

YEAR 3 - Ocean Academy Whole School Curriculum Overview: 2022-23								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
3 Guiding Principles	Self Worth		Engagement		Purpose			
8 Conditions of learning	Belonging		Heroes		Leadership & responsibility		Confidence to take action	
Ocean Learning skill	Fun & excitement		Respect		Communication		Self-motivation	
No Limits Topic	Teamwork		Independence		Ready, Steady, Grow!		Time cop: Ancient Egypt	
No Limits Driving Question	Water, water everywhere!		Time cop: Stone Age Britain		Destination: Poole		How can we show how important death was to the Ancient Egyptians?	
AL Assignment	How can we find solutions to the problem of coastal erosion in Dorset? Use our understanding of structures and coastal erosion to build a coastline defence		How can I clearly report my findings about magnetic force? Investigate different areas of magnetism and develop diagrams and/or tables to report their findings.		How can we collaborate to persuade people to visit Poole? 'Come and Visit Poole' persuasive brochure: Apply knowledge of Poole and tourism to persuade others to come and visit including the reasons to visit Poole.		How can we communicate clearly how to grow, and care for, plants? Draft, edit and redraft the back of a seed packet with instructions for the care of a plant.	
Power Skills	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Palaeontology BCP		Scientist		Tourism Advertising BCP Council		Archaeology Historians Education Careers Day	
Employability: Gatsby 5 (Encounters with employers/employees)	Jobs in and around Poole Harbour Democratic voting for leadership responsibilities - What does it mean to be the boss?		Careers Day		Careers Day		Archaeology Historians Education Careers Day	
Whole class reader	The Hodgepog, Dick King Smith The True Story of the Three Little Pigs: Jon Scieszka To entertain: To retell a small section of the story.		The Lorax: Dr Seuss The Day the Crayons Quit: Drew Daywalt To persuade: A letter in the role as a piece of stationary about changing our behaviour.		The Iron Man Stone Age Boy To entertain: To write an alternative ending including a problem.		The boy who grew dragons: Andy Shepherd The boy who grew dragons: Andy Shepherd To inform: A letter to a friend about having a pet dragon.	
Writing purpose & focus text	Nouns (proper, common, collective, pronoun) Adjectives Verbs Simple sentences		Multi clause sentences (compound sentences) including coordinating conjunctions Multi clause sentences (complex sentences) including subordinating conjunctions Expanded noun phrases Apostrophes for contraction		Adverbials (How, when, where the verb happens) Using and punctuating direct speech Revise sentence structures (simple and multi-clause)		Prepositions (for example, before, after, during, in, because of) Apostrophes for possession (singular) Revise sentence structures (simple and multi-clause)	
English	Reading our writing aloud Discussing reasoning and inference style questions Circle Time/Class Assembly style questions Retelling and sharing parts of the story with one another. Justifying reasons for building a chosen coastal defence.		Colour poem by Christina Rossetti Reading our writing aloud Discussing reasoning and inference style questions Circle Time/Class Assembly style questions Discussing what items of stationary might be frustrated about from school pupils Hypothesising about forces and magnets to make predictions Comparing religious (Christianity) and non-religious traditions		Reading our writing aloud. Discussing redounding and inference style questions Circle Time/Class Assembly sessions Debating which period of the Stone Age was the most important and justifying reasons. Create a present the floor plan of a Stone Age home excavation site. Compare the Stone Age and the Bronze Age. 'Grill a Christian' Q&A		Reading aloud our writing. World Poetry Day Working collaboratively to create our brochures Discussing reasoning and inference style questions. Circle Time/Class Assembly sessions	
Oracy	The Owl & the Pussycat - performance poetry Providing feedback for shared writes Discussing reasoning and inference style questions. Presenting digital presentation plant information slides Circle Time/Class Assembly sessions		Fluency in reading comprehension. Reading shared writes aloud. Presenting our Egyptian presentations. Discussing reasoning and inference style questions. Circle Time/Class Assembly sessions Debate about whether Howard Carter was morally right for unearthing Tutankhamun's tomb and using the artefacts to inform people about how they lived in Ancient Egypt. Presenting how important death was to Ancient Egyptians. Feedback during shared writes. Comparing Sanatana Dharma beliefs to those which have previously been learnt		The Owl & the Pussycat - performance poetry Providing feedback for shared writes Discussing reasoning and inference style questions. Presenting digital presentation plant information slides Circle Time/Class Assembly sessions		Fluency in reading comprehension. Reading shared writes aloud. Presenting our Egyptian presentations. Discussing reasoning and inference style questions. Circle Time/Class Assembly sessions Debate about whether Howard Carter was morally right for unearthing Tutankhamun's tomb and using the artefacts to inform people about how they lived in Ancient Egypt. Presenting how important death was to Ancient Egyptians. Feedback during shared writes. Comparing Sanatana Dharma beliefs to those which have previously been learnt	
