



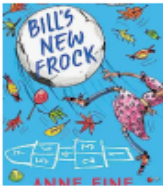
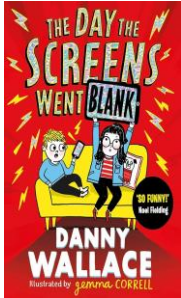











## Barham Long Term Year Group Curriculum Overview





2024 – 2025


Year 3

Year group: 3	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Learning to learn skills and half termly launch morning activity	Launch all 6 Rs	<b>Respect Activity:</b> Scavenger Hunt (mixed groups across classes)	<b>Risk Taking Activity:</b>	<b>Resilience activity:</b>	<b>Resourceful Activity:</b> Tallest tower building with marshmallows, spaghetti, newspaper and masking tape.	<b>Reflective activity:</b> A letter to myself
Enrichment links	Library Visit		Stone age workshop Stone age dress up day		Ancient Greece Dress Up Day	
Key & Lock						
<b>Core Texts &amp; global goal</b>	Huge Bag of Worries (Good health and wellbeing)  The Proudest Blue (Reduced Inequalities)	Call me Lion (Reduced Inequalities)  Apes to Zebras (Climate Action)	The Sea below my Toes (Clean Water and Sanitation)  The Accidental Prime Minister (Justification and Strong Institutions)	Bill's New Frock (Gender Equality)  The Rhythm of Rain (Clean water and Sanitation)	The Day the Screens went Blank (Good Health and Well Being)	Malala's Magic Pencil (Gender Equality)  Big Thoughts for Little Thinkers (Quality Education)
English – genres & P.A.T.T (Purpose, Audience, Text type & Tone)  	<b>Huge Bag of Worries by Virginia Ironside</b>    <b>Global Goal: Good health and Wellbeing</b> 1.Information Text 2.Fiction: Narrative	<b>Call me Lion by Camilla Chester</b>    <b>Global Goal: Reduced Inequalities</b>	<b>The sea below my toes by Charlotte Guillain</b>    Charlotte Guillain	<b>Bill's New Frock by Anne Fine</b> <b>Global Goal: Gender Equality</b>    Anne Fine 1. 1 <sup>st</sup> Person Narrative	<b>The day the screens went Blank by Danny Wallace</b>  	<b>Malala's Magic Pencil by Malala Yousafzai</b>    Malala Yousafzai

	<p><b>The Proudest Blue by Ibtihaj Muhammad</b></p>  <p><b>Global Goal: Reduced Inequalities</b></p> <p>3. Fiction: Diary Entry</p>	<p>1. Fiction: Character Description 2. Fiction: 3<sup>rd</sup> person Narrative <b>Apes to Zebras by Liz Brownlee</b></p>  <p><b>Global Goal: Climate Action</b></p> <p>3. Poetry – Free verse poem</p>	<p><b>Global Goal: Clean Water and Sanitation</b></p> <p>1. Fiction: Non-chronological report</p>  <p>1. Narrative <b>The Accidental Prime Minister by Tom Laughlin</b></p>	<p><b>The Rhythm of Rain by Grahame Baker-Smith</b></p>  <p><b>Global Goal: Clean Water and Sanitation</b></p> <p>2. Instruction Writing</p>	<p><b>Global Goal: Good Health and Wellbeing</b></p> <p>1. Fiction: Narrative 2. Non-fiction: Persuasive Letter 3. Balanced argument</p>	<p><b>Global Goal: Gender Equality</b></p> <p>1. Non Fiction: Persuasive speech</p> <p>2. Fiction: Play script (Visual Stimulus) <b>Big Thoughts for Little Thinkers by Daniel Thompson</b></p>  <p><b>Global Goal: Quality Education</b></p> <p>3. Fiction: Poem</p>
<b>Reading DR</b>	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.	Stems: Predicting, clarifying, inferring, making connections leading to combining the stems.
<b>Maths (Maths Mastery)</b>	<p>Unit 1: Number sense and exploring calculation strategies Unit 2: Place Value Unit 3: Graphs</p> 	<p>Unit 4: Addition and subtraction Unit 5: Length and perimeter</p>	<p>Unit 6: Multiplication and division Unit 7: Calculating with multiplication and division</p>	<p>Unit 8: Time Unit 9: Fractions</p>	<p>Unit 10: Angles and shape Unit 11: Measures</p>	<p>Unit 12: Applying multiplicative thinking Unit 13: Exploring calculation strategies and place value.</p>

