



# Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' Philippians 4:13

Curriculum overview		OAK CLASS YEAR 3			2022-2023	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Courage	Peace	Trust and truthfulness	Forgiveness	Justice	Thankfulness and generosity
Significant days/weeks	Recycle week Languages day Mental Health awareness week Autumn equinox	Christmas Children in need Bullying awareness week Divalli Guy Fawkes Armistice day Hanukkah Black History Month Winter solstice	Safer internet day STEM Week Chinese New Year Spring equinox	Sports/comic Relief Easter World Book day Holi St George's day	Outdoor classroom day Walk to school week Earth day Deaf awareness week	World Ocean day World refugee day Eid Summer solstice National Sports Week
Additional events, visitors and trips	Multicultural dance workshop TBC	Rainforest dance workshop		School Farm and country Fair TBC		Flatford Mill TBC Residential (Camp Over)
Community links	Harvest Sharing assembly	Sharing assembly Christmas crafts Church Christmas Service	Sharing assembly	Spring walk Church Easter Service Sharing assembly	Sharing assembly Duck race	Sports day Sharing assembly Parent questionnaire Leavers service (yr 6)
Topic link	Rainforests		Exploration and Discovery		Local Study	
Threads	Environment and Sustainability Beliefs and Values		Key figures Discoveries and inventions Arts and Architecture		Environment and Sustainability Arts and Architecture Key Figures	

Subject areas						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books/texts	<ul style="list-style-type: none"> <li>• Slowly, Slowly said the sloth - Eric Carle</li> <li>• Rainforest animals - poetry - Paul Hess</li> <li>• Rainforest - Helen Crowcher</li> <li>• The great Kapok tree - Lynn Cherry</li> <li>• Zoo - Anthony Browne</li> </ul>		<ul style="list-style-type: none"> <li>• Shackleton's journey by William Grill</li> <li>• Journey - Aaron Becker</li> </ul>			
English	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Word classes</li> <li>• Dialogue</li> <li>• Dilemma story</li> </ul> <p><b>Non - Narrative</b></p> <ul style="list-style-type: none"> <li>• Non- chronological report - rainforest animals</li> <li>• Discussion and debate based on 'Zoo' - Anthony Browne</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Rainforest poetry</li> </ul>		<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Diary and letters</li> <li>• Journey - Aaron Becker -</li> </ul> <p><b>Non - Narrative</b></p> <ul style="list-style-type: none"> <li>• Explanation - How a robo dog works</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Diamonte m=poems</b></li> </ul>		<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• The Green Children of Woolpit</li> </ul> <p><b>Non - Narrative</b></p> <ul style="list-style-type: none"> <li>• Discussion and debate - local issue</li> <li>• Newspaper - Green Children</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• I asked the little boy who can not see - JC</li> </ul>	
<p style="text-align: center;"><b>Handwriting</b> - Letter join scheme and resources Additional handwriting linked to spellings and common exception words</p> <p style="text-align: center;"><b>Reading Comprehension/Reading skills lessons</b> (linked to gaps in PIRA tests)</p> <p style="text-align: center;"><b>Spelling</b> - Use of Jane Considine's 'The Spelling book' - book 2 Daily spelling tasks - 10 minute quick, go grapheme grafters and spelling investigations</p> <p style="text-align: center;"><b>Grammar</b> (linked to gaps from GAPS tests)</p>						

Maths

Following White Rose Scheme of Learning

**Number - number and place value**

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

**Number - addition and subtraction**

- add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers

**Finish - addition and subtraction**

**Number - multiplication and division**

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

**Finish - multiplication and division**

**Measurement - Length and perimeter**

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes

**Number - fractions**

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Continue into summer 1

**Measurement - money**

- add and subtract amounts of money to give change, using both £ and p in practical contexts

