

Our Lady of Lourdes – Year 3 Yearly Plan

**A dynamic, inclusive school; rooted in its Catholic values and respect for all people;
a safe place of successful, enjoyable and challenging learning.**

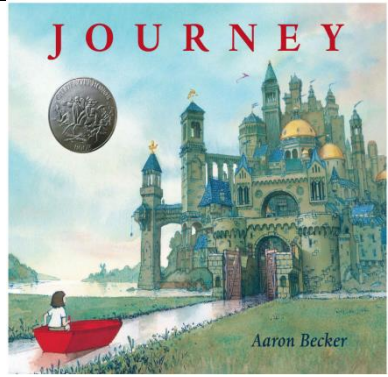
INTENT

1. We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
2. We seek to have the reading of high quality, diverse texts at the core of our curriculum.
3. We look to build the knowledge, confidence, resilience, creativity and adaptability of our children through a curriculum that is balanced and broad, giving all the chance to excel.
4. We keep religious education as a cornerstone of our curriculum as we use the opportunities every day to develop our understanding and love of God.

Key Drivers of our Curriculum at Our Lady of Lourdes

<p>Life Skills- These broaden a child's possibilities and opportunities. High quality, diverse books and stories will be the main driver for the topics and curriculum. Children will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of reading, writing and mathematics entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.</p>	<p>Diversity and Spirituality- These help pupils to be tolerant, respectful and value the difference in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community.</p>	<p>Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.</p>	<p>Growth and Well-Being- which help pupils develop confidence, motivation, self- belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers, leaders and to lead by example.</p>
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Year 3 Curriculum Overview

	Autumn Term 1: Meet the Croods	Autumn Term 2: Tribal Tales	Spring Term 1: Coming to England	Spring Term 2: Journeys	Summer Term 1: I am Warrior!	Summer Term 2: Tremors
Key Texts (Yr 5-6) / Topic (Yr R-4 only)						
In English Lessons we will focus on:	<p>Fiction writing: The Secret of Black Rock – Recount – 1st person. Setting description. Non-fiction writing: Street Beneath My Feet - write an explanation of what is above. Poetry: Back to the Stone Age <i>GPS: Ready to Write Determiners</i></p>	<p>Fiction writing: Stig of the Dump Recount - retelling events. Setting description Non-fiction writing: Skara Brae – persuasive writing - holiday brochure Poetry: Shape poems – under the sea <i>GPS: Conjunctions</i></p>	<p>Fiction writing: Coming to England - Retelling stories from different viewpoints Non-fiction writing: biography – Mary Seacole <i>GPS: Adverbs Prepositions</i></p>	<p>Fiction writing: Journey - Descriptive language, setting description. Diary entry - Retell the story from the girl's point of view. Non-fiction writing: non-chronological report – UK countries Poetry - I Asked the Little Boy who Couldn't See <i>GPS: Speech Tenses</i></p>	<p>Fiction writing: Journal of Iliona - Diary entry as Iliona. Setting description of gladiator battle. Non - fiction writing: persuasive letter – Why you should be a gladiator <i>GPS: Nouns Paragraphs</i></p>	<p>Fiction writing: Firework-Makers Daughter Descriptive language, setting description. Non-chronological report – leaflet about Chinese New Year. Non-fiction writing: Newspaper report - The eruption of Mount Vesuvius Poetry: Kenning's poem – Mount Vesuvius <i>GPS: Word Families Prefixes</i></p>
In our Maths lessons we will focus on:	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and capacity	Fractions Money Time	Time Shape Statistics