Spelling	Topic words - Taken from LJM Adding -ed to root words Adding -ing to root words Adding -ing to root words including those ending in consonant letter -y Homophones and near-homophones 1		Topic words - Taken from LJM The sound spell -ie at the end of words Adding -es to nouns and verbs which end in y Adding -er and -est to root words ending in consonant letter -y Adding suffixes -ful and -less Homophones and near-homophones 2 Contractions: using apostrophes for contractions		Topic words - Taken from LJM Spell words with common letter strings: -ight Words with the /eɪ/ sound spell eight or aigh Homophones and near-homophones 2 Spell words with common letter strings: -ear		Topic words - Taken from LJM Adding -ed to root words Plurals: -es or -ves Plurals: root words which end in -y Adding the suffix -ly 1 Endings which sound like -un 1	
Maths	Place Value Begin Addition and Subtraction 2D/3D shapes (link to DT) Measure - length (link to DT) Statistics - Categrisation (link to Science)		Complete Addition and Subtraction Begin Multiplication & Division 2D/3D shapes (link to DT) Measure - length (link to DT) Statistics - interpret tables (link to Science) Forces and magnets		Complete Multiplication & Division Money Time - compare and sequence (link to History) Position and direction - turns (link to Computing) Measure - mass and capacity (link to DT) Animals inc humans		Measuring Length and Finding Perimeter Starting Fractions Statistics - collect data (link to Geography) Position and direction - turns (link to Computing & Geography) Measure - mass and capacity (link to DT) Revisit and Revise: Year 2 curriculum Developing scientific skills - measuring/collecting, logging and analysing data through maths and geography	
Science	Rocks & Fossils		Stone Age and Bronze Age Britain		Revisit and Revise: Year 2 curriculum Developing scientific skills - measuring/collecting, logging and analysing data through maths and geography		Plants Soils Light	
History	Revisit and revise: Year 2 curriculum - timelines Developing historical skills - Understand how knowledge is constructed from a range of sources developed through looking at 'hands on' research conducted in geography and science		Revisit and Revise: Year 2 curriculum Developing geographical skills and knowledge: Collecting, recording and analysing data in science		Revisit and Revise: Spring 1 Y3 Developing historical skills - Understand how knowledge is constructed from a range of sources' referencing Poole as an Iron Age archaeological site		Revisit and Revise - Spring 1 Y3 Developing historical skills - Understanding chronology (lengths of time periods) through maths curriculum	
Geography	Locational and Country study: Dorset in the UK Physical geography: Coastal erosion Human geography: Coastal management (land-use) Revisit and Revise: Year 2 curriculum Exploring religious festivals: Advent		Developing geographical skills and knowledge: Collecting, recording and analysing data in science Christian Beliefs		Developing geographical skills and knowledge: Understand how agriculture has shaped land-use in Britain and the world Revisit and Revise: Year 2 curriculum Exploring religious festivals: Holy		24/25: Fieldwork Revisit and Revise: Year 3 curriculum Exploring religious festivals: Vaisakhi	
Religious Education	Computing basics and Online safety		Coding using Beebots Assignment: Produced on Google docs Ukulele Development - First Access (C, G, Am and F) Pencil and charcoal - shade and tone Still life (vases)		Create a digital presentation using Google slides Assignment: Using Google slides to create vlog Ukulele Development (3 chords Am, C G) - Shake it Off Natural materials - shape, pattern and colour Andy Goldsworthy - Land art Textiles - Bookmark			
Computing	Three Little Birds (Glockenspiel) and Beginner Ukulele Introduction		Painting - Blending colour Peter Dorey (Dorset based artist) - Landscapes		Food technology - flatbread			
Music	Structures - 3D nets - dice Assignment: Construction of coastal defences		TinkerCAD and 3D printing - Net and wall games Gymnastics & Dance		Incorporating electrical circuits Strike and field games Athletics			
Art	Alphabet & Sounds Greetings Numbers to 10 Feliz Navidad		Days of the week Spanish cuisine		Months of the year Euros & cents (identify and compare to pounds and pence)		Classroom objects La Tomatina Classroom commands Links to secondary school?	
