

NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2019

In essence it is important that our curriculum is thoughtfully put together, it is progressive and structured appropriately and that subsequent lessons are sequenced in a way that makes sense and supports learning and development.

CURRICULAR AIMS

To give pupils appropriate experiences to develop as confident, responsible citizens who connect with their future possibilities.
To provide a rich 'cultural capital'.
To provide a coherent, progressive and structured curriculum that enables all pupils to learn, develop and experience success.

Core Values: Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship and Care.

<h1>YEAR 3</h1>	INTRA-CURRICULUM: Designing provision effectively within a specific subject.	CROSS-CURRICULAR: Purposefully connecting and sequencing aspects of our whole school themes.	CONTINUOUS PROVISION: 6 PILLARS Embedding strong daily routines.
<p>AUTUMN 1 – 6 wks & 3 days Theme for awards – PLAY FAIRLY AND THOUGHTFULLY</p> <p>THEME – STONE AGE</p> <p>Author focus – Dick King Smith Poet – Edward Lear Curriculum drivers: 1) Stone Age Boy, Satoshi Kitamura</p>	<p>INTRA –CURRICULUM Knowledge and Understanding</p> <p>Literacy Play scripts Informal explanations</p> <p>Maths Place value Partitioning 4 ops – addition and subtraction</p>	<p><u>The Adventurer – Create a drama in the wild</u> CROSS – CURRICULAR Knowledge and Understanding</p> <p>Literacy Link to drama in the wild by turning a story into a play script based on 'Stone Age Boy' focusing in on scene settings, stage directions, dialogue between characters and basic layout and structure.</p>	<ol style="list-style-type: none"> 1. Reading. 2. Handwriting. 3. Counting, mental calculation and time. 4. Moving. 5. Singing/poetry. 6. Reflection (thinking/imagining)

	<p><u>Science</u> Animals including humans – nutrition, diet, skeletons Working scientifically – to use test results to make predictions to set up further comparative and fair tests.</p> <p><u>Reading</u> Focus on vocabulary, retrieve and inference Texts – Stone Age Boy, The Hodgeheg by Dick King Smith, non-fiction Stone Age texts</p> <p><u>RE - Christianity</u> Worship and sacred places Where, how and why do people worship? Investigating places of worship in Nottinghamshire (visit to local church)</p> <p><u>PE - Games</u> Hockey – 2 classes Football – 1 class Basketball – 1 class</p>	<p>Write an informal explanation for a Year 2, based on the Sanctuary section of the church. Focusing on informal language, questions, subheadings and paragraphing.</p> <p><u>Science</u> Discover the diet of Stone Age people by dissecting Stone Age poo. Compare this to modern diets.</p> <p><u>DT/Art</u> Make Stone Age style bone necklaces to wear for Stone Age day.</p> <p>Create stained glass windows following church visit.</p> <p><u>Art/drama</u> Stone Age launch day – cave paintings/create stone age person using materials/drama - retelling Stone Age Boy/Stonehenge painting & collage.</p> <p><u>History</u> Using secondary sources to draw conclusions about why Stone Henge was built and what it was used for.</p>	
<p>AUTUMN 2 – 7 wks Theme for awards – USE YOUR</p>	<p>INTRA –CURRICULUM Knowledge and Understanding</p>	<p>The Discoverer – Create a piece of wild art</p>	

