



ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2020/2021

YEAR THREE

MICHAELMAS TERM	LENT TERM	TRINITY TERM
ENGLISH		
<p>Instructions: Explore various instructional texts and write one using bossy verbs and present tense.</p> <p>Stories about imaginary worlds: Read Fantastic Mr Fox by Roald Dahl. Explore characters and description through role play & hot seating. Identify powerful verbs, verb tenses, use of 1st & 3rd person and paragraphs. Revise verb tenses and learn about prepositions. Focus on direct speech & use the features.</p> <p>Imagery Poems: Explore Bug Chant and how to use this structure to create an original poem.</p> <p>Stories by the same author: Investigate stories by the same author (Nigel Gray) including "I'll Take You to Mrs Cole!" Practise compound and complex sentences. Practise Conjunctions, adverbs and preposition to express time and cause</p> <p>Non-chronological reports: Identify the features of information texts. Research facts about a topic.</p> <p>Letter: Children will write a letter to Joseph & Mary about their experience.</p>	<p>Myths: Become familiar with a range of Greek Myths. Identify the structure of the stories (story map). Explore using similes and 'sentences of three' to create interesting sentences.</p> <p>News reporting: Use research and scripts to perform a news report.</p> <p>Performance poetry: Listen to and perform a range of poems by various poets. Look at what makes a good performance. Write our own.</p> <p>Recounts: We will look at diaries including Diary of a Killer Cat, identify the features, identify complex sentences then write our own.</p> <p>Plays and Dialogues: Reading and perform some examples. Identify the features of play scripts. Create characters using description, stage directions and dialogue and record using Puppet Pals..</p> <p>Traditional poems: Read a selection of traditional poems by Charles Causley and Eleanor Farjeon. Use conjunctions.</p>	<p>Stories from other cultures: Compare and contrast the stories of Baba Yaga and Rama and Sita. Read some Viking runes. Focus on the structure of a story through drama and then write our own.</p> <p>Non-chronological reports: Write information texts on an aspect of Viking life.</p> <p>Shape poem: Explore playing with form. Look at a range of shape poems and the effect they have. Choose our own style to create a shape poem.</p> <p>Adventure Stories: The Hodgeheg by Dick King-Smith; using the Hodgeheg we will look for examples of adverbs and adverbials then write an animal adventure story.</p> <p>Advertisements in magazines and on TV; Children explore and discuss adverts. They find key features of persuasive writing and use these with a twist, to persuade people NOT to buy!</p>
MATHEMATICS		
<p>Number sequence to 1000, names and ordinal numbers</p> <p>Addition and subtraction to 100</p> <p>Money: using £1 and £2 coins</p> <p>Fractions</p> <p>Measure: metres and centimetres, capacity</p> <p>Describe and classify 2D and 3D shapes</p> <p>Properties of number, counting in twos, threes, fours and fives</p>	<p>Number and place value, Mental addition and subtraction, Written addition and subtraction,</p> <p>Mental multiplication and division, Written multiplication and division, Statistics, Problem solving, reasoning and algebra,</p> <p>Fractions, ratio and proportion,</p> <p>Geometry: Properties of shapes, Geometry: position and direction,</p> <p>Measurement: perimeter, time and angles.</p>	<p>Mental addition of 3-, 2- and 1-digit numbers; column addition; subtraction by counting up; addition and subtraction strategies</p> <p>Multiplication by 2, 3, 4, 5 and 8; different multiplication methods; mental multiplication and division</p> <p>Statistics – draw and interpret bar charts</p> <p>Problem solving</p> <p>Measurement - weight</p> <p>Geometry – properties of shape</p> <p>Fractions - including equivalent fractions</p>
COMPUTING		
<p>Altering text</p> <p>Copying and pasting text and images</p> <p>Combining text with images</p> <p>Designing a menu</p>	<p>Saving and Retrieving Information</p> <p>Searching for Information,</p> <p>Creating a Database,</p> <p>Creating an Information Sheet</p> <p>Introduction to Animation.</p>	<p>Carrying out research</p> <p>Preparing and planning an interview</p> <p>Carrying out an interview</p> <p>Communication using recorder</p>
HUMANITIES		
<p>Significant Women in History (History)</p> <p>Who was Funmi Kuti? Why is she still remembered today?</p> <p>Explore the lives of other significant women. Why were they significant?</p>	<p>Invaders & Settlers (History)</p> <p>On the Move. Why do people have to move away from where they were born?</p> <p>Invaders or settlers? Did the Vikings invade or settle?</p>	<p>Ancient Greece (History)</p> <p>Who were the ancient Greeks and what were their lives like?</p> <p>Know the structure of the Greek empire and compare it to the Oyo empire</p>



