



Year 3 COJO Curriculum overview



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Subject	Autumn Ed Stafford - 'Walking the Amazon'			Spring Ernest Shackleton - 'Endurance'			Summer Nellie Bly - 'Around the World in 72 Days'		
English	Fiction Text Based Adventure Stories Myths and Legends	Non-Fiction Information Texts Instructions Argument	Poetry Performance Poetry	Fiction Stories from Other Cultures Classic Novels	Non-Fiction Non- Chronological Reports Explanations Advertisements	Poetry Shape Poems Traditional Poems	Fiction Stories from Imaginary Worlds by the Same Author (Narnia) Plays and Dialogues	Non-Fiction Persuasive Writing Recounts	Poetry Creating Images Humorous Poems
Maths	Number & Place Value Addition & Subtraction Geometry – Properties of shapes		Multiplication & Division Measurement – Time Statistics	Number & Place Value Addition & Subtraction Measurement – Height, length & volume		Fractions Multiplication & Division		Fractions Geometry – Properties of shapes Measurement – Time	Measurement – Perimeter & length Statistics Measurement – Time
Geography	Place Knowledge Similarities and differences between region of South America and UK.	Locational Knowledge Locating countries & major cities of South America & UK, River Amazon and the Equator.	Physical & Human Geography Features of rivers and rainforests, food sources and effects of deforestation on local people.	Geography Skills and Fieldwork Using maps, globes, atlases and digital mapping. Using Ordnance Survey maps of the UK.	Place Knowledge Learning about the North and South Poles. Comparing the terrain of the Antarctic with the UK. Locating small inhabitable islands - why is there no human life there?	Locational Knowledge Locating the Arctic and Antarctic circle. Studying locations Shackleton planned to visit. Locating countries near to Elephant Island.	Physical Geography Water - Studying seas and oceans. Weather - Studying extreme weather conditions, and how animals and humans have adapted to living in these conditions Volcanoes - Learning about volcanoes	Geography Skills and Fieldwork Studying compass points - how would Shackleton have known where he was going?	Secondary Geography Focus Trade links between the UK, and other parts of the world, and explain how the introduction of the railways helped this. How has land use changed since the Industrial Revolution?

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History	Changes in Britain from the Stone Age to the Iron Age								Victorians – British History Beyond 1066			
	Chronology Studying where the Stone Age & Iron Age fits in the timeline of History.	Historical Enquiry Using some sources in their study to develop an understanding	Historical Knowledge Learning about late Neolithic hunter-gathers and early farmers.	Then to Now Comparing tribal life then with life now in the Amazon.					Chronology Studying the Victorian era. What came before? What came after? Studying the chronology of transport - How has the way we get around changed over time?	Historical Enquiry Using a range of sources to uncover what life was like during the Victorian era	Historical Knowledge Learning about the industrial revolution and the development of the first railways. Learning about what life would have been like for Nellie Bly in the Victorian period.	Then to Now Unit to include study of local history - what Victorian buildings are in our local area? What evidence of the Victorians is there in our local area? What do our train stations look like now?
Art	Sculpture Clay modelling to create sculpture of Mayan Maize God.	Oil Pastels Experiment with blending colours.	3D Art Making 3D models. E.g. a model of The Amazon River or creatures.	Textiles Making tribal headdresses.	Sculpture Using clay to make model islands.	Painting Snow scenes. Painting sea themed art, What might we find under Shackleton's boat?	Printing Using lino tiles to make animal prints.	3D Art Creating a model volcano (links with D&T).	Artist Study: George Seurat Painting in his style.	Printing Learning about the Printing Press. Doing printing to create pieces of art.	Collage Making collage Earth and weather scenes.	Sketching and Drawing Drawing London's Tower Bridge. Sketching the Himalayan mountain range.

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D&T	Design Kit bags or a campsite.	Make Making their designs and following their plans.	Evaluate Evaluating their own work and that of others in the class.	Cooking and Nutrition Conducting tasting sessions for different foods sourced from South America. Making their own South American inspired dish.	Design Volcanoes a sleigh to carry the heavy bags or their own Endurance ship!	Make Making their designs and following their plans.	Evaluate Evaluating their own work and that of others in the class. Testing their boats with weights - will it stay afloat?	Cooking and Nutrition Baking cakes for Shackleton's return home party.	Design Model steam train, Eiffel Tower structure or steamboat.	Make Making their designs and following their plans.	Evaluate Evaluating their own work and that of others in the class.	Cooking and Nutrition Preparing and tasting traditional French food. Preparing and tasting traditional Japanese food.

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COJO Characteristics RESPECT	Teamwork Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes. Can make decisions that they are able to tell the team about.	Empathy Responds positively to everyone in the group and is able to react in a way that is fair, without taking sides. Accepts differences and gives others a chance to put their views forward.	Self-Awareness Trusts themselves to make choices about habits they have and is confident in decisions they make which affects them doing their best. Able to describe positively what they have done and how they have felt when taking part.	Positivity and Excellence Respects theirs and others outcomes. Recognises the way in which their work contributes to the overall success and learning of the group. Investigates different ways tasks can be completed. Excited about what they do and puts ideas forward to help find solutions to tasks and problems. Their positive attitude contributes to increased cooperation and group engagement.	Communication Recalls information and task details. Can explain why some activities have specific instructions and why these are needed for the group to be successful. Uses verbal and written methods clearly to support outcomes and is able to listen for an extended period of time.	Resilience Values and responds positively to a range of activities and tasks – keeps going and tries hard not to give up when tasks are challenging. Is focused and determined even when others give up.
British Values	Democracy Voting for School Councillors and conducting regular class meetings to discuss and review agenda items. How do Democracies work within the wider community?	Mutual Respect Maintain common courtesy and act as a role model throughout the school day. Positively responds to others in a way that is fair and accepting. Accepts that everybody has different views and opinions and is entitled to their opinion. Faith and belief in the UK: Can We Live Together?	Rule of Law Formulate the laws of the classroom and within school. Develop an awareness of the laws within the local community. Potentially arrange PCSOs to visit classes.	Individual Liberty How do we keep ourselves safe online? Freedom to make choices in and around school about choices of after school clubs, lunchtime activities and the choices with regards to behaviour.	Tolerance Accept others and ourselves. Value the opinions and beliefs of others. Understand that we are all different.	