

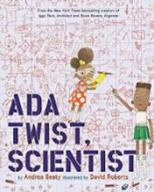
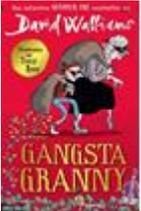
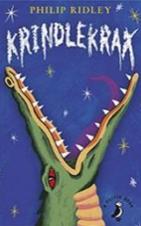


West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	Autumn	Spring	Summer	
Theme	TRIBAL TALES	DIARIES, MUMMIES AND PYRAMIDS	MIGHTY METALS	GODS AND MORTALS
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community; caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.	
Experiential opportunities	Hancock Museum - Stone Age	RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis - captainlynne@gmail.com lynnedavis@salvationarmy.org.uk		
Parental involvement	Revise 2x, 3, 5, and 10x table Spellings Reading journals	Learn 4x and 8x table Spellings Reading journals	Learn 6x table. Spellings Reading journals	
English	Recount - Stone Age Boy Information texts Rocks and soil (Science link) Non-chronological report Weather around the world (Geography link) Explanation text - I know how fossils are formed (Science Narrative- writing in the role of Stone Age)	Non-chronological report- healthy eating (Science link) Information texts - A visitors Guide to London (Fact writing - The Tower of London (History link) Letter writing - Poetry Traditional poems Recount- writing letters in role of character, newspapers and diaries	Persuasive writing linked to the Abominables Poetry - performance poems Instruction text- A Recipe for Iron Man (Science link) Shape poetry and calligrams (Link to Iron Man) Labelling- journey of a river	

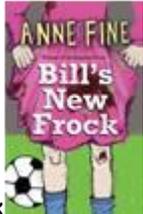
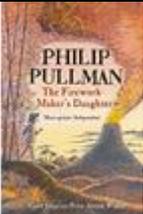


West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	<p>boy (History link)</p> <p>Dialogue and plays from Stig of the dump (History link)</p> <p>link)</p>	<p>(History link) Howard Carter's diary, a letter home from a pyramid builder.</p> <p>Non-chronological report- Snow leopards linked to the Abominables</p>	
<p>Quality Texts</p>	<p>Book: Dear Teacher Author: Amy Husband Summary: A collection of humorous letters from Michael to his new teacher explaining why he can't go to school. Themes: New beginnings. Curriculum: Letters and postcards to inform.</p>  <p>Book: The Iron Man Author: Ted Hughes Summary: A science fiction fairy-tale about a gigantic metal robot who seeks help from a young boy when he crashes to Earth. Themes: War, peace and bravery. Curriculum: Diary entries, news bulletins.</p>  <p>Book: Ada Twist, Scientist Author: Andrea Beaty Summary: A short rhyming story about a girl who is keen to investigate the world around her, sometimes in infuriating ways. Themes: Curiosity, inquiry, exploration and women in science. Curriculum: Rhyming stories.</p> 	<p>Book: Gangsta Granny Author: David Walliams Summary: An adventure narrative following the adventures of Ben and his granny; who isn't the person Ben assumed her to be. Themes: Loneliness, family, childhood, attitudes toward the elderly. Curriculum: Instruction writing, persuasive adverts, tourist information leaflets (Tower of London).</p>  <p>Book: The Firework Maker's Daughter Author: Philip Pullman Summary: A story set in an imaginary land in Asia, following Lila, a firework maker's daughter, who longs to follow in her father's footsteps despite this being deemed an unsuitable job for a girl. Themes: Determination, courage, friendship and family. Curriculum: Balanced arguments, play writing</p>	<p>Book: Krindlekrax Author: Philip Ridley Summary: A touching tale of adventure, imagination and belief in oneself; this book explores how a young boy, Ruskin, battles an evil monster which has terrorised Lizard Street for eleven years. Themes: Bullying, friendship, mental health, loss and grief. Curriculum: Non-chronological reports, flashback stories, adventure stories.</p>  <p>Book: The Boy at the Back of the Class Author: Onjali Q Raúf Summary: An inspiring story of how three classmates show empathy for Ahmet, a boy that comes to their school as a refugee from Syria, and plan a daring adventure to reunite him with his family. Themes: Refugees, prejudice, community, kindness and compassion. Curriculum: Letters to persuade, persuasive adverts in a real context, informal letters to a refugee, explanation texts (photosynthesis), public speaking and speeches</p> 



