

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, long, braided horn and a flowing mane. The illustration is set against a dark blue background with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left of the page.

Sancton Wood School

Curriculum Overview

2022-23

Year 3

Michaelmas 1

Main Text: The Great Kapok tree.

Persuasive letters.

Non - fiction writing

Rainforest animal report

Deforestation debates and discussions

Michaelmas 2

Stories from other cultures: Wombat goes Walkabout

Poetry - cinquain, acrostic and haiku.
Performing

Learning poetry by heart for poetry recital

Lent 1

Texts: Stone Age Boy

Narrative, own version of Stone Age boy.

Class study text: Stig of the Dump

Diary of Barny.

Setting writing.

Kenning Poems about Stig

Newspaper reports about axe findings.

Lent 2	Summer 1	Summer 2
<p>Texts: Stone Age Boy</p> <p>Narrative, own version of Stone Age boy.</p> <p>Class study text: Stig of the Dump</p> <p>Diary of Barny.</p> <p>Setting writing.</p> <p>Kenning Poems about Stig</p> <p>Newspaper reports about axe findings.</p>	<p>Rhyming poetry</p> <p>Fact pack about Mount Vesuvius</p> <p>Diary entry about the day Vesuvius erupted.</p> <p>Heracles Myth</p> <p>Persuasive debates and environmental letters</p> <p>Recount from Tudor barns residential.</p>	<p>Rhyming poetry</p> <p>Fact pack about Mount Vesuvius</p> <p>Diary entry about the day Vesuvius erupted.</p> <p>Heracles Myth</p> <p>Persuasive debates and environmental letters</p> <p>Recount from Tudor barns residential.</p>

Michaelmas 1

Place value and finding different ways of representing numbers to 1000 (bar and part whole method)

Addition and subtraction methods, finishing with the formal column method. We will then apply this knowledge to multiplication and division.

Tables 3, 4 and 8

Michaelmas 2

Place value and finding different ways of representing numbers to 1000 (bar and part whole method)

Addition and subtraction methods, finishing with the formal column method. We will then apply this knowledge to multiplication and division.

Tables 3, 4 and 8

Lent 1

Multiplication and division

Money, looking at ways to add money and applying column methods to this.

Statistics.

Interpreting charts and graphs.

Measure and comparison of lengths,

Adding and subtracting

Fractions, making a whole, tenths and adding and subtracting fractions with the same denominator.

Lent 2

Multiplication and division

Money, looking at ways to add money and applying column methods to this.

Statistics.

Interpreting charts and graphs.

Measure and comparison of lengths,

Adding and subtracting

Fractions, making a whole, tenths and adding and subtracting fractions with the same denominator.

Summer 1

Fractions continue with equivalents and comparing. Adding and subtracting fractions with the same denominator.

Time-calendars, telling the time to the nearest 5 minutes and adding multiples of five onto a given time.

Angles and properties of shape looks at obtuse, acute and right angles,

Recognising and describing 2 and 3D shapes and constructing 3D shapes.

Capacity measuring and reading scales and adding and subtracting capacities.

Summer 2

Fractions continue with equivalents and comparing. Adding and subtracting fractions with the same denominator.

Time-calendars, telling the time to the nearest 5 minutes and adding multiples of five onto a given time.

Angles and properties of shape looks at obtuse, acute and right angles,

Recognising and describing 2 and 3D shapes and constructing 3D shapes.

Capacity measuring and reading scales and adding and subtracting capacities.

Computing

Michaelmas 1

Logging onto suite PCs and chrome books, opening and saving work,

Internet research, interactive cross curricular games

Hour of Code internet games.

Michaelmas 2

Logging onto suite PCs and chrome books, opening and saving work,

Internet research, interactive cross curricular games

Hour of Code internet games.

Lent 1

Algorithms and work with Scratch.

How to use programming and use simple code to control a sprite using a series of activities.

Fixing bugs when the coding is not written correctly.

Lent 2

Algorithms and work with Scratch.

How to use programming and use simple code to control a sprite using a series of activities.