<p>TALENTS TO ACHIEVE YOUR BEST</p> <p>THEME – STONE AGE</p> <p>Author focus – Dick King Smith Poet – Edward Lear Curriculum drivers: 1) The Stone Age: Hunters, gatherers and Woolly Mammoths, Marcia Williams 2) How to Wash a Woolly Mammoth, Michelle Robinson</p>	<p><u>Literacy</u> Non chronological reports about The Stone Age (food, clothing, shelter, hunting) Instructions based on the book, How to Wash a Woolly Mammoth.</p> <p><u>Reading</u> Main focus – explain, retrieve, interpret Text – ‘Boy’ – links to the Stone Age The Sheep Pig – Dick King Smith Non Fiction text – Stone Age</p> <p><u>Maths</u> Place value 4 ops – multiplication and division Fractions</p> <p><u>Science</u> Rocks – soils, rocks and organic matter 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 Working scientifically - To identify</p>	<p>CROSS – CURRICULAR Knowledge and Understanding</p> <p><u>Literacy/History</u> To communicate historically - cover through literacy writing of non chronological reports based on the Stone Age. Children to research and make notes on 4 key areas: food, clothing, shelter and hunting. Use notes to write a non-chronological report about The Stone Age.</p> <p><u>Art/DT</u> Design and make a Stone Age shelter using natural materials e.g. twigs, sticks, twine. Wild art depicting a Stone Age scene.</p> <p>Make woolly mammoths using milk bottles and brown tissue paper to create a collage</p> <p><u>Science</u> Rocks – soils, rocks and organic matter - link to The Stone Age by investigating which type of rock would be most suitable for Stone Age tools. Animals including humans – compare stone age skeletons to human skeletons nowadays.</p>	
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	<p>differences, similarities or changes related to simple scientific ideas and processes.</p> <p><u>RE - Christianity</u> Beliefs and questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives? Describe some spiritual ways of celebrating Christian festivals, including Christmas.</p> <p><u>PE - Games</u> Hockey – 2 classes Football – 1 class Basketball – 1 class</p> <p><u>Computing</u> – digital literacy Explore a topic with research and collaboration/search the internet for information and record notes/write a paragraph/describe features of fake news articles/use google docs to write an article/discuss effectiveness of article</p>	<p><u>Geography</u> <u>To communicate geographically.</u> Describe key aspects of Stone Age settlements and use of land for farming.</p> <p><u>History</u> Explore the religious beliefs of the Gods during the Stone Age. Explore and compare a day in the life of a Stone Age man, woman and child.</p> <p>Explore Stone Henge and its use as a religious place of worship.</p> <p>Create a timeline of the Stone Age and describe key events.</p>	
<p>SPRING 1 – 6 wks Theme for awards – LISTEN TO OTHERS VIEWS</p>	<p>INTRA –CURRICULUM Knowledge and Understanding</p>	<p>The Explorer – Find your way with a map CROSS – CURRICULAR</p>	

<p>THEME – NATURAL DISASTERS (GEOGRAPHY)</p> <p>Author focus – Philip Ridley Poet – Paul Cookson Curriculum driver: Escape from Pompeii, Christina Balit</p>	<p><u>Literacy</u> Adventure stories Newspaper reports</p> <p><u>Reading</u> Krindlekrax, Philip Ridley Poetry – Paul Cookson Non fiction text about Pompeii</p> <p><u>Maths</u> 4 ops Perimeter 2D shapes</p> <p><u>Science</u> 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 every day 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.</p>	<p>Knowledge and Understanding</p> <p><u>Literacy</u> Link to natural disasters using the text, Escape from Pompeii.</p> <p><u>DT</u> Make volcanoes using papier mache and use vinegar etc. to make them explode.</p> <p><u>Geography</u> Label a map and find locations of main volcanoes on this map.</p> <p>Describing and understanding the key aspects of volcanoes.</p> <p><u>History</u> <u>To understand chronology</u> Describe the events of Pompeii through retelling the story, including key dates.</p> <p><u>To investigate and interpret the past</u> Study and compare different accounts of the Pompeii disaster, explaining why the accounts may differ.</p>	
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	<p>Working scientifically – to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. To gather, record, classify and present data in a variety of ways to help answer questions.</p> <p><u>RE - Islam</u> Religion, family and community: Prayer How do religious families and communities practice their faith?</p> <p><u>PE - Games</u> Hockey – 2 classes Football – 1 class Basketball – 1 class</p> <p><u>Computing</u> – Digital literacy using a computer Powerful passwords/my online community/use of the internet to sell products/differences between online and offline communication/communicate safely and effectively</p>		
<p>SPRING 2 – 6 wks Theme for awards – RESPECT THE ENVIRONMENT AROUND US</p> <p>THEME – THE WATER HORSE</p>	<p>INTRA –CURRICULUM Knowledge and Understanding</p> <p><u>Literacy</u> Stories with speech</p>	<p>The Tracker – Life in water CROSS – CURRICULAR Knowledge and Understanding</p> <p><u>Literacy</u></p>	

