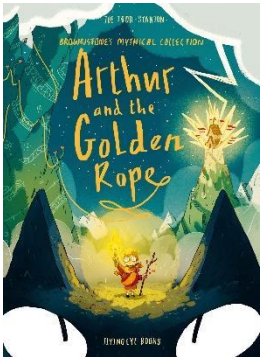
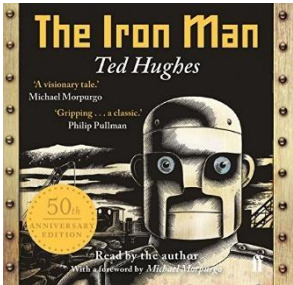
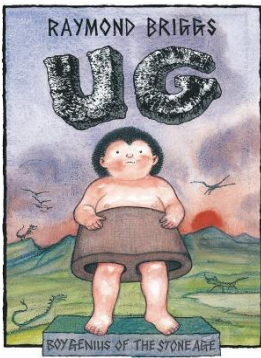
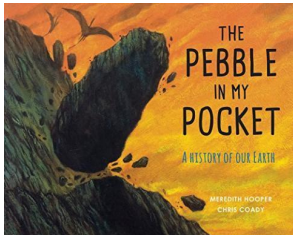
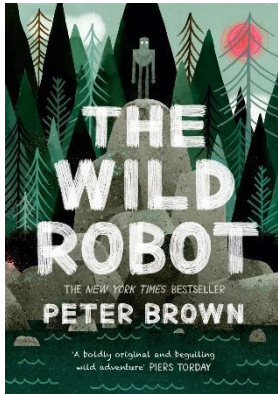
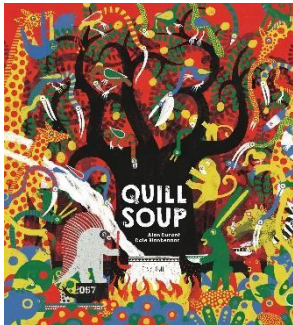


JYS Year 3 Curriculum Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Values / British Values	Aspire ~ Respect ~ Enjoy					
Year group Theme	Chichester	Japan	Stone, Bronze & Iron Age		Plants, Parks and Forest School	Food Journeys & Fairtrade
Driving Subject	Geography / History Focus	MFL / Geography Focus	History Focus		Science / Geography Focus	Science / Geography Focus
Key Knowledge to take away	Place Chichester on a map Know Chichester is a city Read and interpret a simple top-down map Locate things on a map using simple grid references	Place Japan on a map. Be able to explain some differences between life in Japan and the UK. Be able to speak some simple Japanese.	Know that this era is the beginning of our narrative of British history. Understand that our knowledge from this period comes from archaeology. Know that people were nomadic hunter gatherers in the stone age. Know that people were able to extract metal from rock in the bronze age. Understand the ways in which civilisation grew more sophisticated in the iron age.		Identify the different parts of a plant and their functions. Explain how plants grow. Understand what a National Park is and how these can be protected. Know our nearest National Park.	Know where different types of food come from. Know the different food groups and what these provide for the body. Know how to identify food as Fairtrade. Know why buying Fairtrade food is beneficial to producers.
Core Vocab	Village, town, city, county, country, map, key, grid references	Asia, Japan, Tokyo, Emperor, Haiku, Sudoku, Origami	Archaeologists, artefact, neolithic, tribal, hunter-gatherers, shelter, civilization, settlement, prey, prehistoric,		National Park, flower, stem, leaf, roots.	Fairtrade, food miles, carbohydrates, dairy, protein, vitamins, minerals.
Published Outcomes	Maps of Chichester Stained glass windows	Information page Newspaper Articles	Diary entry Information page		Written chapters of The Wild Robot	Fairtrade posters.