West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	 <p>Book: Bill's New Frock Author: Anne Fine Summary: A fictional book concerning a young Boy, Bill Simpson, who wakes up one morning to find he has transformed into a girl and now faces more injustices than he realised. Themes: Injustice, gender inequality and identity. Curriculum: Letters of complaint, biographies (important women, eg. Rosa Parks, Edith Cavell, Emmeline Pankhurst), alternative fairy-tales.</p>		
Maths	<p>Lancashire Grid for Learning as basis for medium term plans. Sorting diagrams- Rocks and soil (Science link) Graph of weather patterns (Geography link) Comparison of temperatures (Geography link) Measurement of shadows throughout the day.</p>	<p>Lancashire Grid for Learning as basis for medium term plans Bar line diagrams (Science link) Food labelling (Science link) A healthy recipe - mass (Science link) Graph of amount of sugar in foods (Science link) Measurement of length of bones (Science link) Mummifying a tomato - link to weight.</p>	<p>Lancashire Grid for Learning as basis for medium term plans. Pyramid block investigation (History link) Measuring strength of magnets (Science link) Measurement of friction- graph of results (Science link) Vocabulary- difference between mass and weight/ using Newton meters (Science link)</p>
History	<p>Who were Britain's' first builders? Stone Age to Iron Age Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD Explain/ analyse second order concepts: pupils will be thinking about change, significance and similarity and difference. Primary source use: use of photographs of artefacts throughout, inference observation.</p>	<p>Why did the Ancient Egyptians build pyramids? Developing Historical Knowledge: chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation - chronology of developments. Explaining/ Analyse second order concepts: Causation and significance Use of primary sources: The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in</p>	<p>How have the Greeks shaped my world? Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art. Explain/ analyse second order concepts: pupils will be developing and using their knowledge to think about change, consequences and significance. Primary source use: use of photographs of artefacts</p>



West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	<p>Interpretations/ representations of the past: pupils will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.</p>	<p>Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Pupils will need some background knowledge to enable them to make inference from the primary sources.</p> <p>Interpretations/ representations of the past: Not explicitly developed in this unit. When reading information text/ looking at artistic representations, pupils should be increasingly aware that there are many versions of the same event.</p>	<p>throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation.</p> <p>Interpretations/ representations of the past: pupils may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.</p>
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West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

<p>Geography</p>	<p>Is the UK the same everywhere? Knowledge of locations, places and their features, human and physical processes and key terminology Develop locational knowledge of the United Kingdom to include Counties, major towns/ cities, physical features, some human features. Key topographical features of the UK including physical such as hills, mountains, coasts and rivers. Understanding of similarities and differences, interaction of people, processes and places Contrasting places in the UK - physical features in different parts of the country, differences in the weather. Working like a geographer: use of geographical information from maps, atlases, globes. Use of a satellite image, use of physical features maps, political organisations map, use of Atlas maps of the UK, OS maps. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Adding detail to a base map, using OS maps with symbols, figure grid references Geographical communication Annotation of photographs, base maps, satellite images</p> <p>Weather patterns- link to data</p> <p>Description of information suggested by a map/ image. Summarising new knowledge and its sources. Fact files and simple factual accounts.</p>	<p>Why do we have cities? Knowledge of locations, places and their features, human and physical processes and key terminology: Pupils will know the names and locations of the major cities of the UK and the difference between a city and a town. The key features of cities will be introduced with accurate terminology to include site and function. Understanding of similarities and differences, interaction of people, processes and places: Pupils will look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities. The unit looks at how places become cities and what happens there. Pupils will look at the impact cities have on people and the physical environment. Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use maps and atlases as well as photographs and information texts to gather information. Working like a geographer: use of fieldwork and observational skills to observe, measure and record: Fieldwork is possible in this unit with a city investigation</p>	<p>We've got it all! Why is the North East special? Knowledge of locations, places, their features human and physical, processes and key terminology: pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK - The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales - moving from global/continental /national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. There is a special focus on economic activity (what is made in the region) in the human geography element and rivers for the physical geography elements of the unit. Understanding of geographical similarities and differences, interactions of people, processes and places: pupils will develop knowledge of the varied human and physical geography of the region. Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork Working like a geographer: use of fieldwork and geographical skills- pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area</p>
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West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

Science	Rocks & Soils Autumn 1	Light	Animals inc. humans Spring	Forces and magnets	Green Plants Summer 2
	<p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>Autumn 2</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light</p> <p>I can notice that light is reflected from surfaces</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>I can find patterns in the way that the size of shadows</p>	<p>I can 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</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Stories through science- See stem website</p> <p>The little mole who knew it was none of his business - This funny tale creates a great setting through which children can explore simple functions of the basic parts of the digestive system in humans.</p>	<p>Summer 1</p> <p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>I can 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</p> <p>Stories through science - See Stem website</p> <p>Ironman - The Iron Man is the perfect story to explain how magnets attract or repel each other and attract some material</p>	<p>I can identify and describe the functions of different flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can 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</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Stories through science- See stem website</p> <p>The story of Frog Belly Rat Bone provides a good setting for investigating plants and their benefits to our environment</p>