<p>Author focus – Philip Ridley Poet – Paul Cookson Curriculum driver: The Water Horse, Dick-King Smith</p> <p>Trip – Attenborough Nature Reserve</p>	<p>Descriptive poems</p> <p><u>Reading</u> Non fiction – life in water (lakes) Poetry – Paul Cookson Fiction - Philip Ridley</p> <p><u>Maths</u> Fractions Measures</p> <p><u>Science</u> Light and shadow 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 is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p>Working scientifically – To make systematic and careful observations and where appropriate measure using standard units using a range of equipment. To ask relevant questions and use</p>	<p>Link to The Water Horse and draw on the experience of the trip to Attenborough Nature Reserve.</p> <p><u>Art</u> Use sketching skills to imagine underwater creatures from The Water Horse</p> <p>Use clay to create models of The Water Horse</p> <p><u>Geography</u> To communicate geographically - Investigate the habitat of the Water Horse during our trip to Attenborough Nature Reserve.</p> <p><u>Maths</u> Use scaling to work out the height of the Water Horse based on a footprint.</p>	
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	<p>different types of scientific enquiries to answer them.</p> <p>PE Athletics – 1 class Rounders – 2 classes Basketball – 1 class</p> <p>Computing - E-safety Internet awesome – when not to share/ways information can be found online about people/creating a positive online presence/different levels of privacy</p>		
<p>SUMMER 1 – 5 wks Theme for awards – RESPECT ALL RELATIONSHIPS</p> <p>THEME – THE TIN FOREST</p> <p>Author focus – Tom Fletcher Poet – Roger McGough Curriculum driver</p> <p>1. The Tin Forest, Helen Ward 2. The Matchbox Diary</p>	<p>INTRA –CURRICULUM Knowledge and Understanding</p> <p>Literacy Persuasive letters Explanations based on The Matchbox Diary. Children to explain their special items to give to their new teachers to support transition.</p> <p>Reading Poetry – Roger McGough The Creakers – Tom Fletcher</p> <p>Maths Area 3D shapes Data</p>	<p>The Ranger - Terrific trees CROSS – CURRICULAR Knowledge and Understanding</p> <p>Literacy Persuasive letters based on The Tin Forest. Write in role as the old man to ask for help.</p> <p>Art Create a contrasting scene of The Tin Forest. (Half black and white and half in colour)</p> <p>Create 3D models of The Tin Forest</p> <p>Maths/science Measures/data – link to science -</p>	

	<p><u>Science</u> Functions and life cycles of plants Identify and describe the functions of different parts of flowering plants (roots, stem, trunk, leaves, flowers) Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported in plants. Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</p> <p>Working scientifically – To use results to draw simple conclusions, make predictions for values, suggest improvements and raise further questions. To use straightforward scientific evidence to answer questions or to support their findings.</p> <p><u>RE - Islam</u> Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and</p>	<p>measure the height of plant growth on a regular basis and present using bar charts and tables.</p>	
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	<p>Muhammad.</p> <p>PE Athletics – 2 classes Rounders – 2 classes</p> <p>Computing - coding – animations in space To create a scratch project/animate scratch sprite/use repetition/edit sprite/change size of sprite/test and debug</p>		
<p>SUMMER 2 – 8 weeks Theme for awards – SHOW RESILIENCE OF BODY AND MIND</p> <p>Author focus – Tom Fletcher Poet – Roger McGough Curriculum driver – One Giant Leap: The Story of Neil Armstrong, Don Brown</p> <p>THEME – CAYTHORPE CAMP – weeks 1 - 4</p> <p>THEME - SPACE – weeks 5 - 8</p>	<p>INTRA –CURRICULUM Knowledge and Understanding</p> <p>Literacy Biographies Persuasive adverts</p> <p>Reading Non fiction – space and the solar system texts Poetry – Roger McGough</p> <p>Maths 4 ops revisit Fractions revisit money angles</p> <p>PE Athletics – 2 classes</p>	<p>The Adventurer – Build a den or a shelter (link to camp) CROSS – CURRICULAR Knowledge and Understanding</p> <p>Literacy Link biographies to space theme based on the text, One Giant Leap</p> <p>Link persuasive adverts to the residential to persuade the year 2 children to attend next year.</p> <p>DT On the residential, children to build a shelter using natural materials. Test for sturdiness and if it is waterproof.</p> <p>ART Chalk/pastel space drawings.</p>	

	<p>Cricket– 2 classes</p> <p>Computing – sound and music rock band – to create a project in scratch/to change the backdrop in a project/to add sound to a sprite/to change the sound of a sprite/make your own band animation</p>	<p><u>Science</u> Space and the solar system</p> <p>Working scientifically – To report findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p> <p><u>Maths</u> Time – link to space - how long does it take the Earth to rotate? etc.</p>	
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