<p>Similarities and differences between the lives and achievements of Funmi Kuti and other significant women. What were the barriers for women throughout history? Are they still around today?</p> <p>Natural Disasters (Geography) What are natural disasters? What are earthquakes and volcanoes? How are they formed? Natural disasters in Nigeria: Landslides, floods and erosion. Effects of natural disasters. How to protect yourself</p>	<p>Where did the Vikings come from and where did they settle? When and how did the Vikings invade and settle? What evidence of Viking life is left today e.g. artefacts and runes. What can we learn about the everyday life of Vikings?</p> <p>Planet Earth (Geography) Understand basic information about the earth e.g. hemispheres Understand how earth is changing Understand how we can stop/prevent /reduce impact of these changes Understand the earth's landforms Understand maps and how they are used.</p>	<p>What aspects of life of the Greeks can we observe among the Yorubas in the Oyo empire? What were some significant moments in Greek history? Know how the Greeks have contributed to modern society.</p> <p>UK/European Regions (Geography) Understand the globe is split into different climate zones. Research similarities and differences between a European country and Nigeria (Developed country/developing country) Understand similarities and differences between European countries.</p>
DRAMA		
<p>Modulation and Characterisation Developing confidence in group setting Stage Etiquette Building team-work Developing simple plays performing a Nigerian theme</p>	<p>Performing Lent Term Production Improving concentration and teamwork Communicating using mime and expressive movements. Making a simple speech</p>	<p>Improving improvisational skills Participating actively in collaborative activities Gaining and maintaining confidence in speaking Improving voice projection Developing stories through imagination</p>
MUSIC		
<p>Music letters Lines and spaces Staff / Stave Note values / Rests / dotted notes Grouping of notes Time signatures</p>	<p>Use voice expressively and creatively Listening with attention to detail recall sounds with increasing aural memory Rhythm Production songs</p>	<p>Musical instruments List of musical instruments Families of strings, woodwind, brass, percussion, Orchestra, Facts about orchestra</p>
FRENCH		
<p>"I am speaking in French" • Revisions: to greet someone, how to introduce yourself (name, age, nationality, languages spoken, like and dislikes about food / animals / subjects/ playground activities), the belongings, the days, the colors and class items • To understand simple instructions • To simply describe and introduce family and pet</p>	<p>"I am speaking in French" • To ask and say what I want to eat for breakfast, lunch and diner • To ask and answer with manners • To give orders • To say the different meals and the moment of the day • The conjugation of the verb to want</p>	<p>"I am making progress in French" • To ask and say what I do after school (home activities and sports) • To describe the house • To say what I do in which room after school • To count up to 60 • The conjugation of the verb to do</p>
PSCHE		



