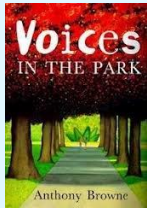
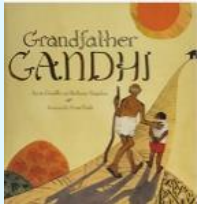
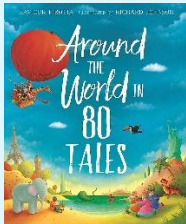
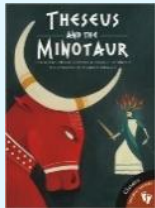

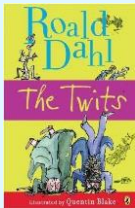
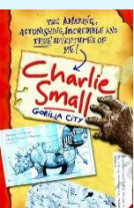


	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH UNITS	<p>Voices in the Park Narrative: Story from an alternate Perspective.</p> <p>Gandhi Non-fiction: Recount Letter</p>	<p>Folktales from around the World Narrative: Folktale</p> <p>Non-Fiction: Non-chronological report</p>	<p>Theseus & the Minotaur</p> <p>Narrative: Greek Myth from Theseus' perspective</p>	<p>Wolves Narrative: Letter</p> <p>Non-fiction : Instructions</p>	<p>The Twits Narrative: New chapter in the style of Roald Dahl</p> <p>Invent an alternative ending</p>	<p>Charlie Small Narrative: New chapter based on Charlie Small</p> <p>Non-fiction: Non-chronological report</p>
SUGGESTED TEXTS	 <p>Voices in the Park by Anthony Browne</p>  <p>Grandfather Gandhi by Arun Gandhi</p>	 <p>Around the World in 80 Tales by Saviour Pirotta</p>	 <p>Theseus and the Minotaur Odysseus and the Cyclops Story Spinners</p>	 <p>Wolves by Emily Gravatt</p>	 <p>The Twits by Roald Dahl</p>	 <p>Adventures of Charlie Small: Gorilla City by Charlie Small</p>

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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MATHS	<ul style="list-style-type: none"> Number: Place Value Number: Addition and Subtraction 	<ul style="list-style-type: none"> Number: Addition and Subtraction Number: Multiplication & Division 	<ul style="list-style-type: none"> Consolidation Measurement: Money Number: Statistics Measurement: Length & Perimeter 	<ul style="list-style-type: none"> Measurement: Length & Perimeter Fractions 	<ul style="list-style-type: none"> Fractions Measurement: Time Geometry: Properties of Shape 	<ul style="list-style-type: none"> Geometry: Properties of Shape Measurement: Mass & Capacity Consolidation: Four Operations
SCIENCE	<p>Rocks and Soil</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> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Animals: including humans</p> <p>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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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 describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (transportation of water).</p> <p>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.</p>	<p>Light</p> <p>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.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>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.</p>




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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VISITS/VISITORS THEMED WEEKS						
	<ul style="list-style-type: none"> Black History Month Mandir trip Stone Age Workshop 	<ul style="list-style-type: none"> Remembrance Day Winter Art Day Christmas Performance 	<ul style="list-style-type: none"> Science Week 	<ul style="list-style-type: none"> Book Week 		<ul style="list-style-type: none"> Healthy Schools Week Sports Day
HISTORY	<p>Stone Age, Bronze Age, Iron Age <i>What was life like for a Stone Age/ Bronze Age/ Iron Age community?</i></p> <p>Pupils are taught about the changes in Britain from the Stone Age to the Iron Age.</p> <p>Pupils develop a chronologically secure knowledge of British, History establishing narratives across periods of study.</p> <p>Pupils understand how our knowledge of the past is constructed from a range of sources.</p> <p>They should note contrasts and trends over time.</p> <p>Pupils should address historically valid questions about change, cause and similarity.</p>		<p>Ancient Egypt <i>Who is forgotten and who is remembered?</i></p> <p>Pupils should be taught about the achievements of the earliest civilizations.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>			
						




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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GEOGRAPHY			<p>Rivers: The Nile How do rivers impact their environment?</p> <p>Pupils use atlases to locate countries and features described.</p> <p>Pupils identify the position and significance of the hemispheres and the equator.</p> <p>Pupils identify the position and significance of the Tropics of Cancer and Capricorn.</p> <p>Pupils describe and understand the key aspects of physical geography including rivers.</p> 		<p>Brazil: deforestation How does the Amazon rainforest compare to forest?</p> <p>Pupils understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p>Pupils describe and understand key aspects of physical geography including biomes and vegetation belts.</p> <p>Pupils describe and understand key aspects of physical geography including climate zones.</p> <p>Pupils describe and understand key aspects of human geography including land use and the distribution of natural resources.</p> 	<p>Local area study: How can we save the river Thames?</p> <p>Pupils identify key topographical features and understand how some of these aspects have changed over time.</p> <p>Pupils 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.</p> <p>Pupils name and locate cities of the United Kingdom.</p> <p>Pupils use the 8 points of a compass.</p> 

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Year 3 Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MFL: Spanish	Empezemos (Let's Start) Vamos a Contar (Let's Count) Colores y Animales (Colours and Animals) En Mi Estuche (In My Bag)				En Mi Familia (In My Family) El Cuerpo (The Body)	
ART	Black History Month Drawing, Painting and Print Responding to artist Jean-Michel Basquiat Passport link: Create a piece of art for an exhibition Collage Mixed media Newspaper, cardboard, charcoal and papers George Braque Music link: inspired by instruments Maths link: shape, size and layer				Painting and Sculpture Clay and acrylic Flowers from Brazil Georgia O Keefe Geography link: Brazil Science link: plants Maths link: shape Passport: Trip to Kew Gardens with sketchbooks	
DT		In Science this year group study healthy eating and nutrition.	Structures Book link: around the world mazes Usborne Labyrinth – sawing and joining with wood.		Mechanisms Pneumatic toys.	
COMPUTING		E-Safety x1 Sequencing Sounds Programming, Designing and Development				E-Safety x1 Computing system and networks – Connecting computers Networks, Impact of IT

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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	<p>Article 12: You have the right to give your opinion and for it to be listened to and taken seriously.</p> <p>What does good communication need? Related Concepts: body language; voice; judging appropriateness.</p> <p>Books: Two Monsters</p>	<p>How do you build a community? Related Concepts: Working together; rules; honesty. History link: building of Stone Age communities</p>	<p>What does a healthy body need? Related Concepts: mental-health; self-esteem; self-respect; healthy spaces; moderation.</p>	<p>How does someone become a good citizen? Related Concepts: Making a positive contribution; First Aid training History link: building of pyramids</p>	<p>How does someone build a good relationship? Related Concepts: conflict resolution; how to seek advice.</p> <p>Books: Flop-Ear</p>	<p>HRE Unit Everybody's Body NSPCC Privacy NSPCC Share Aware Being Safe Prevention Permission seeking & giving</p>
RE	<p>KQ2.8 What does it mean to be a Hindu in Britain today? Books: The Story of Diwali Trip: Mandir</p>		<p>KQ2.1 What do different people believe about God? Books: The Easter Story Religious Texts: The Feeding of the Five Thousand</p>		<p>KQ2.4 Why do people pray? Religious Texts: Various quotes from the Qur'an Trip/ Visitor: Mosque</p>	
PE	Striking & Fielding: Cricket	Outdoor Adventurous Activities: Team Building	Fitness	Net & Wall: Tennis	Gymnastics	Athletics
MUSIC			Writing Music down	Compose using your imagination		More Musical styles
ENRICHMENT	Passport activities have been mapped into the curriculum throughout every term.					

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