



My Curriculum Stories

Year 3	Autumn	Spring	Summer
RE	<ul style="list-style-type: none"> Stewardship Dignity of the Human Person Family and Community 	<ul style="list-style-type: none"> Solidarity and the Common Good Rights and Responsibilities 	<ul style="list-style-type: none"> Option for the Poor and Vulnerable The Dignity of Work
RE Big Questions	<p>How can we build a just and fair world? How can we help others?</p>	<p>What does fairness mean? How can we help tackle poverty? How can we treat others with dignity?</p>	<p>What are the needs of those in poverty? How can we help the vulnerable?</p>
English	<p>Core Texts: Stone Age Boy by Satoshi Kitamura Stig of the Dump by Clive King Skara Brae (Prehistoric Britain) by Dawn Finch Autumn is here Street Beneath My Feet by Charlotte Guillain and Yuval Zommer</p> <p>Other themes: Black History Month National Poetry Month Remembrance Day</p> <p>Core writing including novel study Au1 Narrative Story Stone Age Boy Au1 Writing Instructions Fire Lighting Au1 Narrative – Adventure - Marshmallows Au2 Non-Fiction Holiday Brochure – Skara Brae Au2 Factual Recount biography of a famous black person (Black History Month) Au2 Royal British Legion – Remembrance Au2 Non-fiction Explanation – Street Beneath My Feet Au2 Non-fiction Persuasive Post – Christmas Dessert</p>	<p>Core Texts: Oliver Twist Ottoline and the Yellow Cat by Chris Riddell The Highwayman Hortense and the Shadow by Lauren O’Hara and Natalia O’Hara Out There in the Wild – Poems on Nature</p> <p>Other themes: Shakespeare Week</p> <p>Core writing including novel study Sp1 Narrative-Timeslip story Fire at the Mill Sp1 Non-fiction Explanation – How A Robot Dog Works Sp1 Poetry – Out There in the Wild Sp2 Describe Ottoline’s character in Ottoline and the Yellow Cat Sp2 Narrative Adventure – Hortense and the Shadow Sp2 Report - How has Manchester changed? Sp2 Non-fiction – Explanation Text – Light and Dark</p>	<p>Core Texts: The Great Kapok Tree by Lynne Cherry Wisp: A Story of Hope by Zana Fraillon Flood by Alvaro F Villa ‘The Sound Collector’ by Roger McGough</p> <p>Other themes: Stephen Lawrence Day Refugee Day</p> <p>Core writing including novel study Su1 Narrative Story – A Story of Hope Su1 Explanation Text-How do plants grow Su1 Poetry – The Colour Collector Su2 Narrative Tragedy - Flood Su2 Non-chronological Report - Earthquakes Su2 Report on a Rainforest animal</p>

Maths	<ul style="list-style-type: none"> • Place value within 1000 • Addition/subtraction • Multiplication/division 	<ul style="list-style-type: none"> • Multiplication/division • Money • Statistics • Length • Fractions 	<ul style="list-style-type: none"> • Fractions • Time • Angles and properties of shape • Mass
Science	<p>Rocks and solids Sc3/3.1 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>Working Scientifically Sc1/1 1.1 asking relevant questions and using different types of scientific enquiries to answer them 1.2 setting up simple practical enquiries, comparative and fair tests 1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>	<p>Forces and magnets Sc3/4.2 Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Light Sc3/4.1 Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p>Working Scientifically Sc1/1 1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>Animals including humans Sc3/2.1 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Plants Sc3/2.1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Working Scientifically Sc1/1 1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 1.8 identifying differences, similarities or changes related to simple scientific ideas and processes 1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>

Computing D.A.R.E.S.	Digital Art – digital self portraits Presentation – paper-based app prototype Artificial Intelligence – exploring data	Computer Networks – network explorer Programming – animations in scratch Sound - podcasting	Data Handling – interactive story graphs Video Creation – voiceover film Presentation – interactive comics
Tinkology	Stone Age Firelighting Code Success/Raising Robots	Code Success/Raising Robots Victorian Engineering Research (STEM)	Code Success/Raising Robots Save Our Home (Rainforests)
Mantle of the Expert (MoE)	Stone Age to Iron Age Baptism	The Victorian History Detectives Lady Macbeth	Orang-utan Reserve Animal Park
History	<ul style="list-style-type: none"> • Tribal kingdoms • Early farmer • Art and culture • Belief System <p>What was new about the new Stone Age and how do we know?</p>	<ul style="list-style-type: none"> • Local study beyond 1066 • Queen Victoria • Mills and Mines • Justice system/Crime & Punishment <p>Was it better to be rich than poor in Victorian times?</p>	<ul style="list-style-type: none"> • Helping to Save the Amazon Rainforest • A journey along the Amazon • The Great Kapok Tree <p>What have been the effects of deforestation since 1970?</p>
Geography	England <ul style="list-style-type: none"> • Countries and cities of UK • Settlement and land use • Natural resources • Hill and mountain ranges • Climate <p>Why are mountains important?</p>	Local Geography <ul style="list-style-type: none"> • How the locality changed over time and how the school has changed • Northwest region • Economic activity including trade links • Migration (Prisoners to Australia) <p>How did Manchester and the Northwest experience urbanization?</p>	South America <ul style="list-style-type: none"> • Human Geography-tribes • River study-The Amazon and features • Biomes • Climate zones • The equator and the tropics <p>Why is the Amazon Rainforest the most diverse ecosystem in the world?</p>

PE	Fundamentals Ball Skills Dodgeball Dance	Gymnastics Dodgeball Tennis Cricket	Athletics Rounders
Art	Printing: Yinka Sonibare London 1962 BHM Drawing-charcoal, chalk, pastel: Cave Drawings	Sketching in pencil and charcoal: Trevor Grimshaw-Northern Artist Painting: William Morris	Collage and Paint: Henri Rousseau - Rainforest Artist Collage: Pablo Picasso
Music	<ul style="list-style-type: none"> • Ballads • Creating composition in response to animation • WCIT: Violins (MAPAS) 	<ul style="list-style-type: none"> • Developing singing technique and keeping in time • Pentatonic melodies and composition • Marie Lloyd • WCIT: Violins (MAPAS) 	<ul style="list-style-type: none"> • Jazz • Traditional instruments and improvisation • Summer performance • WCIT: Violins (MAPAS)
BAME	Black History Month - A celebration <ul style="list-style-type: none"> • Joan Armatrading 1950 • Yinka Shonibare 1962 • Benjamin Zephaniah 	Civil Rights: Martin Luther King Trail Blazing Black men and women <ul style="list-style-type: none"> • Arthur Wharton • The Bristol Bus Boycott of 1963 	Stephen Lawrence Day Refugee Week <ul style="list-style-type: none"> • The Journey
PSHCE (Scarf)	Me and My Relationships Valuing Difference	Keeping Safe Being My Best	Rights and Respect Growing and Changing