

Year 3 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Worth		Engagement		Purpose	
	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
3 Guiding P 8 Conditions of learning Future skills ATL Driving question ATL Assignment Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers) Employability: Gatsby 5 (Encounters with employers/employees)	As palaeontologists, what have the discoveries of Mary Anning taught us about? Presentation	As inventors, how can we design a game using forces and magnets? Create a forces/magnetics based game	As presenters, How can we show how important death was to the Ancient Egyptians? Horrible Histories Show	As artists, how can we demonstrate the impact that a single image can have? Art Exhibition, Production of Sketchbook	Would we, as children today, survive in the stone age? Debate/Survival Guide	As advertisers, where in the UK would you encourage others to visit and why? Advert
Deeper Learning Competencies	Archeologist, Explorer	Engineer, designer, technician	Script writer, actor, presenter	Artists, designers, historians, authors, poets.	Archeologist, Craftsmen, Historian	Travel agents, cartographers, architects, geospatial analyst, surveyor
Cultural Capital, trips and visitors	Historian, Outdoor Adventure Leader	Car Engineer, Games Designer	Hands on Oxfordshire Heritage historians.	Potters, graphic designers, games designers	Survivalist	Travel Agent
Reading comprehension	Critical thinking: Gather relevant information from multiple sources while using the origin and structure to guide the selection Child speak: I can find the right information from multiple sources which is about what I am learning about.	Critical thinking: Explain different strategies and approaches students and others could take in working alone and together to address a problem and predict possible results of their actions Child speak: I can explain different strategies students and others could take when working alone and together to address a problem and predict the possible results of my actions	Collaboration: With support, recognise different opinions in ways that inform the way the team move forwards Child speak: With an adult to guide us, I can listen to different opinions and ideas in a group and use strategies such as voting and compromise to move forward with making decisions.	Learn to Learn: Students care about the quality of one's work Child speak: I care about the presentation and quality of my work.	Communication: With guidance, students target their message for an intended, familiar audience Child speak: I know that I need to speak to different people (eg. parents, teachers, friends) in different ways.	Communication: Students begin to demonstrate an awareness of constructive and appropriate feedback and with scaffolding use it in practice Child speak: With adult support, I am able to identify constructive and appropriate feedback and use this to give feedback to my peers.
SPA G	Visit to site of fossils - dig for fossils. Trip to Farm. Just reading project - Podkin One Ear Capital letters Full stops Exclamation marks Question marks Commas Apostrophes	Visit to the British Motor Museum Speechmarks, Clauses, Conjunctions for coordination and subordination, Paragraphs, A or An	Visit from Egyptian workshop - Enigmatic Egyptians Just reading project - The Borrowers Paragraphs, Fronted Adverbials, Prepositional Phrases	Ashmolean Visit and Workshop Conjunctions for time, place and cause Prepositions for time, place and cause Adverbs for time, place and cause	Visit to Rollright Stones Present perfect tense Word families Nouns and pronouns Using dictionaries	Visit to beach, trip to a village, zoom call to other schools (London, coastal) Plural possessive apostrophes Recap of grammar
Writing	To Inform	To Entertain (describe)	To persuade:	To Entertain	To Inform	To Entertain
Oracy	Poetry: Y EYU 1 / 2 - Robert Louis Stevenson "Autumn Fires" Y3/4 - John Clare - Pleasant sounds. Y5/6 - Keats "To Autumn"	Y3,4,5,6 All school pupils should wear a smart uniform including a blazer, shirt and tie...	Y3,4,5,6 Children should not be allowed sweets, chocolate or sugary drinks until they are 10 years old.	The owl and the pussycat: Edward Lear	Poetry: My shadow: Robert Louis Stevenson	Debate: Children come to school to learn. They should spend less time playing at break times and more time learning in class.
Maths	Place Value / Addition and Subtraction	Addition and Subtraction/ Multiplication and Division	Multiplication and Division / Fractions	Fractions / Length and perimeter / mass and capacity / Shape		Time/ Statistics
Stand alone Science			Plants	Light	Animals	
ATL Science	Rocks and fossils	Forces and magnets				
ATL History			Ancient Egypt		Stone Age	
ATL Geography						UK Locations
Religious Education	Worship Christianity and Islam	Religious Buildings Christianity and Sikhism	Religion in the Community Christianity and Islam	Symbolism Christianity and Islam	Sacred texts Christianity and Islam	Celebrations Islam Sikhism Christianity
Computing	Creating media – Desktop publishing (slides and documents) Combining text and free to share images using Word; Formatting text and layout appropriately.	Programming A – Sequence in music Scratch – introduction to block coding, coding sprites to play musical notes Programme an octave of playable sprites in Scratch	Creating media – Animation Capture and edit stop-motion animation using iMotion Ancient Egyptian ATL theme	Computing systems and networks – Connecting computers Safe Searching – What is the World Wide Web, searching for information online, refine searches. Safe search engines to research topic. Online research	Data and information – Branching databases Pose questions to sort data. All about Databases – Fields, Records, data and information. Collect data, add to database. Use sort and simple searches.	Programming B – Events and actions Design and create a maze-based challenge. Scratch
Music	Glockenspiel Stage 1	Hans Zimmer (Earth)	Developing Notation Skills, How does music bring us closer together?	Enjoying Improvisation, What does music tell us about the past?	Composing using your imagination, How does music make the world a better place?	Sharing Musical Experiences: How does music help us get to know our community? Drawing: Growing artists
Art		Painting and mixed media: Pre-historic painting	Craft and design: Ancient Egyptian scrolls			
DT	Mechanims: pneumatic toys	Food technology: Eat seasonally			Textiles: cross stitch	
STEM - Creator space						
Spanish	Phonetics I am learning	Animals	Instruments	I am able I know how to	Ice-creams	Fruit or vegetables
Forest school	Rocks and fossils					
PE	Cross Country-warm up Football unit Ball skills unit Concentration	Yoga unit Fundamentals unit Imagination	Gymnastics Netball unit Encouragement	Handball Dance Resilience Leadership: Lead a dance lesson for year 1	Tennis unit Rounders unit -Self-belief Year group competition rounders	Athletics and dodgeball
PSHE/RSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
Financial Education	Different ways to pay	Prioritising needs	Accounts	A range of jobs	Young Enterprise	Saving and spending