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| **Wibsey Web LogoYear Group 3 Yearly Learning Challenge Overview** **2022 / 2023** |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Prime Learning Challenge** | Is chocolate nutritious or delicious? | How did life change between the Stone Age and Iron Age? | Why do we need light? | Was Boudicca a heroine? | What makes the earth angry? |
| **Subject Driver** | Science | History | Science | History | Geography |
| **English** Word ReadingComprehension | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Applying growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Extract information
* Identify and locate key words
* Recall the events in a story

Techniques and language* Identify and comment on literary features such as alliteration, similes and repetition.
* Words and phrases that have been used to create humour.
* Meaning of words in context.

Text structure and organization* Navigational features of a text such as chapters and index.
* Interpret tables and labelled diagrams.
 | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Applying growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Use headings and subheadings, contents and indexes to locate information

Inference* Discuss the actions of main characters and justify views.

Techniques and language* Meaning of words in context.

Text structure and organization* Navigational features of a text such as chapters and index.
* Interpret tables and labelled diagrams.
 | Word Reading* Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Applying growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Scan and locate specific information.

Inference* Make a prediction based on what has been read.
* Identify and summarize the main points from more than 1 paragraph.

Techniques and language* Meaning of words in context.

Text structure and organization* Navigational features of a text such as chapters and index.
 | Word Reading* Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Applying growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Consolidate and close any gaps.

Inference* Consolidate and close any gaps.

Techniques and language* Identify where language is used to create tensions
* Meaning of words in context.

Text structure and organization* Navigational features of a text such as chapters and index.
* Interpret tables and labelled diagrams.

Critical response | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Applying growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Consolidate and close any gaps.

Inference* Consolidate and close any gaps.

Techniques and language* Consolidate and close any gaps.

Text structure and organization* Consolidate and close any gaps.

Critical response |
| **Writing** Grammar Punctuation Spelling Forms of writing | Forms of Writing* Character Description
* Letter
* Narrative - Recount
* Setting Description

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative
* Evaluating and editing –spelling, punctuation and grammar including accurate use of pronouns
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Expanded Noun Phrases, Sentence Types, Conjunctions (subordinating and co-ordinating)
* Time Adverbs
* Possessive Apostrophe
* Capital Letters, Full Stops (re-cap)
* Commas,
* Exclamation Marks and question Marks

Spelling* I sound spelt y
* U sound spelt ou
* Suffix ly
 | Forms of Writing* Retell
* Non-chronological Report
* Poetry

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative
* Evaluating and editing –spelling, punctuation and grammar including accurate use of pronouns
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Prepositions
* Apostrophes for possession
* Conjunctions
* Commas in a List
* Suffixes
* Headings and Subheadings
* Capital Letters, Full Stops (Re-cap)
* Question marks and exclamation marks
* Commas in a List
* Apostrophes for possession

Spelling* Suffix – ation
* Prefix re/sub
* Words ending in sure/ture
 | Forms of Writing* Adverts
* Setting Description
* Story Ending

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative and simple organizational devices in non-narratives
* Evaluating and editing –spelling, punctuation and grammar including accurate use of pronouns
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Adverbs,
* Inverted Commas
* Conjunctions
* Inverted Commas (for speech)
* Question marks and exclamation marks

Spelling* Words ending in sion
* Words ending in ous
* Words with the sounds spelt ch
 | Forms of Writing* Character description – Boudicca
* Instructions

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative and simple organizational devices in non-narratives
* Evaluating and editing –spelling, punctuation and grammar including accurate use of pronouns
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Commas in a list
* Compound and complex sentences
* Commas in a list
* Apostrophe for possession
* Commas after fronted adverbials

Spelling* Words with the sounds spelt ch
* Words ending with gue/que
* Words with s spelt sc
 | Forms of Writing * Retell
* Poetry

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / organize paragraphs round a theme / create settings, characters and plots in a narrative and simple organizational devices in non-narratives
* Evaluating and editing –spelling, punctuation and grammar including accurate use of pronouns
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Tenses
* Inverted Commas (for speech)
* Question marks and exclamation marks
* Paragraphs