In Geography..	Term 1 and 2: Coastal Towns Focussing on Brighton as a seaside resort, in history and now. We will learn to us OS maps of the local area and compare Brighton to other coastal towns around the UK. We'll look at both the physical and human features of a seaside resort and consider why some flourish and some do not.		Locational and human Land use patterns and how they have changed over time. Map work: being able to read, draw and follow a map. Locate UK on map and identify countries in the UK.	Locational - UK countries/counties and cities. Hills, mountains/coasts and rivers.	England Compared to a European City – Italy. We'll look at the similarities between the human and physical geography of Italy and the UK. We'll learn about the continent of Europe and the countries that border the UK and Italy.	Geography of Italy Physical-Volcanoes and Earthquakes Place Knowledge-Italy. Use maps/atlasses & Google maps to locate Italy and Rome, famous landmarks and features. To identify similarities and difference between UK and Italy landmarks and physical features. To explore the features of volcanos with a focus on Mount Vesuvius.
In History..	Stone Age Looking at prehistoric life - Palaeolithic, Neolithic and Mesolithic eras.	Stone Age Looking at prehistoric life - Palaeolithic, Neolithic and Mesolithic eras.			Warrior Romans – The Roman Empire Exploring the Roman empire and its impact on Britain. What did the Romans do for us?	
In Science..	Forces and Magnets <ul style="list-style-type: none"> -compare how things move on different surfaces -notice that some forces need contact between two 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 	Rocks <ul style="list-style-type: none"> 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. 	Animals including humans <ul style="list-style-type: none"> Identify that animal, 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 human and some other animals have skeletons and muscles for support, protection and movement. 	Light <ul style="list-style-type: none"> -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 an opaque object -find patterns in the way that the size of shadows change. 	Plants <ul style="list-style-type: none"> 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. 	Plants <ul style="list-style-type: none"> -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.
In DT..		construction and textiles Make stone age tools or jewellery		nutrition and cooking make a cereal bar	Mechanisms – lever, linkage and pivot - Roman catapults	
In PE..	Dance Perform dances using a range of movement patterns.	Gymnastics Develop flexibility, strength, technique, control and balance.	Basketball Play competitive games and apply basic principles suitable for attacking and defending.	Cricket Play competitive games and apply basic principles suitable for attacking and defending.	Athletics Take part in a variety of athletic activities including running, jumping and throwing.	OAA Take part in outdoor and adventurous activity challenges both individually and within a team.
In Art..	Drawing- pencil self portrait possible artists Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein,		Painting artist focus- Warhol and pop art movement		Printing unit – design a print for an Olympic medal Press design into polystyrene tiles	

	Moore, Rossetti, Klee, Calder, Cassat.					
In Music. We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.	Simple pitching, structure, Beats & Rhythms	Adding dynamic contrast to the choral sound. Beats & Rhythms continued	Rounds and cannons	Layers of sound (ostinato and parts)	Timbre – quality of vocal sounds (harsh/mellow/ bright)	Preparing for performance
In RE..	Homes - God's dream for every family Big Question: What makes a house a home? Judaism – The synagogue Promises - The meaning of the commitment and promises made at Baptism Big Question: Why make promises? Visitors – Advent: waiting for the coming of Jesus Big Question: Are visitors always welcome?	Journeys - Christian family's journey with Jesus Big Question: Is life a journey? Listening & sharing - Listening to the Word of God and sharing Holy Communion Big Question: What's so important about listening and sharing? Giving all – Lent: a time to remember Jesus' total giving Big Question: What makes some people give everything for other people?	Energy - Gifts of the Holy Spirit Big Question: What's the use of energy? Choices - The importance of conscience in making choices Big Question: What helps me to choose well? Islam - The Mosque Special places - Special places for Jesus and the Christian community Big question: What makes a place special?			
In Computing	Computing systems and networks – connecting computers	Creating media – Stop-frame animation	Programming A – Sequencing sounds	Data and information – Branching databases	Desktop publishing	Programming B – Events and actions in programs
In RSHE and EPR	Growth Mindset and learning characters	Life to the Full Growth Mindset Protective Behaviours	Life to the Full Growth Mindset Protective Behaviours	Life to the Full Growth Mindset Protective Behaviours	Life to the Full Growth Mindset Protective Behaviours	Life to the Full Growth Mindset Protective Behaviours