Fixing bugs when the coding is not written correctly.

Summer 1

Microsoft accounts - how to share work and communicate with each other. E - Safety will be at the heart of the unit.

We will learn how to create a power point presentation, then upload it to One drive to then share. The children will work collaboratively to edit each other's work.

Summer 2

Microsoft accounts - how to share work and communicate with each other. E - Safety will be at the heart of the unit.

We will learn how to create a power point presentation, then upload it to One drive to then share. The children will work collaboratively to edit each other's work.

Michaelmas 1

Plants

Identify and describe the functions of different parts of flowering plants.

Measuring plants

Compare the requirements of plants for life and growth.

Investigate the way in which water is transported within plants.

Explore pollination, seed formation, seed dispersal

Michaelmas 2

Forces & Magnets

Observe how magnets attract or repel each other, attract some materials and not others and compare and group together.

Identify some magnetic materials.

Describe magnets as having 2 poles and predict whether they will attract or repel each other.

Compare how things move on different surfaces.

Notice some forces need contact between two objects, but magnetic forces can act at a distance.

Magnetic game made in ICT

Lent 1

Rocks, Fossils and Soils

Compare and group rocks together on the basis of appearance and simple physical properties.

Describe in simple terms how fossils are formed.

Recognise that soils are made from rocks and organic matter.

Trip to the Sedgwick museum to see the rocks, fossils and stone age artifacts.

Visit from Senior school showing us how different rocks are made.

Science

Lent 2

Light

Recognising light is needed in order to see things and that dark is the absence of light. Light is reflected from surfaces. Light from the sun can be dangerous to eyes.

How shadows are formed and how the size of shadows change.

Summer 1

Animals including Humans

Identify that animals and humans need the right types and amount of nutrition and that they get nutrition from what they eat.

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Summer 2

Investigation Skills

Plan and carry out a variety of investigations.

Record results and evidence.

Process findings to develop conclusions and identify causal relationships.

Report on findings using presentations and displays.

Humanities

Michaelmas 1

The Rainforest -

Trip to the Botanic garden for children to see living rainforests and place their literacy creations in a rainforest environment

Michaelmas 2

The UK -

The children will learn about countries, cities and flags of the UK. We look at the hills, mountains, rivers and seas of the UK. We also look at the position of counties in Britain, particularly around Cambridgeshire. Finally we look at how London has changed over the years.

Lent 1

Stone Age to Iron Age

Year 3 will journey through a million years and discover the fascinating history of Prehistoric Britain. Starting with the Stone Age and going right through to the end of the Iron Age, Year 3 will discover how humans first came to Britain, how they lived and what developments were made in each era. There will be cross-curricular links with our science topic Rocks, Fossils and Soils.

The children will enjoy learning more about the Stone Age to Iron Age through a visit to the University Archaeology and Anthropology department museum. Handling and dating artifacts

Humanities

Lent 2

Stone Age to Iron Age (Cont)

Year 3 will journey through a million years and discover the fascinating history of Prehistoric Britain. Starting with the Stone Age and going right through to the end of the Iron Age, Year 3 will discover how humans first came to Britain, how they lived and what developments were made in each era. There will be cross-curricular links with our science topic Rocks, Fossils and Soils.

The children will enjoy learning more about the Stone Age to Iron Age through a visit to the University Archaeology and Anthropology department museum. Handling and dating artifacts

Summer 1

Romans

Year 3 will travel back to Roman Britain this term. They will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. Year 3 will discover the rise of the Roman Empire in Britain, opposition from the Boudicca, the Celts and the legacy that was left behind, such as the Roman baths.

Summer 2

Romans (Cont)

Year 3 will travel back to Roman Britain this term. They will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. Year 3 will discover the rise of the Roman Empire in Britain, opposition from the Boudicca, the Celts and the legacy that was left behind, such as the Roman baths.

Michaelmas 1**Signs & Symbols**

Signs and symbols and how they are related to various religions.

Religious symbolism and

What God means to different people.

