



# **Year Three**

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# Our Vision

Together we love learning and  
work as a team

# Our Mission

**Our ambitious curriculum fosters self-regulated learners who are resilient and inquisitive.**

**The Arts and physical activity, alongside creative academic experiences, enable every pupil to love learning in an active classroom environment.**

**Participation in our '#teamstanah' nurtures the confidence to challenge each other and collaborate with a Growth Mindset, whilst sharing in the success of all.**

**We thrive at Stanah because we come to school everyday!**

# Curriculum Intent

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

# Global Learning Themes

Global Learning  
Themes



Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are woven into our curriculum topics so that they are purposeful within our learning.

Global Learning  
Theme

Conflict Resolution



Global Learning  
Theme

Diversity



Global Learning  
Theme

Equal Rights



Global Learning  
Theme

Sustainability



# Year 3 Long-Term plan

Year 3												
Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	The Stone Age		'Twas the Night Before Christmas		Natural Disasters		Journey to Brazil!		Seaside		Ancient Greece	
Lead Subject	History		English		Geography		Music		History		History	
Reading Genre	Fiction	Non-chronological Reports	Creative Fortnight	Narrative Poetry	Narrative	Newspaper reports	Folktales	Diary entries	Narrative	Free verse poetry	Myth	Information Texts
Key Text	Stone Age Boy by Satoshi Kitamura	A range of non-chronological reports		'Twas the Night Before Christmas	Escape from Pompeii by Christina Balit	A range of newspapers and websites	A range of Brazilian folktales	A range of diary entries	The Hodgepog by Dick King Smith	A range of poems, including Haiku	A range of Greek Myths	Footage of modern-day Olympics
Writing Genre	Recount	Non-chronological Reports		Letters	Description	Formal non-fiction	Short story	Diary Entry	Novel as a theme	Poetry	Narrative	Explanation
Writing Outcome	To write a recount of Stone Age Boy	To write a section of non-chronological report based on Historical artefacts.		To write a letter to Santa.	To write a setting description	W4P: To write a report about a natural disaster of their choice for Newsround	To write a section of a folktale.	To write a diary entry as a child in Brazil.	To write an animal adventure story.	W4P: To write a nature poem.	To write a Greek myth.	To write a sports commentary.
Science	Animals, including humans: skeletons		Forces and Magnets		Rocks and Fossils		Light (connected to Rio's Carnival)		Plants (study of the local area)		Animals, including humans: Nutrition	
History	Changes in Britain from the Stone Age to the Iron Age				Develop an awareness of Pompeii (through Geography English and Reading)				Local History Study of the Fylde Coast (links to Seaside/Victorians).		A study of Ancient Greece and its impact on the modern world	
Geography					Physical study of volcanoes and earthquakes/ Locate topographical features		Human and physical study of a place in South America Map skills/ locate world's countries		Use fieldwork and simple grid references to study changing landscape and conduct a geographical enquiry			
Art	Formal elements: Using Stone Age artefacts, explore line, shape, texture, form, colour and pattern		Art created to accompany Creative Writing fortnight		Painting: Exploring watercolour techniques and revising colour mixing		Collage: Using Brazilian artists for inspiration, create collages using a variety of paper		Drawing: Observational drawing from seaside objects		Sculpture: Draw, design and make 3D clay pottery	
DT							Design, food and nutrition: Creating a Brazilian salad		Mechanisms: Using levers and linkages to make a simple windmill		Textiles: Creating a talking tapestry, using hessian materials	
Computing	Computing systems and networks – Connecting computers				Creating media – desktop publishing				Programming A – Sequence in music Programming B – Events and actions			
Music	Let Your Spirit Fly		Glockenspiel Stage 1		The Dragon Song		Three Little Birds Samba (suggestion)		Bringing Us Together		Reflect, Rewind, Replay	
RE	Hindu Dharma		Christianity: God		Christianity: Church		Christianity: Jesus		Sikhism		Islam	
PSHE	Keeping/Staying Healthy Medicine (Adaptable)		Being responsible Stealing (Forgiving)		Relationships Touch (Respectful)		Computer Safety - Making friends online (Caring) Computer Safety Money Matters		Keeping Staying Safe Water Safety (8-11 unit) (Helpful and Adaptable)		Feelings and Emotions Grief (Adaptable and understanding)	
PE	Orienteering Gymnastics		Creative Games - Tag		Rock n Roll Invasion Games - Netball		Invasion Games Striking and Fielding - Rugby		Invasion Games – Handball Sport's Day - Athletics		Striking and Fielding – Rounders Healthy Heads	
Spanish	Phonetics 1 and I am Learning (Early Teaching Unit)		Vegetables (Early Teaching Unit)				Presenting Myself (Intermediate Teaching Unit)				My Family (Intermediate Teaching Unit)	