Learning Launch / Enrichment (Hook, Trips, Visits)	Paul Ullson tour of Chichester	Trip to Wagamama	Paul Ullson, stone age day (Dress up?) Term 4 – Butser Ancient Farm visit?		Forest School	Food tasting
Reading Core Text						

Additional Text	 		 			 
Writing Focus	<p>Writing to entertain</p> <p>Write a fairy tale containing a dragon as the hero.</p> <ul style="list-style-type: none"> Use adjectives and adverbs in descriptive writing (Y2 revision) Use capital letters, full stops, question marks and exclamation marks accurately (Y2 revision) <p>Describe own 'paradise garden', in this case Bishop's Palace Garden following a trip.</p> <ul style="list-style-type: none"> Use 5 senses to describe Use similes Use onomatopoeia 	<p>Writing to inform</p> <p>Write a newspaper about a strange discovery at JYS.</p> <ul style="list-style-type: none"> Use inverted commas for quotes Use relative clauses <p>Use 'inverted pyramid' structure.</p> <p>Write an information page on Japan.</p> <ul style="list-style-type: none"> Use titles, subtitles and captions Use paragraphs to organise sentences about one main idea Use commas in a list 	<p>Writing to entertain</p> <p>Write a diary from the point of view of someone living in the stone age.</p> <ul style="list-style-type: none"> Use 'TiP ToP' paragraphs to organise sentences about one main idea Use fronted adverbials Use similes <ul style="list-style-type: none"> Use fronted adverbials Use paragraphs Use expanded noun phrases 	<p>Writing to inform</p> <p>Write an information page including:</p> <ul style="list-style-type: none"> Use apostrophes for possession Use prepositions Use co-ordinating and subordinating conjunctions <p>Write a set of instructions.</p> <ul style="list-style-type: none"> Use bullet points or numbering Use imperative verbs Use fronted adverbials 	<p>Writing to entertain</p> <p>Write a playscript.</p> <ul style="list-style-type: none"> Recognise and use a basic play script structure. Use brackets to include stage directions <p>Use adverbs for stage directions</p> <p>Writing based on The Wild Robot.</p> <ul style="list-style-type: none"> Use inverted commas for speech Use 'TiP ToP' paragraphs to organise sentences about one main idea Use relative clauses 	<p>Writing to persuade</p> <p>Pupils write a letter as 'Alex' asking his parents persuading them that it's a good idea to let the dragon stay with them.</p> <ul style="list-style-type: none"> Write to persuade Use a letter structure Use apostrophes for possession <p>Pupils write an advertising leaflet persuading people to buy Fairtrade.</p> <ul style="list-style-type: none"> Use 'AFOREST' persuasive features

		Haiku poetry				<ul style="list-style-type: none"> Use paragraphs to organise sentences about one main idea Use expanded noun phrases
Reading Focus	Retrieve and record information / identify key details from fiction texts.	Predict what might happen from details stated.	Make inferences from the text / explain and justify inferences with evidence from the text.	Give / explain the meaning of words in context.	Retrieve and record information / identify key details from non-fiction texts.	Make inferences from the text / explain and justify inferences with evidence from the text.
Maths	Place Value Addition & Subtraction	Addition & Subtraction (cont.) Multiplication & Division	Multiplication & Division (cont.) Length & Perimeter	Fractions Mass & Capacity	Fractions Money	Time Shape Statistics
Science	(Working Scientifically - discretely teach key skills)	Light	Rocks	Forces	Plants	Animals (including humans)
History	Local history study		Stone, Bronze, Iron Age			
Geography	Map reading / map making				National Parks	Food journeys / Fairtrade
Computing	<u>Computing systems and networks – Connecting computers</u> WALT explain how a computer network can be used to share information	Creating media - Stop-frame animation WALT explain that animation is a sequence of drawings or photographs.	Programming A - Sequencing sounds WALT recognise that a sequence of commands can have an order.	Data and information – Branching databases WALT identify the attributes needed to collect data about an object.	Creating media – Desktop publishing WALT recognise how text and images convey information.	Programming B - Events and actions in programs WALT create a program to move a sprite in four directions.
