|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Wibsey Web LogoYear Group 3 Yearly Learning Challenge Overview 2023 / 2024** | | | | | | | |
|  | | **AUTUMN TERM** | | **SPRING TERM** | | **SUMMER TERM** | |
| **Prime Learning Challenge** | | How do you develop a healthy lifestyle? | What is the difference between the Stone Age and Iron Age? | Would you like to roam in Rome? | Were the Romans helpful? | Why do we see in the dark? | How does the Earth move? |
| **Subject Driver** | | Science | History | Geography | History | Science | Geography |
| **English – Reading**  **Text of the Term** | | Charlie and the Chocolate Factory Roald Dahl | Stone Age Boy – Satoshi Kitamura  Dave’s Cave – Frann Preston-Gannon | Jack and the Beanstalk eBook | Romans on a Rampage – Jeremy Strong | My Shadow is Pink  Scott Stuart | Escape to Pompeii Christina Balit |
| **Wider Curriculum Texts**  **(Curricular Links)** | | * River Café (Y2 menu) * Can you kick it? (Y2 nonfiction link with PE - games) * With love (Y2 non-fiction) instructions * The Wormy spaghetti (Y3 Dahl) * The Pollution (Poetry WSFL link) * The Spaceship (Y2 World Space week Link) * The monster within (Y3) | * Let there be light (Y2 link with RE – creation stories) * Stone Age Life (Y3 History link comprehension ninja) * Anti-bullying (WSFL link – anti-bullying week comprehension ninja) * Magnets (science link comprehension ninja) * The secret treasure (Fiction story setting Explorers) | * Jack and the beanstalk (Y3 Explorers) * Killer Plants (link with Science – Explorers) * Newsflash (playscript Explorers) * Gung Hay Fat Choi (Link with WSFL) * Plants (Science link Ninjas) * Who’s there (Fiction with a twist Explorers) | * Recycle, Recycle (WSFL link – Explorers) * Lessons in Life (playscript Explorers) * ~~Pollution (Poetry WSFL link)~~ * Roman Britain (History link Ninjas) * Boudicca (History link Ninjas) * The Birthday surprise (Computing link – Explorers) | * Swimming/water safety (WSFL link – Ninjas) * Light and Shadow (Science link – Ninjas) * The curse of Calcutta diamond (Fiction mysery Explorers) * Monkey business (Fiction comedy Explorers) | * Pompeii (History link Ninjas) * Fossils (Science link Ninjas) * The Chase (Fiction -thriller Explorers) |
| **Writing Purpose** | | Character description : Missing Oompa Loompa poster  Instructions : How to make chocolate packaging | Recount of class visit.  Story retell | Persuasive piece : Who was the villain – Jack or the giant ?  Instructions : Italian meal recipe. | Thank you letter to the staff at Ilkley Manor House | DT puppet evaluation | Recount of class visit  Story retell |
| **Mathematics** | | Number and place value (4 weeks)  Addition and Subtraction – including money (3 weeks) | Addition and Subtraction – including money (2 weeks)  Multiplication and Division A (4  weeks) | Multiplication and Division B (3 weeks)  Length and Perimeter (3 weeks) | Fractions A (3 weeks)  Mass and Capacity (2 weeks) | Fractions B (3 weeks)  Time (3 weeks) | Shape (3 weeks)  Statistics (2 weeks) |
| **Science**  **(including enquiry focus)** | | 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 | 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 | | Light and Shadow   * Why we need light and what dark is * Reflection of light form surfaces   Shadow format( ion | 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**  **(including fieldwork)** | |  |  | 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** | | 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   * Architect study: Marcus Pollio (Roman architect) | | Mechanisms and Levers   * Identify a fixed and loose pivot and their differences. * Assemble a lever and linkage system to a product. |  |
| **Art and Design**  **Artist Focus** | |  | Sculpture   * The Lion Man   (see Gomersal primary school)   * Join 2 forms together.   Begin to use tools to add details |  | Mosaic   * Roman mosaic * Begin to imitate different types of collage. | Drawing with Shadow  Giorgio Morandi   * Draw 2D and 2D shapes accurately. * Use shading and tone for effect. | Painting  Christina Balit  Use the colour wheel for different effects. |
| **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.   Unit 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** | **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**  **(Place of Worship visit)** | | To know what Christians believe about a good life. | To know what the creation stories tell us about our world. | To know how Jews remember God’s covenant with Abraham and Moses. | | To know what Spirituality is and how people experience it. | To know 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 | Managing Finances | Engaging in the community | Understanding rights and responsibilities | Effective decision making | Managing relationships |
| **BLP Muscle** | | Capitalising  Imagining, Managing Distractions | Planning and Perseverance | Revising and Imitating | Capitalising, Noticing, listening and Empathy | Planning, Absorption and Questioning | Revising and Collaboration |
| **Core Learning Experience** | | SCARF Experience Healthy Lifestyle Caravan | Leeds Discovery Centre | Visit to a Synagogue | Ilkley Manor House – Workshop on Romans | Puppet Show Workshop TBC | Cliffe Castle  Rocks and Soils workshop |