

# Bounds Green Whole School Curriculum Overview 2023-24

Y3	Stones & Bones Autumn 1 and 2		Enchanting Civilisations			
			Spring 2	Spring 2	Summer 1	Summer 2
<u>Maths</u>	Place value of numbers to 1,000 Addition and subtraction	Measure: money  Multiplication and division	Multiplication and division Statistics Measure: length	Measure: length / perimeter of 2D shapes Fractions	Geometry: properties of shape Measure: Time Addition and subtraction (review)	Multiplication and division (review) Measure: mass and capacity
<u>English Genre</u>	<b>Core Learning Text</b> Stone Girl Bone Girl by Larence Anholt <b>Other Texts for Reading sessions</b> <b>Narrative:</b> Setting description Character description (of a stone-age creature)	<b>Core Learning Text</b> Stone age Boy by Satoshi Kitamura <b>Other Texts for Reading sessions</b> The Sand Collector <b>Non-Fiction:</b> Letter writing (informal) from Pepper to Mary and response <b>Poetry:</b> Winter Limericks	<b>Core Learning Text</b> Egyptian Cinderella by Shirley Climo <b>Other texts for Reading sessions</b> Traditional Tales, The Ancient Egyptians (non-fiction) Ancient Egypt Booklet <b>Narrative:</b> Retelling Stories from Other Cultures: Egyptian fairy tales Two different character viewpoints Diary Entry <b>Non-Fiction:</b> Instructions - embalming	<b>Core Learning Text</b> Westlandia by Paul Fleischman		<b>Core Learning Text</b> Ice palace by Robert Swindells
				<b>Other texts for Reading sessions</b> Cradles of Civilisations and Persia and Greece Booklets <b>Non-Fiction:</b> Newspaper Report Non-chronological report: on an original civilisation		
<u>Cross-Curricular Writing</u>	<b>Geography:</b> Non-Chronological Report linked to Local Area	<b>Science:</b> Explanation Writing (food groups) <b>History:</b> Comparative Writing –Stone Age vs Iron Age vs Bronze Age	<b>History:</b> Diary entry: Howard Carter/Hu7ssein Abdul Water boy perspective Explanation writing: Rosetta Stone		<b>History:</b> Newspaper report on new Head Teacher	<b>Science:</b> Explanation Writing –function of parts and plants <b>RE:</b> Retell a Christian parable
<u>Science</u>	<b>Materials</b> (Rocks and fossil formation)	<b>Animal Including Humans</b> (Skelton and Diet)		<b>Plants</b> (Functions of parts of a plant & plant life cycle)	<b>Light</b> (Light sources and Shadows)	<b>Forces</b> (Magnets)
	Running Science theme through year: Plants					
<u>History</u>	Stone Age to Iron Age to Bronze Age		Ancient Egypt	Cradles of Civilisation		Persia and Greece
<u>Geography</u>	Mountains	Rivers	Volcanoes	Settlements Field and Map work	Agriculture	
<u>RE</u>	Unit 7: How do people express their beliefs, identity and experience? Christianity		Unit 1: What is important to me? Christianity and Judaism		Unit 2: What can we learn about the life and teaching of Jesus? Christianity	
<u>Art and DT</u>	<b>Drawing-</b> Human figure, proportions and gesture <b>CAD</b>	<b>Sculpture-</b> Clay – tiles and pots <b>CAD</b>	<b>DT - Textiles</b> Bags – 2D to 3D	<b>DT - Textiles</b> ..continued	<b>Painting-</b> Botanical art	<b>Printing-</b> Monotypes <b>DT - Cooking</b>
<u>Computing</u>	<b>We are programmers</b>	<b>We are bug fixers</b>		<b>We are communicators</b>	<b>We are opinion pollsters</b>	<b>We are presenters</b> and scene length.
Education for a connected world	Online relationships	Self-image and identity	Managing online information Online reputation	Copyright and ownership Privacy and security	Online bullying	Health, well-being and lifestyle
<u>PE</u>	Games - Ball Skills The Daily Mile	Gymnastics - Stretching, Curling & Arching /Daily Mile	Gymnastics- (Symmetry & Asymmetry/ Daily Mile	Games -(Net/Court/Wall The Daily Mile	Athletics  & The Daily Mile	
<u>MFL</u>	All about me	All about me.	Songs and Games	Songs and Games	Celebrations	Celebrations
<u>Music</u>	Singing once a week with Andrew and Inter-related dimensions of Music					
	<b>Music can paint pictures</b> Music and the sea	<b>We are Composers</b> London Sinfonietta Composition Challenges Postcard Pieces	<b>Enchanting Civilisations and Rhythmic Rivers</b> Music Traditions Music of the Nile	<b>Music and poetry</b> Musical haiku Rapt rap	<b>We are Improvisers</b> Lyrics Musical haiku Rapt rap	<b>We are performers</b> Intro to WCIT instruments Professional performance