AVANTI COURT
PRIMARY SCHOOL

Curriculum Overview 2016-2017 Year 3

AVANTI COURT
PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	**Empathy**	**Self-discipline**	**Respect**	**Integrity**	**Courage**	**Gratitude**
Main Theme	Brainwave Footprints From The Past	Shaping Up	Saving The World	Chocolate	Active Planets	Scavengers And Settlers
English (Spoken Language, Writing, Handwriting)	**Text:** Dinosaur Diaries by Julia Donaldson. Ug Boy by Raymond Briggs? **Writing Genres:** Letter writing Non chronological – Report Newspaper Report They should discuss writing similar to that which they are planning to write. To compose and rehearse sentences orally building a varied and rich vocabulary list.	**Text:** Iron Man by Ted Hughes **Writing Genres:** Persuasive letter Poetry Recount Diary Entry To learn the features of a diary and to plan and write a diary extract. To draft and rewrite by organising paragraphs around a theme and in non-narrative material, using simple organisational devices such as headings and sub-headings.	**Text:** Krindlekrax by Philip Ridley **Writing Genres:** Narrative - dilemma Instructions Newspaper report To understand features of a newspaper report and to plan a write a report. Evaluate and proof read their writing. To draft and rewrite by organising paragraphs around a theme. To propose changes to grammar through editing to improve consistency, including accurate use of pronouns in sentences	**Text:** Charlie & The Chocolate Factory by Roald Dahl **Writing Genres:** Narrative – alternative ending Explanation text Play script To understand the features of an explanation text- to plan and write an explanation text/ real life events. To plan and write a series of instructions. Evaluate and proof read their writing. To write narrative based on real/ fictional events.	**Text**: The Lost Thing by Shaun Tan Fly Eagle Fly by Christopher Gregorowski **Writing Genres:** Narrative from a cultural setting Instructions Poetry Debate Narrative from a fantasy setting Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	**Text:** Jemmy Button By Valerio Vidali **Writing Genres:** Letter writing Descriptive narrative Poetry Debate Evaluate and proof read their writing. To plan and write instructions/ letters/ fact files and to evaluate.
Grammar & Spelling	Extend range of sentences with more than one clause by using wider range of conjunctions, adverbs and prepositions. Use the present perfect form of verbs in contrast to	Use commas to mark clauses. Exclamation marks and question marks and conjunctions Use of commas after Fronted adverbials (highers) Use and understand the grammatical terminology accurately and	Conjunctions, word families and fronted adverbials. Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading	Use of the forms 'a' and 'an' and inverted commas Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading Indicating possession by	Sentence Structure Conjunctions - (time, Place and cause) Adverbs and prepositions Use and understand the grammatical terminology accurately and appropriately when discussing writing and	Sentence structure Paragraph, headings subheadings Present perfect Not simple past Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading

	the past tense. Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading **Spelling** Revise Yr 3 spellings Suffixes ation, ly. ous prefixes Re, un	appropriately when discussing writing and reading **Spelling** Regular / irregular Verb Endings	Using commas after fronted adverbials. **Spelling** Possessive apostrophe's Homophones Eg. to two too, they're their there, hear here	using the possessive apostrophe with plural nouns. **Spelling** Suffixes ary al Prefixes ad al Dictation	reading **Spelling** Possessive apostrophe's Homophones Eg. Where were, wear	**Spelling** Regular irregular verb ending
Maths	Number and Place Value: Addition and Subtraction: Measurement Money: Geometry- properties of shape Statistics: Consolidation and assessment	Addition and Subtraction: Multiplication, Division, Fractions (Including decimals and percentages): Measurement: Time including Roman Numerals Assess & Review	Number and Place value: Addition and Subtraction: Measurement: Money Geometry-Properties of shapes Statistics:	Addition and Subtraction: solve problems, including missing number Multiplication and Division Fractions (including decimal and percentage) Measurement: Time – analogue and digital Assess & Review	Number and Place Value – numbers upto 1000 Addition and Subtraction – problem solving Measurement - comparison of measures includes simple scaling by integers Money including adding and subtracting amounts Geometry- properties of shapes horizontal and vertical lines and pairs of perpendicular and parallel lines. Statistics - interpret data presented in many contexts.	Addition and Subtraction: Multiplication, Division Fractions (including decimals and percentages Measurement: Time Statistics: Consolidation and assessment
Science	**Animals including humans** 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 N.C: Rocks describe in simple terms	**Animals including humans** • 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,	**Rocks** • 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 **note: add Collins Science**	**Plants** • 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	**Forces and Magnets** • 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	**Light** • 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

	how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter Address objective 1 on rocks in Spring 1 **Hours taught: approx. 18 hours** **Meeting N.C: Yes**	protection and movement **Hours taught: approx. 28 hours** **Meeting N.C: Yes**	**for compare and group different kinds of rocks/soils including those in the local environment**	• 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 **hours taught: approx. 20 hours** **Meeting N.C: Yes**	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 **hours taught: approx. 6 hours** **Meeting N.C: Yes**	is blocked by an opaque object • find patterns in the way that the size of shadows change **hours taught: approx. 6 hours** **Meeting N.C: Yes**
<u>History</u>	Bronze Age religion for example Stonehenge, travel and technology.	Iron Age hill forts: tribal Kingdoms, farming art and culture		A non-European society that provides contrasts with British – AD900 Mayan Civilisation		Consolidate knowledge of life between the Stone age, Iron Age and Bronze Age
Geography	Be able to use geographical terms Be able to use maps at a variety of scales to locate the position and geographical features of particular localities		Be able to express views on the features of an environment and the way it is being harmed or improved Understand geographical similarities and differences through study of geographical regions	Be able to use secondary sources to obtain geographical information Use maps, atlases and computer mapping to locate and describe features studied	Be able to use secondary sources to obtain geographical information Describe and understand key aspects of mountains, volcanoes and earthquakes	Be able to make simple maps and plans of familiar locations Human geography including types of settlement and land use
Art	Be able to choose materials and techniques which are appropriate for their task To improve mastery of art and design techniques, including sculpting	Be able to explain their own work in terms of what they have done and why	To improve mastery of art and design techniques, including drawing		To improve mastery of art and design techniques, including paint	Be able to talk about works of art, giving reasons for their opinions

Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.	Develop an understanding of the history of music. (wind pipes)		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Improvise and compose music for a range of purposes using the inter-related dimensions of music (radio jingle)
D&T	Be able to use simple tools and equipment with some accuracy			Be able to suggest improvements to products in everyday use	Be able to make and use labelled sketches as designs	
P.R.E	Don't worry…be happy Pupils will explore the meaning of happiness and discuss how humans find happiness. They will also research and find out how people celebrate (from different cultures and religious traditions). Teachers will help pupils unpick the difference between material objects of happiness and spiritual happiness (including meaningful connections with friends and family).	Communicating with the divine Pupils will learn about the meaning of prayer. They will focus in more depth on the power and meaning of meditation (exploring the similarities and differences of chanting the maha mantra with chants from other traditions e.g. Hail mary) as an individual and collective practice. They will ask questions about the nature of the divine: e.g. How can we make contact with Krishna? Does he listen? How do we know? This will lead to a knowing about deities and the process of serving them in the hindu tradition, particularly those related to Krishna in the chaitanya tradition.	Krishna's avatars Pupils will learn about the avatars of Krishna and identify the reason behind each avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the srimadbhagavatam. They will begin to explore the nature of god in the material world, and learn about the difference between the spiritual and material worlds from a vaishnava perspective.	Charity Pupils will learn about the value and importance of charitable acts in the vaishnava tradition and compared to islam (zakat). Drawing from a variety of stories, pupils will discuss the impact of acting charitably (including giving money but more importantly in behaving charitably towards one another by living the values of the school in an authentic and considered way). They will relate charity with karma and free will, so that they are able to relate positive acts as contributing to positive benefits for themselves in the future. Teachers should plan opportunities for	Justice Pupils will consider the question: why do good things happen to people who act badly? Why do bad things happen to those who act well? They will consider the notion of equality and fairness, exploring issues and events in their own contexts. Pupils will experiment with different outcomes of scenarios that challenge their understanding of justice. They will build on their introduction to karma from the previous term, and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world	Philosophers and their questions Pupils will explore the different arguments for and against the existence of god. They will explore explicitly the concept of epistemology, with reference to the dasamulatattva. They will further study the life of chaitanya as Krishna incarnate and the ideal devotee and learn what the key messages of his philosophy are. Pupils will be invited to practice and reflect upon common practices in the vaishnava tradition (e.g. Japa meditation, kirtan, deity worship).

				pupils to plan, organize and deliver a charitable activity.		
Computing	isafety – staying safe online Unit to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	iProgramming – Games and animation development To design, write and debug programs that accomplish specific goals including controlling or stimulating systems.	iProgramming - use sequences, selection and repetition in programs; work with variables and various forms of input and output. Making shapes and navigating mazes	iAlgorithms – Sorting and splitting. How problems can be solved more easily Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	iconnect – To understand computer networks including using web browsers and search engines safely and effectively	idata – Introduction to data representation
Physical & Emotional health (including Yoga)	PE (Invasion Games and Ball Skills) Yoga	PE (Gymnastics) Val Sabin Receiving Body Weight KS2 Unit Q Yoga	PE (Dance) African Dance (based on skills and progression in Val Sabin) KS2 Y4 Unit 4 Yoga	PE (Gymnastics) Val Sabin Rolling KS2 Y4 Unit S Yoga	PE (Dance) KS2 Unit 2 Yoga	PE Athletics Training Val Sabin Striking and Fielding KS2 Y4 Unit 4 Yoga
Spanish						
Sanskrit	Pupils will learn some conversational Sanskrit such as greetings. Students will be introduced to counting in Sanskrit from 0-20. Students will be given the opportunity to practice writing these numbers using Devanagari script. Pupils will be able to recall the numbers in Sanskrit using flash cards. Students to perform calculations by looking at	Be able to pronounce short vowels in Sanskrit. Students will be able to recognise and recall the short vowels from Devanagari Script. To demonstrate how to write the short vowels using Devanagari script. Sanskrit conversation will be introduced such as What is your name? My name is…..	Be able to pronounce long vowels in Sanskrit. Students will be able to recognise and recall the long vowels from Devanagari Script. To demonstrate how to write the long vowels using Devanagari script. Sanskrit recitation to focus on classroom.	Be able to pronounce the first set of consonants in Sanskrit. Students will be able to recognise and recall the first set of consonants from Devanagari Script. To demonstrate how to write the first set of consonants using Devanagari script. Sanskrit recitation to focus on animals.	Be able to pronounce the second set of consonants in Sanskrit. Students will be able to recognise and recall the second set of consonants from Devanagari Script. To demonstrate how to write the second set of consonants using Devanagari script.	Be able to pronounce the alphabet in Sanskrit. Students will be able to recognise and recall the alphabet from Devanagari Script. To demonstrate how to write the alphabet altogether using Devanagari script. .

	Devanagari script Sanskrit numbers and provide answers in Sanskrit both verbal and written.					
Home learning		Iron Man Models		Chocolate Factories		Dinosaurs and Cavemen
Special events			Lord Chaitanya			Ratha Yathra
Trips	Natural History Museum	Local Church	Wildlife Safari Park Internal	Chocolate Museum	Science Museum	