West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	<p>Skills Discussing and Questioning: Ask questions of other pupils. Make relevant contributions to group or class discussions. Observing and Measuring: Use own criteria to group/classify. Prediction: Sometimes predict the outcome of the investigation. Planning: Make a simple plan identifying what observations they will make. Scientists: looking at the part science has played in the development of many useful things. Health and Safety: recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others</p>		<p>Skills Discussing and Questioning: Use scientific vocabulary in correct context. Observing and Measuring: With support, begin to use standard measures to the nearest whole number. Choosing an Approach: Begin to make suggestions. Evaluating Results: Compare what happened with what they thought might happen. Interpreting Results: Compare results. Scientists: looking at the part science has played in the development of many useful things.</p>		<p>Skills Fair Testing: Show awareness that some aspects should be kept the same. Begin to be aware of the idea of fair testing. Recording tables: Present results in a simple pre-headed table. Draw a table with suitable headings. Planning: Make suggestions about what can be measured. Observing and Measuring: Measure using non-standard measures. Interpreting Results: Make some statements about what the results show. :</p>	
D.T.	<p>Skill: Construction Previous Learning: Simple Structures Design a bridge to support a weighted object (eg. toy car) from a set of materials, thinking about what makes them stronger, stiffer and more stable. Model, test and evaluate against the design criteria. Science link: <i>Uses of everyday materials.</i></p>		<p>Skill: Sliders Previous Learning: Simple Sliders (Single) Design a moving model of a simple food chain with a series of sliders which model the transfer of energy between source, producer, prey and predator. Create a mockup of the design, improve and then make the final product. Science link: <i>Living Things & their Habitats.</i></p>		<p>To be expanded/altered on by the Art Coordinator. Skill: Basic Templates and Joining Previous Learning: Weaving Series of lessons on puppet design and craft. Use basic patterns to create a 3D product from two identical fabric shapes. Use basic joining (gluing, running stitch [large-eyed needle]). Use basic finishing (glitter, sequins and fabric crayons). History link: <i>Victorian toys (Punch & Judy).</i></p>	
Art and Design	<p>Architectural drawings and sketches. - Christopher Wren Symmetry- Taj mahal. Color- St. Basils Cathedral. Use different scales, drawings and sketch Iron Age Celtic art/Early Islamic civilisations- geometric patterns Ancient Greek vases</p>	<p>Textiles</p>	<p>Painting Using sketchbooks Learning about artists Working in stages; setting up work for themselves Ancient Egyptian Hieroglyphics Ancient Egyptian death masks</p>	<p>Collage Use other pictures to create a final image Collage of the UK</p>	<p>2D & 3D projects Using sketchbooks Forces and magnets</p>	<p>Drawing Observational drawings Van Gogh Da Vinci Norman Cornish Pop art - Andy Warhol Landscape art - Monet, Dali, Van Gogh</p>
PE	<p>Gymnastics Balancing Act QCA Gymnastics</p>	<p>Games Target Baggers Durham</p>	<p>Swimming Dance Round the Clock</p>	<p>Swimming Games Run the Loop</p>	<p>Athletics Off, Up and Away Durham</p>	<p>Games 3 Touch Ball QCA OAA</p>



West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	Assessing Level 2/3 Unit 3, Task 1 Durham		QCA or Dance Machines Durham	QCA		Search and Rescue QCA and Where Am I? Durham
Music	Play and perform - rhymes/raps/action songs including 'Cave man song' - keeping pulse/beat Improvise and Compose - percussion band/ensemble - playing word rhythms using Stone-Iron Age ideas Charanga Unit Three little Birds Ho ho ho	Play and perform - notated, repeated rhythms - derived from UK cities/places: Sequence-structure-create textures (say/play) Listen and appraise - explore development of music throughout history and study types of musical instruments during these times Charanga unit Benjamin Britten- There was a Monkey			Play and Perform - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc. Charanga Unit Let your spirit fly	
R.E.	How do Hindus worship?	What can we learn about Christian symbols and beliefs by visiting churches?			What do Hindus believe?	
	Why is Advent important to Christians? (3weeks)	What do Christians remember on Palm Sunday?				
MFL	Unit 2 Light Bulb Languages games and songs Numbers 1 -20 Simple questions Expressing preference	Unit 3 Light Bulb Languages Celebrations Making simple Simple statements (about activities) *Expressing praise *Months of the year *Writing an invitation *playing games (following instructions)			Unit 4 Light Bulb Languages Parts of the body Colours Descriptions of people	
PHSCE/SM SC	Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions A new Adventure, a new team. Classroom charters, rights and responsibilities, aspirations and targets. Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels Be friendly, be wise. Managing conflict and anger.	Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions The theme of loneliness through Gangsta Granny What are charities? My community and how I can help Rules and responsibilities in society Living long and strong- balanced diet, exercise and fitness Drug education - smoking			Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Safety First Secrets and safety Safety scenarios Involvement - inter and intra school sports events, after school clubs, school council Keeping safe Money, money, money. Can I afford it? Assemblies- see whole school assemblies programme	



