterns (Geography link) Comparison of temperatures(Geography link)	Lancashire Grid for Learning as basis for medium term plans Measurement of shadows throughout the day. Bar line diagrams (Science link) Food labelling (Science link) A healthy recipe - mass (Science link) Graph of amount of sugar in foods (Science link) Measurement of length of bones (Science link)	Lancashire Grid for Learning as basis for medium term plans. Pyramid block investigation (History link) Measuring strength of magnets (Science link) Measurement of friction- graph of results (Science link) Vocabulary- difference between mass and weight/ using Newton meters (Science link)
History		Great Britains Chronology of Great Britain. Historical biography Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Suggest a sequenced explanation of events in sequence. Begin to offer an explanation of the result of a change. use artefacts, resources and information to find out information. Begin to decide where they can search for information about a specific study.	Buildings Study changes in Britain from Stone Age to Iron Age throughout British history, looking at: The Stone Age to present day Study the nature of buildings in some ancient civilisations. Skills Begin to understand why people acted as they did in the past. Gain an understanding of different representations of the past.



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<p>Geography</p>	<p>Earthquakes and volcanoes Introduction to the key aspects of physical Geography that children need to understand and describe in KS2. Learn about the features of volcanoes, their formation and discover how they are distributed around the world.</p> <p>Create models, artwork, volcano dances, music and 'David Attenborough' style commentaries.</p> <p>Weather patterns</p> <p>Skills</p> <p>Use appropriate vocabulary to talk about geography and geographical features.</p> <p>Describe physical /human features in different localities.</p> <p>Offer reasons for the judgements made about places</p>	<p>Land of Hope and Glory</p> <p>Study the United Kingdom (UK)</p> <p>Study its main physical and human features</p> <p>Geographical skills - use maps, atlases and globes</p> <p>Locational knowledge - name and locate counties and cities of the UK, geographical regions</p> <p>Look at changes over time</p> <p>Explore similarities to and differences from other European countries</p> <p>Study one area in some depth</p> <p>Weather patterns</p> <p>Skills</p> <p>Identify land and sea from maps and a globe.</p> <p>Identify the countries on a map of the British Isles.</p> <p>Begin to use non-standard agreed symbols as a shorthand way of identification on maps they have drawn.</p> <p>Begin to use direction based on the four compass points.</p>	<p>Locational knowledge</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> NB/ Originally in Spring - transferred to Summer. <p>Show an awareness of places beyond the local environment. compare the features of different localities.</p> <p>Describe physical /human features in different localities.</p>
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Science	Rocks & Soils	Light	Animals inc. humans	Green Plants	Forces and magnets
	<p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter.</p> <p>Science through stories - See stem website</p> <p>Pebble in my pocket- Pebble In My Pocket tells the dynamic story of rock formation; showing the reader the processes that the pebble goes through from its beginnings in a fiery volcano 480 million years ago.</p>	<p>I can recognise that they need light in order to see things and that dark is the absence of light</p> <p>I can notice that light is reflected from surfaces</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>I can find patterns in the way that the size of shadows changes.</p> <p>Stories through Science - See website</p> <p>Firework maker's daughter- The Firework Maker's Daughter by Philip Pullman is a good starting point for teaching about light.</p>	<p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Stories through science- See stem website</p> <p>The little mole who knew it was none of his business - This funny tale creates a great setting through which children can explore simple functions of the basic parts of the digestive system in humans.</p>	<p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can 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</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Stories through science- See stem website</p> <p>The story of frog belly rat bone - The story of Frog Belly Rat Bone provides a good setting for investigating plants and their benefits to our environment.</p>	<p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>I can 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</p> <p>Stories through science - See Stem website</p> <p>Ironman - The Iron Man is the perfect story to explain how magnets attract or repel each other and attract some material and not others.</p>