 Spelling* Words spelt eigh, ey, ei
 | Forms of Writing * Job Advert
* Narrative

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / organize paragraphs round a theme / create settings, characters and plots in a narrative and simple organizational devices in non-narratives
* Evaluating and editing –spelling, punctuation and grammar including accurate use of pronouns
* Proofread for errors
* Reading aloud

Grammar and PunctuationRevising any gaps.SpellingRevising any gaps. |
| **Text of term / Author Focus** | Charlie and the Chocolate Factory Roald Dahl | Stone Age Boy – Satoshi KitamuraDave’s Cave – Frann Preston-Gannon | JourneyAaron Becker | Empire’s End – Leila RasheedRoman Diary – Richard Platt | Escape to Pompeii Christina Balit | Stone Girl Bone Girl Laurence Anholt |
| **Mathematics**  | Number and Place Value* Numbers to 1000 – reading and writing, comparing and ordering
* Place value of digits in a 3-digit number
* Counting in multiples of 4,8,50 and 100

Statistics* Interpret and present data using bar charts, pictograms and tables
 | Addition and Subtraction* Adding and subtracting mentally
* Column methods of addition and subtraction – to 3 digits
* Inverse operations to check

Money* Add and subtract amounts of money to give change
 | Multiplication and Division* Multiplication / division facts for the 3, 4 and 8 multiplication facts
* Short multiplication progressing to formal written methods
* Grouping on a number line
 | Fractions – link with Angles and Turns* Tenths
* Unit fractions and non-unit fractions with the small denominators
* Equivalent fractions
* Add and subtract fractions with the same denominator
* Compare and order fractions with the same denominator
 | Time* Time to the minute
* 12 and 24 hour time
* Compare duration of times
 | Measurement* Measure, compare, add and subtract:
* Capacity
* Mass
* Length

Shape* Shape link with Length
* Drawing 2D shapes
* Measuring perimeter
* Building 3D shapes
* Recognising angles
* Parallel / perpendicular lines
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| **Science** | Animals including Humans* Nutrition
* The role of skeletons and muscles for support, protection and movement
 | Magnets and Forces* Forces where direct contact is necessary
* Magnetic forces
 | Light and Shadow* Why we need light and what dark is
* Reflection of light form surfaces
* Shadow formation
 |  | Plants* Function of different parts of flowering plants
* Investigate what plants need for life and growth
* Investigate how water is transported within plants
* The role of flowers in the life cycle of flowering plants
 | Rocks and Soils* Different types of rocks – comparing and grouping
* The formation of fossils
* How soil is made
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| **History** |  | Changes in Britain from Stone Age to the Iron Age* Changes in homes, farming and technology
* Skara Brae / Star Carr / Danebury Hill
 |  | The Roman Empire and its impact on Britain* Invasion and Boudica’s resistance
* The Romanisation of Britain
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| **Geography** |  |  | European StudyA region in a European country: Rome and Southern Italy |  | Volcanoes and Earthquakes* Structure and formation of volcanoes
* Causes of earthquakes
* Location of earthquakes and volcanoes - Ring of fire
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| **Design and Technology**DesignMake Evaluate | StructureChocolate Bar Packaging* Strengthening, stiffening and reinforcing structures
 |  | Cooking and Nutrition Italian Dish* Prepare and cook
* Understand and apply the principles of a healthy diet
* Explore seasonality
 |  | Mechanisms and Levers* Identify a fixed and loose pivot and their differences.
* Assemble a lever and linkage system to a product.
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| **Art and Design** |  | Painting Christina Balit* Use the colour wheel for different effects.
 |  | Sculpture Anthony Goldsworthy* Join 2 forms together.
* Begin to use tools to add details

 Mosaic Antoni Gaudi* Begin to imitate different types of collage.
 |  | Drawing with Shadow Giorgio Morandi* Draw 2D and 2D shapes accurately.
* Use shading and tone for effect.
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| **Computing** | Computer science* Write and debug simple programs that accomplish specific goals
* Use sequence, selection and repetition in programs

Unit 3.1 Coding  | E-Safety* Sequence, selection and repetition in programs

IT* Communicating using a range of devices.

Unit 3.2 – On-line safety | Digital literacy* Communicating using a range of devices.

IT* Selecting, using and combining a variety of software.

