



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Class 3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Partnership with parents/families	Parents information morning Macmillan coffee morning New starter open morning Parent's evening – settling in and next steps Walk to school activities Celebration assembly in Church	Individual and family photographs Parent view Open afternoon to look at work Christmas events Walk to school activities – singing Santa stroll Celebration assembly in Church	Reading parent workshop Parent's evening – progress and attainment Celebration assembly in Church	Maths parent workshop Parent view Celebration assembly in Church	Class photographs Celebration assembly in Church	End of year reports to families Celebration assembly in Church

Topic	Prehistoric Britain Stone Age to Iron Age	Beyond the Magic Kingdom	Ancient Egypt	Why are Jungles so wet and deserts so dry?	Thurgoland in 1852 - History	Thurgoland in 1852 – Geography
Visits / Visitors	Creswell Crags visit		Weston Park Museum visit		Local Walks	Local Walks
Enrichment Opportunities	Harvest festival Black History	Armistice service Children in need Anti-bullying Road safety KS1 Nativity	Online safety	World book day STEM fair Sports relief Numeracy Day		
Personal development	School council Class Monitors House System Music lessons	School council Class Monitors House System Music lessons	School council Class Monitors House System Music lessons	School council Class Monitors House System Music lessons	School council Class Monitors House System Music lessons	School council Class Monitors House Systems Music Lessons Sports Day
Reading Phonics	Stig of the Dump By Clive King The Secrets of Stonehenge By Mick Manning & Brita Granstrrom Year 3 spelling rules	Stone Girl, Bone Girl. By Laurence Anholt George’s Marvellous Medicine By Roald Dahl Year 3 spelling rules	Egyptian Cinderella By Shirley Climo Isis and Osiris By Dawn Casey & Nilesh Mistry Year 3 spelling rules	How to Train Your Dragon By Cressida Cowell The Dramatic Story of the Sheffield Flood By Paul Machin & Eric Leslie Year 3 spelling rules	Varjak Paw By S S Said Gregory Cool By Caroline Binch Year 3 spelling rules	The Iron Man By Ted Hughes Year 3 spelling rules

Writing	-Descriptive narrative -Performance poetry -Non-chronological report	-Biographies -Narrative including dialogue -Instructions -Persuasive posters	-Diary -Fairytales -Playscripts - Narrative linked to Howard Carter	-Narrative -News reports to present	-Arguments -Letters	-Narrative including action and description - Poetry
Maths	-Number and place value -Addition and subtraction	-Addition and subtraction -Multiplication and division	-Multiplication and division -Measurement (Money) -Statistics	-Measurement (Length and Perimeter) -Fractions	-Fractions -Time	-Properties of shapes -Measurement (Mass and capacity)
Science	Animals including humans	Rocks and Soils	Forces and magnets	Plants	Light	Shadows
Physical Education	Real PE Unit 1 – Personal Coordination: Ball skills/ Agility: reaction/response iMoves – Aztec	Real PE Unit 2 – Social Static balance: seated/ Static balance: Floor work Gym – Unit 1 Physical	Real PE Unit 3 –Cognitive Dynamic balance/ Counter balance in pairs iMoves – Tudors	Real PE Unit 4 – Creative Static Balance: Leg standing/Dynamic balance to agility Gym – Unit 2 <i>Health and Fitness</i>	Real PE Unit 5 – Physical Static balance: Small base/ Coordination: floor movement Athletics iMoves – Solar system (link with topic lesson)	Real PE Unit 6 –Health and Fitness Coordination with equipment/Agility: ball chasing Athletics
Religious Education	Christianity- What is Trinity?	Christianity- Has Christmas lost its true meaning?	Sikhism- Khalsa	Christianity- Easter	Christianity- When Jesus left, what was the impact on the Pentecost?	Sikhism- Do Sikh's think it is important to share?
PHSE	- I can show respect to others that are different from me. I can tell you one thing I am good at. I can tell you one	- To discuss and debate issue concerning health and wellbeing.	- To know about what makes a 'balanced lifestyle' and about making	- To understand the people who help us stay healthy and safe.	- To learn about the role of money and ways of managing money (budgeting and saving).	- To learn about their responsibilities, rights and duties (home, school and the environment).