Michaelmas 2**The Nativity Story**

The story of the nativity from -who Mary and Joseph were, to the birth of Jesus.

Lent 1**Islam**

Beliefs of Islam

Religious

The five pillars.

Lent 2**Comparing World Religions**

Compare 5 different world religions.

Summer 1**Judaism**

The religion of Judaism. We study where they pray, the holy book and special festivals.

Summer 2**Sikhism**

An introduction into the Sikh religion. We will cover the holy book and place of worship.

Michaelmas 1

This term we focus on sketching. The children learn to lightly draw lines on the page. We then look at how to draw animals and then move on to using water colours to draw a rainforest scene.

We will look at the style and techniques rainforest artists: Gustavo Araya and Oenone Hammersley

Michaelmas 2

(Cont) This term we focus on sketching. The children learn to lightly draw lines on the page. We then look at how to draw animals and then move on to using water colours to draw a rainforest scene.

We will look at the style and techniques rainforest artists: Gustavo Araya and Oenone Hammersley

Lent 1

Clay, cave paintings, DT - constructing Stone Age tools

Our Spring Term Art uses our history topic for inspiration. We make sunrise/sunset Stonehenge paintings. We make clay pots looking carefully at pattern and design. We make Stone Age axes which links to Literacy newspaper writing.

We also take on a DT challenge in which we look at packaging and design and make our own cereal boxes.

Lent 2

(Cont) Clay, cave paintings, DT - constructing Stone Age tools

Our Spring Term Art uses our history topic for inspiration. We make sunrise/sunset Stonehenge paintings. We make clay pots looking carefully at pattern and design. We make Stone Age axes which links to Literacy newspaper writing.

We also take on a DT challenge in which we look at packaging and design and make our own cereal boxes.

Summer 1

Our art this term will link closely with our Romans topic The children will create their own Mosaic and cover the following skills along the way:

To understand the concept of a mosaic.

To question and make thoughtful observations about different mosaics and select ideas to use in their own work.

To understand how mosaics featured in Roman life.

Summer 2

(Cont) Our art this term will link closely with our Romans topic The children will create their own Mosaic and cover the following skills along the way:

To understand the concept of a mosaic.

To question and make thoughtful observations about different mosaics and select ideas to use in their own work.

To understand how mosaics featured in Roman life.

Music

Michaelmas 1

Ceremony of Carols Performance
Preparation:

Theory and musicianship skills.
Singing and performance techniques:
aural memory, sight reading rhythms,
recognising tonality and introducing
accidentals.

Michaelmas 2

(Cont) Ceremony of Carols Performance
Preparation:

Theory and musicianship skills.
Singing and performance techniques:
aural memory, sight reading rhythms,
recognising tonality and introducing
accidental.

Lent 1

Music, Minimalism and Mindfulness:
discovering form, duration, ostinato,
musical patterns and the 'minimalist'
compositional movement.

Lent 2

Music in the theatre -Ballet Music

Summer 1

Musical production

Summer 2

Musical production

Drama

Michaelmas 1	Michaelmas 2	Lent 1
<p>Introduction to basic drama skills</p> <p>Diction</p> <p>Projection</p> <p>Expression</p> <p>Breathing</p>	<p>Skills in Practice</p> <p>Using text to put basic skills into practice and learning to evaluate our successes and identify ways to improve.</p>	<p>Collaborative Performance with Music Department</p> <p>Preparation by learning dramatic techniques which can be used in devised performance.</p> <p>Improvisation</p> <p>Freeze frames</p>
Lent 2	Summer 1	Summer 2
<p>Collaborative Performance with Music Department</p> <p>KS2 students will contribute to the devising and rehearsal of a performance to whole school and parents at the end of term</p>	<p>Exploring the Theatre: Production design and tech</p> <p>What are the working stage areas and what goes on behind the scenes?</p>	<p>Exploring the Theatre:</p> <p>Skills in Practice</p> <p>An opportunity to take a non performing role in the development of a performance piece</p>

Spanish

Michaelmas 1

Languages Week

Revision of the alphabet and the spellings of the numbers through pair and team games.