**Measurement - time**

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

**Geometry - properties of shapes**

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

**Statistics**

- interpret and present data using bar charts, pictograms and tables

	<ul style="list-style-type: none"> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>				<ul style="list-style-type: none"> <li>compare durations of events [for example, to calculate the time taken by particular events or tasks</li> </ul>	<ul style="list-style-type: none"> <li>solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables</li> </ul>
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Arithmetic	<p align="center"><b>Flashback 4</b> - White Rose Recap task - three times weekly</p> <p align="center"><b>Times Tables</b> - TTRS 3 minute sheet 3 times weekly plus one online TTRS session each week. Counting stick activities</p> <p align="center"><b>Maths meeting</b>- linked to gaps from PUMA tests</p>					
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<p>Science</p> <p>Note - 5 units for the year</p>	<p><b>MATERIALS: SEPARATING</b></p> <ul style="list-style-type: none"> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><b>ROCKS</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <ul style="list-style-type: none"> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>ANIMALS: SKELETONS &amp; MUSCLES</b></p> <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement. (3)</li> </ul>	<p><b>SOUND</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>ANIMALS: LIFECYCLES &amp; REPRODUCTION</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age. (5)</li> </ul>
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RE	Christianity- Gospel	Islam- Reveal	Judaism- Holiness	Hinduism- Moksha	Christianity- Eucharist	Buddhism- enlightenment
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Computing	Online reputation- think before you share	<p>Creating Media- desktop publishing (Google Slides to create presentations about rainforest animals)</p> <p>Privacy and security settings/keeping personal information private</p>	<p>Creating strong passwords and keeping them private</p> <p>Safer internet day: theme TBC</p>	<p>Programming (Scratch Junior)- programming sprites.</p> <p>Understanding how devices are connected and information shared. Searching for online information.</p>	Chatting online/fake profiles.	<p>Creating media- photo editing (linked to local study- pictures around the village)</p> <p>Copyright</p>
Design and Technology	<p>DT- Edible Garden (Twinkl DT unit)</p> <p>Linking growing herbs, tomatoes and strawberries with making healthy dishes.</p>			Designing and making models of synagogues		Making and evaluating carrot cookies (linked to local study- WWII)
Geography	<p><b>RAINFORESTS</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate continents and oceans of the world</li> <li>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>Locate world rainforests</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>South America -key countries, surrounding seas and oceans, physical characteristics</li> <li>Identify geographical similarities and differences (human and physical) between the Amazon rainforest and the local area</li> </ul> <p><b>Physical geography</b></p> <p>Introduction to:</p> <ul style="list-style-type: none"> <li>World climate zones</li> <li>Biomes and vegetation belts</li> <li>The water cycle</li> </ul> <p>In more depth:</p> <ul style="list-style-type: none"> <li>A tropical rainforest biome - layers, animals</li> <li>The Amazon river</li> <li>Amazon rainforest climate</li> </ul> <p><b>Human geography</b></p> <ul style="list-style-type: none"> <li>Settlement and land use</li> <li>Trade links</li> <li>Protecting the rainforest</li> </ul> <p><b>Geographical Skills will be covered within the lessons listed above, including:</b></p> <ul style="list-style-type: none"> <li>Recap of the four points of the compass and introduce the additional four points</li> <li>Introduce basic grid references</li> </ul>				<p><b>LOCAL STUDY</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Recap - name and locate counties and cities of the United Kingdom</li> <li>East Anglia and then Suffolk in depth - geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>Recap - physical geography- rivers and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Recap use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	

History			<p><b>Exploration and Discovery</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>The development of the railway -</li> <li>British explorers</li> <li>British inventors/inventions (Activity Day)</li> </ul>	<p><b>Local Study</b> <b>A local history study</b></p> <ul style="list-style-type: none"> <li>A study over time tracing how several aspects of national history are reflected in the locality</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p>-Victorian school - Our changing village - Church</p> <ul style="list-style-type: none"> <li>Significant individuals - St Edmund</li> </ul>		
Music		<p>Harvest and Christmas songs</p> <p>KAPOW unit: body and tuned percussion (rainforest theme)</p>		KAPOW: Samba		KAPOW: Ballads
P.E.	Orienteering Hockey	Fitness SHA sportshall athletics	Gymnastics Dance	Netball Football/rugby	Tennis Athletics  swimming?	Striking and fielding (rounders and cricket)  swimming?
P.S.H.E.	<p><b>How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<p><b>What keeps us safe?</b></p> <ul style="list-style-type: none"> <li>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers</li> <li>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including</li> </ul>	<p><b>What are families like?</b></p> <ul style="list-style-type: none"> <li>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>how people within families should care for each other and the different ways they demonstrate this</li> <li>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p><b>What makes a community?</b></p> <ul style="list-style-type: none"> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>how the community helps everyone to feel included and values the different contributions that people make</li> <li>how to be respectful towards people who may live differently to them</li> </ul>	<p><b>Why should we eat well and look after our teeth?</b></p> <ul style="list-style-type: none"> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>how people make choices about what to eat and drink, including</li> </ul>	<p><b>Why should we keep active and sleep well?</b></p> <ul style="list-style-type: none"> <li>how regular physical activity benefits bodies and feelings</li> <li>how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>how to make choices about physical activity, including what and who influences decisions</li> <li>how the lack of physical activity can affect health and wellbeing</li> <li>how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>how to seek support in relation to physical activity,</li> </ul>

		<p>online)• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <ul style="list-style-type: none"> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>			<p>who or what influences these</p> <ul style="list-style-type: none"> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<p>sleep and rest and who to talk to if they are worried</p>
<p>Art and Design</p>	<p><b>Artist</b> - Henry Rousseau</p> <p><b>Drawing</b> - leaves</p> <p><b>Painting</b> - colour mixing, tints and shades</p> <p>Develop use of sketchbook to collect, record and evaluate ideas.</p>		<p><b>Artists</b> -Leonardo Da Vinci</p> <p><b>Drawing</b> - designs and inventions</p> <p><b>Collage</b> - polar landscape</p> <p>Develop use of sketchbooks to collect, record and evaluate ideas.</p>		<p><b>Artists</b></p> <ul style="list-style-type: none"> <li>- Constable</li> <li>- Gainsborough</li> <li>- Andy Goldsworthy -nature using local area</li> <li>- William Morris - printing</li> </ul> <p><b>Drawing</b> - landscapes</p> <p><b>Painting</b> - landscapes</p> <p><b>Printing</b> - Victorian</p> <p>Develop use of sketchbooks to collect, record and evaluate ideas.</p>	
<p>Languages (French)</p> <p>Numbers to 10</p> <p>Days of the week</p> <p>Classroom objects</p>	<p>French greetings with puppets (include asking and giving names and ages)</p> <p>IU: Greetings in other languages</p>		<p>French Adjectives of colour, shape and size.</p> <p>IU: Food around the world</p>		<p>A circle of Life (animals)</p> <p>Story: Where's Spot?</p> <p>IU: Important World festivals.</p>	