DT	Introductions: Introduction to Spain; Importance of learning a language Being me in my world - my aspirations for the future		Celebrating difference Respectful relationships Caring friendships		Healthy me Being safe		Relationships Respectful relationships Changing me Relationships and sex education	
STEM (Creator Space)	Exploring Advent. Recognising the different shades and colours made when blending colours together. Appreciating the beauty of local art - Peter Dorey The awe and wonder of our local landscape - beaches, sea, rock formations. Rocks and Fossils - what story do they tell? Using our imagination. Responding and reflecting to our English and reading texts, asking 'wonder/notice' and 'predict' questions. Exploring religious celebrations in assemblies (Yom Kippur, Harvest). Emotions felt during ukulele learning in music signing assembly. Discussing and reflecting in Newround and PSHE lessons. Appreciating the beauty of the Spanish language, how it is constructed.		Exploring Advent. Recognising the different shades and colours made when blending colours together. Appreciating the beauty of local art. Considering how magnetic fields work. Responding and reflecting to our English and reading texts, asking 'wonder/notice' and 'predict' questions. Exploring religious celebrations in assemblies (Day of the Dead, Advent & Christmas, Diwali, Tu B'Shvat). Mindfulness colouring Discussing and reflecting in Newround and PSHE lessons. Appreciating the beauty of the Spanish language, how it is constructed, and developing our cultural awareness.		Exploring Sikhism in RE and Holy festival. Comparing and understanding different shades and tone that is created by pencil and charcoal. Appreciating the beauty of still life art. Appreciate the beauty of living in a coastal town. Exploring religious celebrations in assemblies (Shrove Tuesday & Lent, Chinese New Year, Holy Festival). Discussing and reflecting in Newround and PSHE lessons. Considering the origins of farming and how this has shaped civilisation today - for and against farming practices / should we eat meat? Being aware of one's own strengths and limitations regarding sporting skills. Appreciate and comment on dance performed in PE.		Comparing and understanding different shades and tone that is created by pencil and charcoal. Appreciating the beauty of still life art. Appreciate the beauty of living in a coastal town. Responding and reflecting to our English and reading texts, asking 'wonder/notice'. Exploring religious celebrations in assemblies (Holi, Ramadan, Easter). Discussing and reflecting in Newround and PSHE lessons. Considering how Poole is an Iron Age archaeological site. Being aware of one's own strengths and limitations regarding dance. Watch dance and music shows.	