<p>WE'RE ALL STARS! Devising a class charter Gifts and talents Exploring feelings Working cooperatively Be FRIENDLY, Be WISE The importance of friends Falling out with a friend Managing anger.</p>	<p>LIVING LONG, LIVING STRONG Differences: male and female, Personal space & Family differences, Feeling helping. DARING TO BE DIFFERENT Similarities and differences, Feeling good about yourself, Surprises, Hopeful and disappointed.</p>	<p>DEAR DIARY Knowing where to go for help Taking responsibility & making wise choices Managing uncomfortable feelings, thoughts and behaviour JOINING IN JOINING UP Jobs at home and in school, having a say in a school community Representation- local council; Voting and debating.</p>
LIBRARY		
<p>ORIENTATION Library citizenship Parts of a book (use of indexes) Call number Location of sources Caldecott award books Book handling and care skills Familiarizing children with newly acquired books (reading)</p>	<p>INFORMATION ACCESS POINTS Parts of a book Fiction and Nonfiction books The card catalogue, reading the card/online catalogue Using the card/online catalogue, Familiarity with new books (reading)</p>	<p>Award winning books Introduction to award winning books Qualities of an award-winning book (2) Award winning books in the library Who wants to win a book award? Familiarity with books in the library Genre (biography- tall tales in collaboration with class work) Self-selection of appropriate materials Book selection and care skills Authors and illustrators Basic elements of research- "Question-plan-Gather"</p>
SCIENCE		
<p>Keeping Healthy Healthy and balanced diet 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. Skeletal system (Bones and muscles) Identify that humans and some other animals have skeletons and muscles for support, protection and movement Earth, Rock and soils 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 Soils—soil is made from rocks Weathering of rocks: how soil is formed Recognise that soils are made from rocks and organic matter.</p>	<p>Growing Plants Parts of a plant -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers What do plants need to grow well? -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 MAGNETS Properties of metals, Sorting materials (metal and non-metals) , What are magnets, Magnetic circus, magnetic poles</p>	<p>Light and Shadows Light reflection How shadows are formed 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 Revision Forces and motion what are forces Different types of forces.</p>
PE		
<p>ATHLETICS ACTIVITIES Throwing Throwing practice Running Jumping NET/WALL GAME Bouncing and catching Racket skills King of the court Playing net game</p>	<p>ATHLETICS ACTIVITIES Throwing Throwing practice Running Jumping NET/WALL GAMES Bouncing and catching Racket skills</p>	<p>GYMNASTIC ACTIVITIES Body shapes Balancing act Methods of travelling Sequence on apparatus INVASION GAMES Throwing and catching Improving accuracy Invaders</p>



	King of the court Playing net game	Moving with the ball Team games
ART		
<p>How artists can influence the way we look at the world. How to paint portraits of someone significant to us. Exploring and developing ideas. Observing and recording. Evaluating own work.</p> <p>Collaborative group portrait poster. Line drawing/Outline portrait. Learning about colours. Colours and Values. About different materials and techniques to represent volcano. Investigating and making 3D forms. Paper Trees Thanksgiving. Marbled Paper.</p>	<p>Investigating and exploring. Exploring and developing ideas. Collage making.</p> <p>Experimenting with 3D forms. Colours and Values, Tints and Shades. Landscape Painting.</p> <p>Investigating natural forms. Observing and recording from natural forms. Designing and making fabric collage. Evaluation</p>	<p>Exploring 3D forms. Investigating and making. Develop drawing and observation skills. Using sketchbooks to record ideas. Exploring painting and silhouette work. Exploring Greek Art.</p> <p>Exploring shape and pattern in buildings. Printmaking. Investigating and making. Exploring and investigating arts from UK region/European region/ Nigerian region.</p>
RE		
<p>WHAT IS IMPORTANT TO ME? The physical and non- physical aspect of my identity. The story of Adam and Eve What can influence behaviour? What is a community? Jesus' Teaching Yom Kippur The Christmas Story</p>	<p>WHAT CAN WE LEARN FROM THE LIFE AND TEACHINGS OF JESUS? Who is Jesus? Jesus' Teachings Love, Greed, Forgiveness, Prayer Giving, Sharing The Easter Story</p>	<p>HOW DO PEOPLE EXPRESS THEIR BELIEFS AND IDENTITY? Expressing faith through feelings and emotions Expressing faith through music Using colours to express religious feelings and ideas Expressing faith through clothes, festivals, books Expressing faith through art Islamic Art Expressing faith through drama</p>
SWIMMING		
<p>KICKING, PULLING AND BREATHING SKILLS Face in water, blow bubbles BODY POSITION Push and glide, holding stretch</p>	<p>Stroke works and development. Use of floats and swimming aids. Introduce diving into the pool.</p>	<p>Diving/surviving skills: Treading the water, sculling, sitting diving, crouch diving and lunge diving.</p> <p>Leg action: Using floatation aids such as the pull buoy and kick board.</p>