Asking name and age, spelling of name, and responding.

The colours and their spellings.

Listening to and reading stories in Spanish.

Halloween activities.

Michaelmas 2

The days of the week and their spellings.

The months of the year and their spellings.

Asking and answering 'When is your birthday?', 'What is today's date?'

Christmas in Spain.

Lent 1

Members of the family.

Describing people's appearance using the third person singular form of the present tense. Introduction of adjectival agreement.

Lent 2

Rooms in the house.

Items of furniture

Asking where something is.

Prepositional language.

Summer 1

Food vocabulary. Ordering food in a café.

Using the third person singular and plural forms of the present tense to express likes and dislikes.

Summer 2

Classroom items and possessive adjectives

Revision and consolidation of the vocabulary and grammar introduced this year

Michaelmas 1	Michaelmas2	Lent 1
<p>Football</p> <p>To be able to maintain possession of the ball through dribbling</p> <p>To be able to maintain possession of the ball through passing. To be able to contest possession through tackling</p> <p>To be able to state the teaching points to punting the football into goal</p> <p>To be able to identify tactics to maintain possession of the ball To be able to perform in a competition with outstanding sportsmanship</p> <p>Basketball</p> <p>passing, dribbling shooting, defending, game play</p> <p>Positions and tactical play in attack and defensive. Footwork</p>	<p>Tag Rugby</p> <p>To be able to communicate, pass the ball and move into space to receive the ball</p> <p>To be able to make a safe tackle</p> <p>To be able to maintain possession momentum by support running</p> <p>To be able to maintain possession by recycling the ball</p> <p>To be able to restart the game</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>Handball</p> <p>Learning a new game</p> <p>One hand over arm passing</p> <p>Dribbling</p> <p>Defending</p> <p>Shooting</p> <p>Game play and applying rules</p>	<p>Indoor Hockey</p> <p>Passing, dribbling, shooting, (Limited tackling and game play)</p> <p>Gymnastics</p> <p>Travelling, types of movements, sequences, positions.</p> <p>Rolls, teddy bear, forward, pencil, backward rolls.</p> <p>Balance, points and patches, mirror and match</p> <p>Developing Individual and group routines</p>

Lent 2	Summer 1	Summer 2
<p>Netball</p> <p>To be able to communicate, pass the ball and move into space to receive the ball.</p> <p>To be able to dribble the ball.</p> <p>To be able to state the teaching points of the set shot.</p> <p>To be able to state the teaching points of the lay-up shot.</p> <p>To be able to defend in a 1v1</p> <p>To be able to perform in a competition with outstanding sportsmanship.</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance within Dance.</p> <p>Perform dances using a range of movement patterns individually and in a pair creating a sequence.</p>	<p>Striking and Fielding</p> <p>To be able to under arm throw and low cradle catch a ball accurately.</p> <p>To be able to over arm throw and high cradle catch a ball accurately.</p> <p>To perform simple or complex over arm bowling accurately with consistency.</p> <p>To be able to bat the ball in a variety of ways</p> <p>To be able to create fielding and batting tactics</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>Tennis</p> <p>Sequences</p> <p>Serves</p> <p>Forehand</p> <p>Backhand</p> <p>Competitive play</p>	<p>Athletics</p> <p>To be able to identify correct sprinting technique</p> <p>To be able to identify correct pacing strategies for a variety of distances</p> <p>To be able to identify correct long jumping technique</p> <p>To be able to identify correct throwing technique</p> <p>To be able to identify correct technique for relay baton change overs</p> <p>To be able to identify correct technique for the high jump</p> <p>Tennis</p> <p>Sequences</p> <p>Serves</p> <p>Forehand</p> <p>Backhand</p> <p>Competitive play</p>

Michaelmas 1

Beginning and Belonging

Michaelmas 1

Family and Friends

Anti-bullying

Lent 2

Diversity and Communities

Lent 2

Personal Safety

Summer 1

SRE

Drug education

Summer 2

Managing change