West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	<p>Involvement - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival</p> <p>Assemblies- see whole school assemblies programme 2018-2019</p>	<p>Involvement - inter and intra school sports events, after school clubs, school council</p> <p>Assemblies- see whole school assemblies programme 2018-2019</p>	<p>2018-2019</p>
<p>Computing</p>	<p>Computer Science: Be able to use a block program (Scratch Jun, Scratch, Microbit Blocks) to make a simple programme using sequencing and timing.</p> <p>Scratch Junior Pathway http://code-it.co.uk/pathway</p> <p>Microbit - Create a program that displays a welcome message on the Microbit. Extend this so the message changes. https://makecode.microbit.org/lessons</p> <p>Inputs sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..)</p> <p>IT:</p> <ul style="list-style-type: none"> •Be able to log in to computer system as themselves and can find their documents (personal drive) (This would relate to any computer-based activity.) •Know how to open shared documents and pictures. On a computer using the shared drive. On an iPad being able to use Air Drop or equivalent to share work on the board. <p>I can select and use software to accomplish given goals on a range of digital devices. Can begin to use a software package e.g. Word or Publisher to create a simple brochure or flier. http://code-it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding Create a tourist brochure about earthquakes and</p>	<p>Computer Science -</p> <p>SCRATCH - Simple animation or Dressing up game http://code-it.co.uk/scratch/dressingup/dressingupoverview</p> <p>Use Scratch to draw regular 2D shapes</p> <p>Scratch - Drawing shapes http://code-it.co.uk/goldshape/ up to basic procedures</p> <p>Lego Fix the Factory - App teaching sequencing</p> <p>Hour of Code Frozen, Star Wars activities https://code.org/learn</p> <p>I can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. Be able to explain how a simple program works e.g. a Scratch Jnr Animation or instructions to draw an on screen shape. http://code-it.co.uk/unplugged/gettingup</p> <p>Independently be able to debug basic mistakes. This skill will be gained from repeated programming tasks.</p> <p>IT: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information.</p> <p>Create a poster about moving and growing, growth, nutrition, digestion, skeleton and muscles. Create a poster or a picture on the United Kingdom (UK), include its main physical and human features.</p>	<p>Computer Science - Begin to use conditionals - If I click here then this happens...Scratch Junior, Scratch, Microbit (See Microbit activities and Scratch Junior activities)</p> <p>Scratch Junior My Story http://code-it.co.uk/mystory</p> <p>Microbit - Display different messages when buttons are pressed or when device is shaken or changes temperature.</p> <p>Scratch Magic Carpet http://code-it.co.uk/carpet or Travel Europe.</p> <p>IT: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. I can present information. Can sequence and add to slides to make a simple presentation e.g. Keynote, Powerpoint, iMovie.</p> <p>Be able to create a meaningful document that contains both pictures and text. Create a PowerPoint on forces and magnets, include photos from investigations (taken on the iPads).</p>



West Cornforth Primary School Curriculum Framework Overview Year 3 2020-2021

	<p>volcanoes for people to read using publisher or word. Tourist brochure for Pompeii and Rocks & Soils.</p>		
<p>Online Safety and Digital Literacy.</p> <p>Also see Education for a Connected World.</p>	<p>Know that some people on the internet should not be trusted See Smart Crew resources.</p> <p>Know that concerns about what they see on-line should be reported to a trusted adult See Smart Crew resources.</p> <p>Smart Crew Videos and lesson resources. Covering a range of areas) Video :- http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</p>	<p>Know which websites are useful and begin to understand that all might not be trustworthy.</p> <p>Smart Crew and 'Is seeing believing?' Common Sense Media Unit https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing</p> <p>Use a Search engine to find information given key words.</p> <p>Be able to log in and out of websites used at school e.g. Lexia, Time Tables Rockstars and Accelerated Reader.</p> <p>Use a simple password. Password Power Up -- Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up</p> <p>Online Password Checker - How secure is my password?</p>	<p>Other (Fits in with PSHCE themes)</p> <p>This is Me Common Sense Media My online presence https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me</p> <p>The Power of Words Common Sense Media Bullying Online https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words</p>