## Key to Global Learning Themes:

Conflict Resolution

Diversity

Equal Rights

Sustainability

# Reading in Year Three

Reading



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At Stanah, we actively promote the notion of 'Everyone is a Reader' and through our carefully designed curriculum, we provide an array of reading experiences to develop life-long reader's. This enables our pupils to foster a love of reading and therefore read for pleasure. As well as this, they will read across a range of subjects which deepens their knowledge. As a school, we recognise the importance of reading role models and value working in partnership with others including: reading with other classes in school, our local library, local authors and other partners to ensure reading remains a high priority in our school.

During the year, pupils in Year 3 will be exposed to a wide range of texts and selected class authors that are closely matched to our year group curriculum topics. Teachers make meaningful links through the 'Talk four Writing' process, ensuring pupils are able to: discuss and unpick features of a text; have the opportunity to practise reading using the 'Reader's Theatre' and make explicit vocabulary links using our 'Stanah Vocabulary' lesson to ensure our pupils are fluent and confident readers.

**During the year, our Year 3 pupils will read and study the following texts as a whole class:**

- Stone Age Boy
- Twas the night before Christmas
- Escape to Pompeii
- The Hodgeheg
- The Dancing Turtle and a range of Brazilian folk tales including
- The Orchid Book of Greek Myths

## Year 3 Class Authors



Dick King-Smith  
Enid Blyton  
and  
Roald Dahl



Year 3: 50 Recommend Reads <https://www.booksfortopics.com/booklists/recommended-reads/year-3/>

# Writing in Year Three

Writing



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## Key Knowledge:

- A subordinate clause is a dependent clause that starts with a subordinating conjunction.
- When a main clause and a subordinate clause are used together, they form a complex sentence.
- Inverted commas, with direct speech, are used to show that a character is talking.





# Talk for Writing at Stanah

Writing



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At Stanah, we have established a core reading collection, from which we implement our writing strategy: Talk for Writing. The process begins with the children internalising the structures and language features of the text type (Imitation) and moves through a transition from shared and guided writing (Innovation) to independent writing (Independent).

**Imitation** ⇒ **Innovation** ⇒ **Independent**

It is through this process that our children become creative and powerful writers.

A.  
P.  
E.

At the beginning of every unit of Writing, children will identify the Audience, Purpose and Effect of the text type. When children know the A.P.E, they will be able to make authorial choices which will meet their target audience, whilst achieving their intended purpose and effect. The A.P.E. will be returned to regularly and writing will be assessed against whether it has been achieved.



# Science at Stanah

Science



## Our Science Vision

At Stanah, we believe our children, as scientists, should explore, investigate and ask questions through stimulating, challenging, exciting, hands on and practical experiences, that encourages a deeper understanding of the real world.



Science is outstanding when:

1. Hands on – Practical, interactive, exploring
2. Ask ‘What if?’ questions
3. Scientific vocabulary
4. Real life links
5. Exciting resources and opportunities

**OUTSTANDING**



# Working Scientifically



## Asking questions

Asking questions that can be answered using a scientific enquiry.



## Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



## Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



## Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



## Recording data

Using tables, drawings and other means to note observations and measurements.