PSHE	Being responsible for our learning and leading by example. Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Considering what coastal defences are better suited to different areas - moral debate Exploring what is right and wrong to work out what we need to do in our school and local community to ensure everyone thrives. Considering how characters' might behave within texts. Discussing and reflecting in Newround and PSHE lessons. Exploring morality through assemblies, such as Aspirations Values, leadership, celebration assembly Respectful relationships and caring friendships (PSHE & RSE curriculum).		Communicating with each other to problem solve playground issues. Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Debating whether all forces are good? Golden Book Winner Encouraging honesty, particularly through the marking station. Discussing and reflecting in Newround and PSHE lessons. Exploring morality through assemblies, such as Remembrance Day, Learning Skills, Anti-Bullying Week, Children in Need, Climate, Change Respectful relationships and caring friendships (PSHE & RSE curriculum).		Leadership groups and classroom responsibilities. Considering the positives and negatives of living in a coastal town - should we drop litter, build too near beaches etc Discussing the ethics associated with living in the Stone Age and survival. Revisit classroom charter. Discussing and reflecting in Newround and PSHE lessons. Exploring morality through assemblies, British Values, Safer Internet Day. Sharing the kitchen space and ingredients to create flatbreads equally.		Communicating with each other to problem solve playground issues. Discussing whether The Twits' tricks are justified to one another, and whether the trick from the other characters' is justified. Considering how tourism can impact the local area both positively and negatively. Raising money for a good cause on Poetry Day. Encouraging honesty, particularly through the marking station. Considering how to encourage more people to visit our local area and how they should look after it when they do. Exploring morality through assemblies, such as Red Nose Day, British Values, Ramadan. Sharing the kitchen space and ingredients to create flatbreads.	
Moral	Being responsible for our learning and leading by example. Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Considering what coastal defences are better suited to different areas - moral debate Exploring what is right and wrong to work out what we need to do in our school and local community to ensure everyone thrives. Considering how characters' might behave within texts. Discussing and reflecting in Newround and PSHE lessons. Exploring morality through assemblies, such as Aspirations Values, leadership, celebration assembly Respectful relationships and caring friendships (PSHE & RSE curriculum).		Communicating with each other to problem solve playground issues. Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Debating whether all forces are good? Golden Book Winner Encouraging honesty, particularly through the marking station. Discussing and reflecting in Newround and PSHE lessons. Exploring morality through assemblies, such as Remembrance Day, Learning Skills, Anti-Bullying Week, Children in Need, Climate, Change Respectful relationships and caring friendships (PSHE & RSE curriculum).		Leadership groups and classroom responsibilities. Considering the positives and negatives of living in a coastal town - should we drop litter, build too near beaches etc Discussing the ethics associated with living in the Stone Age and survival. Revisit classroom charter. Discussing and reflecting in Newround and PSHE lessons. Exploring morality through assemblies, British Values, Safer Internet Day. Sharing the kitchen space and ingredients to create flatbreads equally.		Communicating with each other to problem solve playground issues. Discussing whether The Twits' tricks are justified to one another, and whether the trick from the other characters' is justified. Considering how tourism can impact the local area both positively and negatively. Raising money for a good cause on Poetry Day. Encouraging honesty, particularly through the marking station. Considering how to encourage more people to visit our local area and how they should look after it when they do. Exploring morality through assemblies, such as Red Nose Day, British Values, Ramadan. Sharing the kitchen space and ingredients to create flatbreads.	
Social	Exploring and discussing together e.g. Aspirations Values, leadership 'Show & Tell' Creating class charters and Belonging Week Collaborating and communicating to create the coastal defences within a group. By sharing and turn taking both within the classroom and outside. Sharing writing aloud. Christmas Fair Card Singing Learning Links Communicating socially in another language. Discussing and working with adults at home to complete home learning that links to the curriculum.		Leadership groups and classroom responsibilities. Exploring and discussing things socially in assemblies, e.g. Anti-Bullying, PACE. Visit to the local church - behave well Engagement during the pantomime. By sharing and turn taking both within the classroom and outside. Sharing writing aloud. Christmas Fair Card Singing Learning Links Communicating socially in another language. Discussing and working with adults at home to complete home learning that links to the curriculum.		Leadership groups and classroom responsibilities. Group work in class and PE. Visit to the local church - behave well Engagement during the pantomime. Safer Internet Day, PACE, singing collectively and celebration assembly. Discussing and reflecting in Newround and PSHE lessons.		Leadership groups and classroom responsibilities. Visitors and trips, such as Wessex Water visiting - showing respectful behaviour. Brainstorming ideas as a class to describe Mr Twit and other character's behaviours within the story. Exploring and discussing things socially in assemblies, e.g. British Values, Red Nose Day, PACE, singing collectively and celebration assembly. Evaluating artwork and DT projects. Presenting learning to others.	