	<p>thing that makes me feel better when I am down.</p> <ul style="list-style-type: none"> - To learn about the ways that rules and laws keep us safe. To take part in making and changing rules. - To know that actions can effect ourselves and others. - I can tell you what families have in common and what makes them difference. I can identify who to talk to if I am worried about anything in my family. - To understand the concept of keeping something confidential or secret and when they should or should not agree to keep something secret. - To know the difference between acceptable and 	<ul style="list-style-type: none"> - That images in the media do not necessarily reflect reality. - That information in the media can be misleading. - To learn about people who help them stay healthy and safe. - To understand the importance of keeping personal boundaries and the right to privacy. - To know about feeling negative pressure and how to manage this. - To know what anti-social behaviour is and how it can affect people and how to get help or support. 	<p>choices in relation to health.</p> <ul style="list-style-type: none"> - To know about what makes up a balanced diet and about opportunities they have to make their own choices about food. Also, what influences their choices about food. - To learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco). - To understand how to manage risk in familiar situations and keep safe. - To understand the importance of school rules for health and safety and how to get help in an emergency. - To know how to keep safe in the local environment. 	<ul style="list-style-type: none"> - To understand what is meant by 'stereotypes'. - How to listen and respond respectfully to a wide range of people and understand about sharing their points of view. - To recognise and manage dares. - I can tell you what makes a good friend and what makes me think someone is not a good friend. - To recognise bullying and how to respond and ask for help. - To learn about resolving differences – agreeing and disagreeing. - To know that everyone has human rights (and that children have their own set of human rights) and about the UN declaration on the Rights of the Child. 	<ul style="list-style-type: none"> - To know what is meant by 'interest' and 'loan'. - To know about the sustainability of the environment across the world. - What it means to be 'enterprising'. - To understand differences and similarities between people, but understand everyone is equal. - To learn about solving disputes and conflict amongst themselves and their peers. - To appreciate difference and diversity (people living in the UK). - To learn about the values and customs of people around the world. 	<ul style="list-style-type: none"> - To be part of a community and who works with the local community. - To know about working collaboratively toward shared goals. - To understand the kinds of change that happen in life and the feelings associated with this. - To learn about a wider range of feelings, both good and not so good and that people can experience conflicting feelings at the same time. To be able to describe their feelings to others.
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	<p>unacceptable physical touch and how to respond to unacceptable physical touch.</p> <p>- To recognise a wider range of feelings in others and how to respond to others feelings.</p>		<p>- To understand that simple hygiene routines can prevent the spread of bacteria and viruses.</p>			
RSHE	<p>Yasmin and Tom</p> <p>Me, myself and I</p> <p>Families and getting on with our families</p>				<p>Yasmin and Tom</p> <p>Gender stereotypes and aspirations</p> <p>What makes a good friend?</p>	
Geography		<p>Beyond the Magic Kingdom</p> <p>Assess human and physical features of Florida looking at the Magic Kingdom, Kennedy Space Centre, Sea turtles and hurricanes.</p> <p>Fieldwork - Where is the best place to be in school if a hurricane came?</p>		<p>Why are Jungles so wet and deserts so dry?</p> <p>Compare the climates of different places across the world.</p> <p>Fieldwork – Measuring the rainfall in Thurgoland and compare this to the average rainfall in other places.</p>		<p>Thurgoland in 1852</p> <p>Survey Thurgoland’s environment looking at physical and human features and compare this to what Thurgoland was like in 1852.</p> <p>Fieldwork – How is the environmental quality changing in Thurgoland?</p>

History	Prehistoric Britain Stone Age to Iron Age		Ancient Egypt Tutankhamun Howard Carter		Thurgoland in 1852	
Art and Design Technology	Cave Painting	Textiles Utility belt	Clarice Cliff Pottery	Pneumatics Moving Monsters William Murdoch – Pneumatic tube messaging system Alfred Beach - Pneumatic subway train	Landscapes	Stable Structures Photoframes
French	Greetings with puppets	Adjectives – Colours, sizes and shapes	Playground games – numbers and ages	In a French classroom	French transport	A Circle of Life in French
Computing	Coding	Online safety Spreadsheets	Touch Typing Email	Databases Simulations	Graphing	Processing
Music	Ballads	Creating compositions in response to animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional Instruments and improvisation (Theme: India)