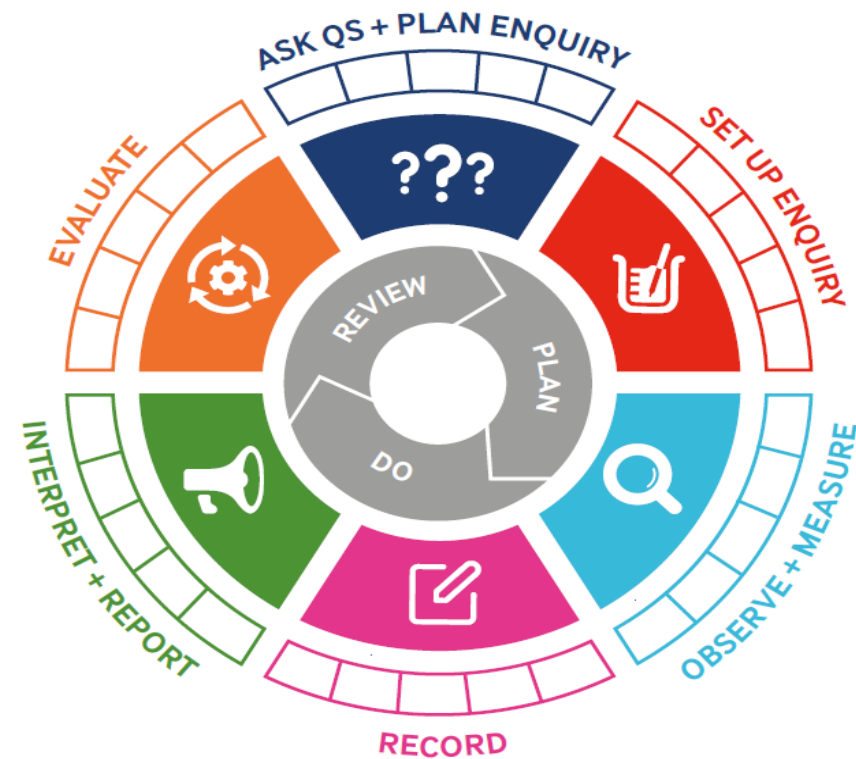
## Interpreting and communicating results

Using information from the data to say what you found out.



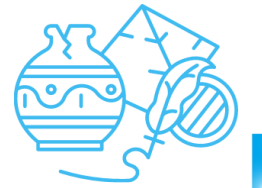
## Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



# History Substantive Concepts

Historical  
Concepts



At Stanah, we have selected four substantive concepts that are revisited throughout our History Curriculum. These concepts help us to make connections, draw contrasts, analyse historical information and devise historically valid questions.

Historical Concepts

Chronology  
Changes over time



Historical Concepts

Significance



Historical Concepts

Settlement



Historical Concepts

Invasion





## History in Year 3

Historical  
Concepts



Concept progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change over time/Chronology	Family album - personal timelines and family	The Great Fire of London	The Seaside – Fylde Coast.		Invasion!	
	Dinosaurs					
Invasion				The Romans	Invasion!	World War 2
Civilisation			Stone Age	Ancient Egypt	Journey to Baghdad	
			Ancient Greece			
Settlement			Stone Age	The Romans	Invasion!	

NC	Chronology Vocabulary
A local history study.	recently, decade, Neolithic, Bronze Age, Iron Age, Stone Age, pre-historic, AD, BC, century, during, ancient, modern, period, chronology, era, millennium, thousands of years, over the years, over many years, duration, lasting, past, present
Changes in Britain from the Stone Age to the Iron Age	
A study of Greek life and achievements and their influence on the western world.	

# Outdoor Education



## Exploring and Experimenting

- Digging for rocks/sorting
  - Soil sampling
  - Volcano eruption
- Dig site – Stone age/Greeks

## Personal and Social Development

- Playground games
- Story telling around the campfire
- Personal development

## Academic Achievement

- Investigate light and shadows
- Explore local area and compare to South America
  - Olympic Games ceremony
  - Create stone age settlements

## Good Health and Wellbeing

- Local area walks
- 'Golden Mile'
- Maypole dancing

## Environmental Responsibility

- Create hedgehog habitats
  - Litter picking

<u>Term</u>	<u>Enrichment Opportunities</u>
<u>Autumn One</u> The Stone Age	Stone Age Day Animal Experiences handling (Little Zoo to you)
<u>Autumn Two</u> The Night Before Christmas	Harvest Festival Creative Fortnight
<u>Spring One</u> Natural Disasters	Grandparents afternoon Volcano eruption
<u>Spring Two</u> Seaside	Beach Trip - Tram Stanah Park Trip – plants Science – Millfield Hedgehog Visit
<u>Summer One</u> Journey to Brazil	Carnival Dance workshop - Samba Link with a school in Brazil - zoom
<u>Summer Two</u> Ancient Greece	Greek Day Rossall Trip- Olympic games