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	<p>Skills Discussing and Questioning: Ask questions of other pupils. Make relevant contributions to group or class discussions. Observing and Measuring: Use own criteria to group/classify. Prediction: Sometimes predict the outcome of the investigation. Planning: Make a simple plan identifying what observations they will make. Scientists: looking at the part science has played in the development of many useful things. Health and Safety: recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others</p>		<p>Skills Discussing and Questioning: Use scientific vocabulary in correct context. Observing and Measuring: With support, begin to use standard measures to the nearest whole number. Choosing an Approach: Begin to make suggestions. Evaluating Results: Compare what happened with what they thought might happen. Interpreting Results: Compare results. Scientists: looking at the part science has played in the development of many useful things.</p>		<p>Skills Fair Testing: Show awareness that some aspects should be kept the same. Begin to be aware of the idea of fair testing. Recording tables: Present results in a simple pre-headed table. Draw a table with suitable headings. Planning: Make suggestions about what can be measured. Observing and Measuring: Measure using non-standard measures. Interpreting Results: Make some statements about what the results show. :</p>	
D.T.	<p>Structure Make an earthquake proof building. Design a decoration which lights up.</p>		<p>Textiles</p>		<p>Control Produce a book with moving parts - Flintstones book</p>	
Art and Design	<p>Architectural drawings and sketches. - Christopher Wren Symmetry- Taj mahal. Color- St. Basils Cathedral. Use different scales, drawings and sketch Iron Age Celtic art/Early Islamic civilisations- geometric patterns Ancient Greek vases</p>	<p>Textiles</p>	<p>Painting Using sketchbooks Learning about artists Working in stages; setting up work for themselves</p>	<p>Collage Use other pictures to create a final image Collage of the UK</p>	<p>2D & 3D projects Using sketchbooks Forces and magnets</p>	<p>Drawing Observational drawings Van Gogh Da Vinci Norman Cornish Ancient Egyptian Hieroglyphics Pop art - Andy Warhol Landscape art - Monet, Dali, Van Gogh Ancient Egyptian death masks</p>
PE	<p>Gymnastics Balancing Act QCA Gymnastics Assessing Level 2/3 Unit 3, Task 1 Durham</p>	<p>Games Target Baggers Durham</p>	<p>Swimming Dance Round the Clock QCA or Dance Machines Durham</p>	<p>Swimming Games Run the Loop QCA</p>	<p>Athletics Off, Up and Away Durham</p>	<p>Games 3 Touch Ball QCA OAA Search and Rescue QCA and Where Am I? Durham</p>



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<p>Music</p>	<p>Play and perform - rhymes/raps/action songs including 'Cave man song' - keeping pulse/beat Improvise and Compose - percussion band/ensemble - playing word rhythms using Stone-Iron Age ideas Charanga Unit Three little Birds Ho ho ho</p>	<p>Play and perform - notated, repeated rhythms - derived from UK cities/places: Sequence-structure-create textures (say/play) Listen and appraise - explore development of music throughout history and study types of musical instruments during these times Charanga unit Benjamin Britten- There was a Monkey</p>	<p>Play and Perform - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc. Charanga Unit Let your spirit fly</p>
<p>R.E.</p>	<p>How do Hindus worship? How and why is Advent important to Christians? (3weeks)</p>	<p>What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday?</p>	<p>What do Hindus believe and how does this affect the way they live their lives?</p>
<p>MFL</p>	<p>Unit 2 Light Bulb Languages games and songs Numbers 1 -20 Simple questions Expressing preference</p>	<p>Unit 3 Light Bulb Languages Celebrations Making simple Simple statements (about activities) *Expressing praise *Months of the year *Writing an invitation *playing games (following instructions)</p>	<p>Unit 4 Light Bulb Languages Parts of the body Colours Descriptions of people</p>
<p>PHSCE/SM SC</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions A new Adventure, a new team. Classroom charters, rights and responsibilities, aspirations and targets. Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels Be friendly, be wise. Managing conflict and anger. Involvement - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions The theme of loneliness through Gangsta Granny What are charities? My community and how I can help Rules and responsibilities in society Living long and strong- balanced diet, exercise and fitness Drug education - smoking Involvement - inter and intra school sports events, after school clubs, school council Assemblies- see whole school assemblies programme 2018-2019</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Safety First Secrets and safety Safety scenarios Involvement - inter and intra school sports events, after school clubs, school council Keeping safe Money, money, money. Can I afford it? Assemblies- see whole school assemblies programme 2018-2019</p>



