

Introduction

Aspiration, Integrity, Identity

At James Oglethorpe we endeavour to develop a lifelong thirst for learning through a Curriculum that both inspires and excites all of our children.

Our aim is to achieve this through:

- ***Collaborative learning***
- ***Enquiry based learning***
- ***Problem Solving***
- ***Progressive skill based activities***
- ***Purposeful learning experiences***
- ***Providing opportunities that stretch and challenge***
- ***Linking events to the world in which we live***

Specialist teaching staff in PE, and Music and ensure our children are given the best possible starting points in core subjects , whilst maintaining a high profile for healthy lifestyles and the arts.

This booklet has been made as an overview for parents and as a planning tool for teachers. It should be referenced throughout the year to ensure connections are made across subjects and themes are truly brought to life in the classroom. This will also be a working document that will be added to each year with new innovative links and ideas from the class teachers.

Planning and Teaching Expectations

Teacher powerpoints/visuals serve as the short term lesson planning and must include:

- *Learning Objectives and Success Criteria*
- *Key vocabulary*
- *Key questions*
- *A WAGOLL to show children a potential end product (will help SEND/LA with what their skills aim to produce)*
- *Differentiation to support and challenge all pupils; including the higher attaining pupils*
- *Plenary/ reflection*

Lessons should limit teacher talk/ long periods of teachers reading from slides, delivering information- 'active' rather than 'passive' learning (see ideas from the attached slides)https://docs.google.com/presentation/d/1oP4_m9zC2khvM7nz1rUDPceYvxggkoD2sZNH6xdsjYc/edit#slide=id.g724a39926c_0_0

Teachers model tasks to pupils through exemplar work, demonstrations or deconstructions to show parts of the whole and how something works.

AFL strategies are embedded in all teaching and are used to move on students' learning, and to assess understanding

Opportunities for practical activities are used to allow the children to embed / apply a skill/skills to be met and to ensure engagement and enjoyment in learning.

Cross curricular links are made where possible, especially with reading and writing across the curriculum.

Year 3 Topic Map

Term Theme	Autumn 1: Egypt														Spring 1: Ancient Greece										Summer 1:													
	Autumn 2:														Spring 2 : Road Trip USA										Summer 2:													
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
English unit	The Egyptian Cinderella Shirley Climo LL unit 1: A story with a familiar setting Non Fiction: Ancient Egypt non Chronological reports.							The Ice Palace Robert Swindells (old year 4 planning in the drive) LL Unit 4: Poetic Language and wordplay. Non- Fiction: Snow Leopard - Cold climate animal fact files.							Greek Myths: Theseus and the Minataur and Persephone and Demeter LL Unit 2: Fiction Play script Non Fiction: instructions					The Miraculous Journey of Edward Tulane Kate diCamillo Non-Fiction: Visit USA brochure					Stone age Boy Satoshi Kitamura Non fiction: Stone age Fact file							Pebble in my Pocket by Meredith Hooper Into the forest Anthony Browne Non Fiction: CC writing in Geography lesson.						
Big Write	Description of Cinderella / Rewrite the story, but changed the slipper to another item. Setting description							Diary entry Balanced argument- Ivan’s dilemma Free verse poem							Character description Narrative Instructions- How to be a Spartan.					Newspaper report Letter writing Persuasive writing- travel brochure					Narrative 3rd person 1st person recount- day in the life of a stone age boy.							Narrative 1st person- as the pebble Setting description- forest Narrative 3rd person- change the setting.						
Grammar/ Spag Objectives from previous year	Adverbs and adverbial openers Conjunctions Inverted commas commas in a list noun phrases Determiners Sub-headings Words in contracted forms- informal							adverbs and adverbials conjunctions-subordinating formal register for argument nouns or pronouns causal conjunctions simple and complex sentences Paragraphing possessive apostrophe expanded noun phrases							speech punctuation commas in a list simple and compound sentences Verb tenses- present perfect and past tense noun phrases- adjectives/nouns determiners commas for lists question marks exclamation marks										Paragraphs - subheadings Start sentences with conjunctions as, if and when Inverted commas commas for clauses							conjunctions, adverbs and prepositions to express time and cause Synonyms Inverted commas						
Class Reader	The Plot on the Pyramid Terry Deary														The Miraculous Journey of Edward Tulane Kate di Camillo										Stig of the Dump Clive King													
Reciprocal reading text	There’s a Pharaoh in Our Bath Jeremy Strong							Snow Leopards for Kids Marcia Rivera (non-fiction)							Greek Myths for young children Usborne					The Miraculous Journey of Edward Tulane Kate diCamillo					The secrets of Stonehenge Mick Manning							Ug: Boy Genius of the Stone Age Raymond Briggs						

