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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 Reading  Comprehension | | Word Reading   * Developing fluency * Applying phonic knowledge to unfamiliar words. * Applying growing knowledge of root words prefixes and suffixes. * Reading further exception words.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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 Punctuation  Revising any gaps.  Spelling  Revising any gaps. |
| **Text of term / Author Focus** | | Charlie and the Chocolate Factory Roald Dahl | Stone Age Boy – Satoshi Kitamura  Dave’s Cave – Frann Preston-Gannon | Journey  Aaron Becker | Empire’s End – Leila Rasheed  Roman 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 |
| **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 |
| **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 |  |  |
| **Geography** | |  |  | European Study  A 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 | |
| **Design and Technology**  Design  Make  Evaluate | | Structure  Chocolate 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. |  |
| **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. |
| **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 Spreadsheets  3.4 - Touch Typing | IT   * Using search technologies. * Selecting, using and combining a variety of software.   Units  3.5 - 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 Fly  Instrument – Glockenspiel | Christmas  Instrument – Glockenspiel | Instrument- Ukuleles | Easter Production  Instruments – Ukuleles  Rhythm | Instruments- Recorders  **Use and Understand**  reading music, Notation and value | Instruments- Recorders |
| **PE**  Games  Gym  Dance | **Class** | Games  Ball 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 |
| **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. | Games  Ball 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. |
| **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 Castle  Rocks and Soils workshop |