Units:3.3 Spreadsheets3.4 - Touch Typing | IT* Using search technologies.
* Selecting, using and combining a variety of software.

Units3.5 - Email 3.6-Branching Databases | Computer science* Refining the use sequence, selection and repetition in programs.

Units 3.7 Simulations | IT* Using search technologies to collect, analyse, evaluate and present data and information

Unit 3.8 - Graphing |
| **Music** | **Play and Perform**: focus on developing accuracy / fluency / control / expression**Improvise and Compose** – for a range of purposes**Listen and appraise** – with increasing attention to detail and increasing aural memory**Use and understand** - staff and other musical notation**Appreciate and understand** – exposure to a wide range of live and recorded music from different traditions and form great composers and musicians**History of music** |
| Charanga Let your spirit FlyInstrument – Glockenspiel | ChristmasInstrument – Glockenspiel | Instrument- Ukuleles | Easter ProductionInstruments – UkulelesRhythm | Instruments- Recorders**Use and Understand**reading music, Notation and value | Instruments- Recorders |
| **PE** Games Gym Dance | **Class** | GamesBall skills * Simple attacking and defending skills in an invasion game.
* Incorporate dodging skills.
 | Gymnastics* Perform isolated movements and sequences, using body strength to refine them – including crouching forward roll and

tucked backwards roll | Dance* Incorporate stillness and direction of body to create dramatic effect in individual and paired performance
 | Cricket* Developing fielding and batting skills whilst controlling a variety of small equipment during a simple team game
 | Athletics* Demonstrate how a combination of pace and technique affects running
* Using balance and strength to control jumps, hoops and throws
 | Orienteering* Simple orienteering
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| **PPA** | Gymnastics* Crouch forward roll without a slope.
* A tucked backwards roll.
 | Games – Basketball* Use simple attacking and defending skills in an invasion game.
* Incorporate dodging skills.
 | GamesBall skills* Throwing and catching
 | Dance* Use directional slashing or chopping arm effects
 | Games – Striking and Fielding* Use fielding skills to stop a ball.
* Bowl a small ball.
* Use the correct batting technique.
 | Athletics* Run over low hurdles without knocking them over.
* Throw a javelin using a pull throw.
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| **RE** | Christians beliefs about a good life | Creation stories – what do they tell us? | God’s covenant with Abraham and Moses(J) | Spirituality  | Who can inspire us? |
| **Spanish** | **Listening –** Understand familiar spoken words and phrases in short dialogues and stories.**Speaking** – Say simple phrases and ask and answer a question.**Reading** - Read and understand a range of familiar phrases in Spanish.**Writing** – Write simple words, phrases and sentences in Spanish. |
| **Phonics**[a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]**Vocabulary** Adjectives to describe mood and character, days of the week, nouns for possessions**Grammar** estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué**Describing myself and others** | **Phonics**[ca] [co] [cu] [ga] [go] [gu] [l] [ll] [que] [qui]**Vocabulary-** verbs and nouns to describe a range of activities, likes and dislikes**Grammar -** infinitive verbs**, –** AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), **Saying what I and others do** | **Phonics** [j] [ge] [gi] [ga] [go] [gu] [gui] [gui] [n] [ñ]**Vocabulary**Animals and adjectives, describing pictures**Grammar** – indefinite and definite articles, adjectival agreement, using verb “tener”**Describing things and people** | **Phonics** Recall sounds in colours, body parts and numbers**Vocabulary**More animals and adjectives**Grammar** **U**sing demasiado + adjectives, adjectival agreement. Question - ¿Cómo es?**Story telling -** Querido Zoo |
| **WSFL** | Developing a healthy lifestyle | Engaging with the community (School linking project)Managing media | Managing finance | Understanding rights and responsibilities | Effective decision making | Managing relationships |
| **BLP Muscle** | Capitalising | Planning | Revising | Capitalising | Planning | Revising |
| **Core Learning Experience** | York Chocolate Story – Charlie and the Chocolate Factory Workshop | Jorvik Dig – Pre History | Wonderlab – Bradford Media Museum | Royal Armouries – Boudicca Workshop | Virtual Volcanoes and Earthquakes workshop – natural history museum | Cliffe CastleRocks and Soils workshop |