					(non-fiction)	
Abacus Maths	View week by week overviews here: http://jamesoglethorpe.havering.sch.uk/parents/curriculum/maths/					
Science	Forces & Magnets	Super scientists	Light	How Plants Grow	Health & movement	Rocks / Fossils/soils
History	Ancient Egypt		Ancient Greece		Stone Age	
Geography		<i>Climate Zones</i>		<i>North America</i>		<i>Rio and South - East Brazil - NOT AMAZON as a Y4 unit.</i>
Computing	3.1 We are programmers-SOC	3.2 We are bug fixers- SOC	3.3 we are presenters- cross curricular link- e.g performance of a play script	3.4 We are vloggers.- SOC	3.5 We are communicators.- SOC	3.6 Opinion pollsters- cross curricular link. Analysing Data- possible use in maths. Google forms.
French	Greetings , French culture and classroom instructions. Animals -at the pet shop. Numbers and plurals Gender -Pronounce <i>un</i> and <i>une</i> correctly. Memorisation & storytelling Je m'appelle and French names. Je suis and Ma maman story Christmas - French Christmas song and vocabulary relating to Christmas		Colours -simple opinion <i>j'adore</i> or <i>je déteste</i> about a colour. Word order of adjectives and opinions The Enormous Turnip- using repetition and gestures. Numbers 1-10 and j'ai Age -(<i>quel âge as-tu?</i>) and reply using a sentence stating their age. Definite (le,le,les) and indefinite articles (un,une) Easter- Understand and enjoy an Easter-themed story.		Je voudrais -Understand the phrase <i>Qu'est-ce que tu voudrais?</i> The connective 'mais'- practise opinion phrases <i>j'adore/ je déteste ...</i> Practise extending sentences with <i>mais</i> . Aussi -extend sentences Numbers 1-15 -learn how to pronounce the nasal phoneme on. Days of the week Paris -Learn about the location of Paris. Learn about four famous Paris landmarks.	
RE	?	2.5 - Why do religious people celebrate? Christmas	2.10 - What does it mean to be Hindu? Symbol meaning- AUM Hindu belief of Braham supreme spirit (different gods)	2.1 - Why is Jesus important to Christians? Jesus' death and resurrection- why it's important	2.8 - What do religions teach about the natural world and why should we care about it?	2.6 - How and why do believers show commitments during the journey of life? Hindu initiation- sacred thread ceremony marriage

Art	Asian art - Japanese Wagara patterns		Flora and Fauna - sculpture. Artist: Azuma Makota <i>Can link to light and How plants grow.</i>		Where we live - Topographical maps/Sculpture Artist: Jenny Stark	
DT Design, Make & Evaluate = DM&E)	Design, make and evaluate a pyramid that can be used as a gift box for small gift. Shell structures Projects on a page: https://drive.google.com/drive/u/0/folders/1UYN9HVwwSb2YqgG4Dhrkt3HK4uNw5217	Food: Make French Xmas biscuits for the tree. Sables: https://cnz.to/recipes/cookies-small-cakes/christmas-sables-cookies-recipe/	Textiles: 2D shape to 3D product - Projects on a page https://drive.google.com/drive/u/0/folders/1UYN9HVwwSb2YqgG4Dhrkt3HK4uNw5217	Food: Q: It possible to make a Greek Salad using only food produce grown in the UK		Levers & linkages - Projects on a page. Make a pop up card : https://drive.google.com/drive/u/0/folders/1UYN9HVwwSb2YqgG4Dhrkt3HK4uNw5217 Can link to Literacy story or French?
Music						
SEAL/ PSHE	New Beginnings	Getting On and Falling Out	Changes	Relationships	SRE (See Scheme)	Good to be Me
PE Striver Teacher	Dance 1 Mindfulness	<u>Well being</u> Nutrition Personal Care Sleep Teamwork and leadership Yoga	Gym 2	Dance 1 Mindfulness	<u>Well being</u> Nutrition Personal Care Sleep Teamwork and leadership Yoga	Gym 2
Swimming *	Class #1			Class #2		
Sports Coach	Gym 1	Tag Rugby	Dance 2	Netball	Cricket	Athletics

*Swimming / PE topics in the Autumn & Spring 1 will swap for the second class in Spring 2 and the Summer.