Religious	Broadening our understanding of religious festivals Belonging Week Learning about another country and language (introduction to Spanish) Celebrating other cultures - RE, PSHE Exploring other cultures through reading texts Understanding how relationships differ between cultures. Celebrating other cultures through assemblies, e.g. Aspirations Values, Roald Dahl, Harvest Festival, Black History Month, Marie Curie Recognise and show British Values		Broadening our understanding of religious festivals Learning about Christianity Learning about Christmas in another country (Feliz Navidad) Celebrating other cultures - food Exploring other cultures through reading texts Understanding how relationships differ between cultures. Celebrating other cultures through assemblies, e.g. Day of the Dead, Diwali, Advent & Christmas		Broadening our understanding of religious festivals (Holi) Exploring Spanish cuisine British Values assembly Celebrating other cultures through assemblies, e.g. Chinese New Year, Shrove Tuesday Handling artefacts and being respectful (Stone Age) 'Grill a Christian' visit from PACE - opportunity to ask questions on areas of interest		Broadening our understanding of religious festivals Exploring La Tomatina festival Celebrating other cultures, such as Sikhism. Understanding how relationships differ between cultures. Celebrating other cultures through assemblies, e.g. International Women's Day, Red Nose Day, Ramadan, William Shakespeare, Holi, Easter	
Cultural	Comparing how land art differs between cultures. Celebrating other cultures through assemblies, e.g. Eid al-Fitr, St George's Day. Being a global citizen linked to racism and British Values		Learning about Santana Dharma Learning about the Ancient Egyptian culture Celebrating other cultures Exploring other cultures through reading texts Understanding how relationships differ between cultures. Comparing how land art differs between cultures. Celebrating other cultures through assemblies, e.g. Summer Reading Challenge, Sports Week, Olympics 2024, End of Year awards		Comparing how land art differs between cultures. Celebrating other cultures through assemblies, e.g. Eid al-Fitr, St George's Day. Being a global citizen linked to racism and British Values		Learning about Santana Dharma Learning about the Ancient Egyptian culture Celebrating other cultures Exploring other cultures through reading texts Understanding how relationships differ between cultures. Comparing how land art differs between cultures. Celebrating other cultures through assemblies, e.g. Summer Reading Challenge, Sports Week, Olympics 2024, End of Year awards	
Safeguarding in the curriculum	Staff who can help me Rights and Responsibilities Democracy - having a voice and participating Water and beach safety		Firework safety Halloween safety Anti-bullying week Managing family conflict - child-centred Bullying and how to solve it Respectful relationships and friendships Coastal safety (erosion) Safety provided by forces (e.g. brakes)		Safety on the coast Tuesday Keeping healthy inc. healthy eating		Keeping healthy inc. healthy eating Kitchen safety Healthy choices including food choices, drug awareness and attitudes Online safety and why it's important Being a global citizen linked to racism and British Values	
Trips, Visits and Enrichment	Wessex Water (safe water) Building healthy relationships Online safety - who to go to for help How to tackle peer pressure Keeping safe in the sun Beach Safety		Understanding consent Understanding age restrictions (games and apps) Moy - moving on and moving on Family stereotypes External and internal body changes Coping with change Being safe whilst on trips Online safety		Wessex Water (safe water) Building healthy relationships Online safety - who to go to for help How to tackle peer pressure Keeping safe in the sun Beach Safety		Understanding consent Understanding age restrictions (games and apps) Moy - moving on and moving on Family stereotypes External and internal body changes Coping with change Being safe whilst on trips Online safety	

Cultural Capital and Employability Plan
(see Cultural Capital Page on website)