<b>Science (Kapow)</b> 	Movement and Nutrition Concept: Animals including Humans	Forces and Materials Concept: Forces, Earth and Space /Materials	Rocks and Soil Concept: Forces, Earth and Space	Light and Shadows Concept: Forces, Energy and Space	Plant Reproduction Concept: Plants	Does hand span affect grip strength? Concept: Making Connections
<b>History (Reach)</b> 		Prehistoric Britain		Shang Dynasty		Ancient Greece
<b>Geography (Reach)</b> 	Villages, town and cities.		Mountains, volcanoes and earthquakes.		Water and Weather	
<b>D.T. (Kapow)</b> 		Unit 2: Structures castles  Unit 3: Cooking and nutrition – Eating seasonally		Unit 1 Textiles Cross stitch & applique		Unit 5 Mechanical systems Pneumatic toys
<b>Art</b> 	<u>Self- portraits.</u> Artist: Frida Kahlo		<u>Working with Shape and Colour</u> Artists: Henri Matisse, Claire Willberg.		<u>Telling Stories Through Drawing and Making</u> Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	
<b>RE (Jigsaw)</b> 	How do people show their beliefs and values without words?	How is Advent and the Epiphany Related to Christmas?	Could Jesus heal people? Did He perform miracles or was there some other explanation?  Theme/content: Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing	What is 'good' about Good Friday?  Theme/content: The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may	What do some deities tell Sanatanis about God?  Theme/content: Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what	What is the best way for a Sanatani to lead a good life? * <b>Mention Humanism some people do not believe in God.</b>  Theme/content: How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including

			of the paralysed man.	receive life after death.	particular blessings they bestow.	devotion to God and actions to help society.
			World view: Christianity	World view: Christianity	World view: Sanatana Dharma	World view: Sanatana Dharma
<b>RSE (Jigsaw)</b>  	<b>Being me</b>  Setting personal goals <ul style="list-style-type: none"> <li>• Self-identity and worth</li> <li>• Positivity in challenges</li> <li>• Rules, rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Responsible choices</li> <li>• Seeing things from others' perspectives</li> </ul>	<b>Celebrating differences</b>  Families and their differences <ul style="list-style-type: none"> <li>• Family conflict and how to manage it</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	<b>Dreams and goals</b>  Difficult challenges and achieving success <ul style="list-style-type: none"> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and trying to overcome obstacles</li> <li>• Evaluating learning processes</li> <li>• Managing feelings</li> <li>• Simple budgeting</li> </ul>	<b>Healthy me</b>  Exercise <ul style="list-style-type: none"> <li>• Fitness challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it is important in online and offline scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> </ul>	<b>Relationships</b>  Family roles and responsibilities <ul style="list-style-type: none"> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciating for family and friends</li> </ul>	<b>Changing me</b>  How babies grow <ul style="list-style-type: none"> <li>• Understanding a baby's needs</li> <li>• Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Preparing for transition</li> </ul>
<b>MFL (Language Angels)</b> 	I am Learning French	Animals	Instruments	I am able	I know how to	Ice cream Fruits Vegetables
<b>Computing (Teach Computing)</b>  	Identifying that digital devices have inputs, processes, and out-puts, and how de-vices can be connected to make networks.	Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Creating sequences in a block-based programming language to make music.	Building and using branching data-bases to group objects using yes/no questions.	Creating documents by modifying text, images, and page layouts for a specified purpose.	Writing algorithms and pro-grams that use a range of events to trigger sequences of actions.
<b>Music (Junior Jam)</b>  	<b>Music Theory with Keyboards</b>	<b>Class Jam</b>	<b>Ukeleles</b>	<b>Singing</b>	<b>Keyboards</b>	<b>Song writing with Glockenspiels</b>

<div>PE (Non-Stop Action)</div> <div></div>	Football	Floor Gymnastics	Tennis	Dance	Athletics	Rounders