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	<p>Assemblies- see whole school assemblies programme 2018-2019</p>		
<p>Computing</p>	<p>Computer Science: I can design, write and debug programs and solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts. Can create a simple program e.g. a simple animation in Scratch, or a moving pattern on a Micro bit. https://makecode.microbit.org/lessons - beginner</p> <p>I can debug programs. Can debug sequential apps and programs such as Alex or Scratch Jnr.</p> <p>I can use sequence, selection, and repetition in programs. Can sequence simple directions e.g. Alex</p> <p>IT: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. I can select and use software to accomplish given goals on a range of digital devices. Can begin to use a software package e.g. Word or Publisher to create a simple brochure or flier. http://code-it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding Create a tourist brochure about earthquakes and volcanoes for people to read using publisher or word. Tourist brochure for Pompeii and Rocks & Soils.</p> <p>Digital Literacy: SWGFL https://digital-literacy.org.uk/curriculum-</p>	<p>Computer Science - I can explain how some simple algorithms work and to detect and correct errors in algorithms and programs. I can use selection and repetition in programs. Can use simple repetition e.g. Create 2D shapes in Logo, Turtle or Scratch using loops (maths link). http://code-it.co.uk/cs/loops2dshapes</p> <p>I can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. Be able to explain how a simple program works e.g. a Scratch Jnr Animation or instructions to draw an on screen shape. http://code-it.co.uk/unplugged/gettingup</p> <p>IT: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. I can create content that accomplishes given goals. Can create simple content such as a poster or picture using PowerPoint, word or publisher. Create a poster about moving and growing, growth, nutrition, digestion, skeleton and muscles. Create a poster or a picture on the United Kingdom (UK), include its main physical and human features.</p> <p>Digital Literacy: SWGFL https://digital-literacy.org.uk/curriculum-overview.aspx/#yr3 I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I can identify a range of ways to report concerns about content and contact.</p>	<p>Computer Science - I can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>I can understand the basic workings of the internet. http://code-it.co.uk/dlplanning/webresearch/internet-research-skills</p> <p>Can understand that some connections are wired and some are wireless and the internet connects devices.</p> <p>I can communicate and collaborate using technology. Be able to open shared documents and pictures or use QR codes.</p> <p>IT: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. I can present information. Can sequence and add to slides to make a simple presentation e.g. PowerPoint. Create a PowerPoint on forces and magnets, include photos from investigations (taken on the iPads).</p> <p>Digital Literacy: SWGFL https://digital-literacy.org.uk/curriculum-overview.aspx/#yr3 I can use search technologies effectively, evaluating digital content. I can appreciate how search results are ranked.</p>



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	<p>overview.aspx/#yr3</p> <p>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>I can understand the importance of using technology respectfully and responsibly.</p> <p>Understands that some people on the internet cannot be trusted.</p> <p>I can understand the importance of using technology safely.</p> <p>Can use a simple password.</p> <p>Lesson 1: Powerful Passwords English: Composition <i>Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</i></p> <p>Lesson 2: My Online Community PSHE - SEAL - Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.</p>	<p>Knows that concerns should be passed to a trusted adult.</p> <p>Lesson 4: Show Respect Online PSHE - SEAL - New Beginnings - Create a class charter for communication based on positive rules.</p> <p><i>Speaking Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</i></p> <p><i>Listening and responding. Listen to others in class, ask relevant questions and follow instructions.</i></p>	<p>Use a search engine with given words.</p> <p>Lesson 5: Writing Good Emails <i>English: Composition Use organizational and presentational devices to structure text and guide the reader.</i></p> <p>I can evaluate digital content.</p> <p>Can identify websites which are useful.</p> <p>Lesson 3: Things for Sale <i>Literacy - Non Fiction - persuasion.</i></p>
<p>Online Safety</p>	<p>Self-Image and Identity - I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>Online Relationships - I can describe ways people who have similar likes and interests can get together online.</p> <p>I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>I can explain some risks of communicating online with others I don't know well.</p>	<p>Online Reputation - I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p> <p>Online Bullying- I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p> <p>Managing Online Information - I can use key phrases in search engines.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p>	<p>Health, Well-Being and Lifestyle - I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p>Privacy and Security - I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share</p>



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<p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trusting someone online'.</p> <p>I can explain why this is different from 'liking someone online'.</p>	<p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>my information with others.</p> <p>Copyright and Ownership - I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what those problems might be.</p>
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