Music	The Ukulele (Year 1) • How to hold a Ukulele • Strum crotchets and quaver rhythms ('bug' 'spi-der') • Compose using these rhythms • Play individual string • Combine performing with voice and ukulele strings/strum rhythms	The Ukulele (Year 1) Chords • Play C Major chord • Compose using a combination of crotchet and quaver strums of the C major chord • New performance techniques using C Major chord • Listen to own performance and appraise	The Ukulele (Year 1) New Techniques/ Switching Chords (1) • Learn a new song • How to change between 2 chords • How to play different tempos • How to switch between A minor and C major • Play F major • Learn new words for dynamics • Compose new lyrics for song and perform • Learn to switch between C major, F major and A minor		Ukulele (Year 1) Switching Chords (2) • Learn several new songs and techniques • Perform extended song • Learn new chord G7 • Learn caterpillar rhythm (semiquavers) • Play chord to the Ukulele Blues Compose in groups of 4 using 4 chords	
Art		Painting - use a range of brushes for different effects using watercolour paints. The Great Wave off Kanagawa - Hokusai	Printmaking - explore monoprinting		Drawing - show facial expressions and body language.	
DT	Textiles (sewing) - make our own purse/wallet using a running stitch.			Structures (photo frames) - make stable frameworks using strengthening struts and cut wood with accuracy.		Cooking and hygiene: (sandwiches) - combine food to make a sandwich, taking

						flavour and texture into account.
RE	Comparing images of leaders WALT: consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. Journeys WALT: make connections between different stories / sayings and what they teach followers of different religions / worldviews		Epiphany and symbols WALT: explore belief in action and make connections with my own life and communities Piper Tapestry WALT: understand different ways of expressing meaning.		The Bible WALT: consider an aspect of a religion and show differences and similarities to other religions or worldviews. Places of worship WALT: discuss why worshippers choose to attend a particular place of worship and what it means to belong.	
PE	Dance WALT create dance phrases to communicate an idea Basketball WALT begin to pass and shoot with growing accuracy	Gymnastics To explore and develop use of upper body strength. Tag Rugby WALT be able to run & evade opponents with the ball	Dance WALT perform a dance to an audience showing confidence Football WALT pass the ball with greater accuracy	Gymnastics WALT use a variety of rolling actions to travel on the floor or apparatus Hockey WALT pass the ball with greater accuracy	Handball WALT pass and shoot the ball Athletics WALT pace efforts over longer distances	Cricket WALT throw a ball accurately Rounders WALT hit the ball with consistency
MFL	Unit 1 Konnichiwa! Learn to introduce themselves and greet others. They begin to respond to and ask questions about name and age. They understand where Japan is and that Japanese is spoken in Japan.	Unit 2 Omedetoo! Learn about Japanese characters, and how to write their names in Japanese in <i>katakana</i> . Learn how to match Japanese sounds to their respective characters, how to write a greeting card in Japanese, and how to say the name of the month in which they celebrate their birthday.	Unit 3 Uta to Geemu Listen and respond to a well-known Japanese song. Children learn or extend their knowledge of numbers to 20 and play games. They follow simple instructions for making おりがみ (origami). Children learn how to talk about their favourite games.		Unit 4 Iro to Karada Children describe colours and learn the names for the main parts of the body. They ask and answer questions about physical appearance. They will also play games using pictures and traditional Japanese <i>ukiyo-e</i> drawings.	
PSHE	Myself and My Relationships – Beginning and Belonging	Myself and My Relationships – My Family and Friends *Myself and My Relationships – Anti-bullying	Economic Wellbeing – Financial Capability Healthy and Safer Lifestyles – *Digital Lifestyles	Citizenship – Diversity and Communities	Healthy and Safer Lifestyles – Drug Education Healthy and Safer Lifestyles – Personal Safety	Healthy and Safer Lifestyles – *Relationships and Sex Education

